**PERSON SPECIFICATION**

**POST TITLE:** Teaching Assistant Level 1 **GRADE:** D (SCP 11 – 13)

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|  | **Essential** | **Desirable** |
| **QUALIFICATIONS/**  **TRAINING:** | * Requirement to complete DCSF Teaching Assistant Induction Programme * Willingness to participate in relevant training and development opportunities | * First Aid training or willingness to undertake appointed person certificate in First Aid * Child Protection training * The Support Work in Schools VQ (SWIS) |
| **EXPERIENCE:** | * Experience of working with and/or caring for children of a similar age group, preferably within an education setting | * Experience of working in a school environment |
| **SKILLS/**  **KNOWLEDGE:** | * Ability to relate well to children and adults * Ability to work effectively within a team environment, understanding classroom roles and responsibilities * Ability to build effective working relationships with all pupils and colleagues * Ability to promote a positive ethos and role model positive attributes * Good communication skills * Good numeracy and literacy skills * Be able to maintain confidentiality * Good listening skills * The ability to manage behaviour of children in a positive and supportive manner * Awareness and basic understanding of the school curriculum (within specified age range or subject area) * Basic awareness of inclusion, especially within a school setting | * Relevant knowledge of First Aid * Knowledge of Child Protection * Equal Opportunities and recognising the nature of the diverse school community * Understanding of basic technology – computer, video, photocopier etc |
| **PERSONAL AND PROFESSIONAL ATTRIBUTES:** | * Friendly, approachable and professional manner * Calm approach * A commitment to working as part of the whole school team and supporting the vision and aims of the school * High expectations of all pupils, respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements * Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners * Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work * Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils’ learning * Able to improve their own practice through observations, evaluation and discussion with colleagues. |  |