**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)
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| **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
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| **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
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| **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.
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