

TEACHING ASSISTANT- EY CENTRE

PERSON SPECIFICATION

Grade 3

TEACHING ASSISTANT- EY CENTRE PERSON SPECIFICATION Grade 3		
AREA	ESSENTIAL CRITERIA	METHOD OF ASSESSMENT*
QUALIFICATIONS/ TRAINING/EXPERIENCE	NVQ Level 3 or equivalent.	AF/I/R
	Experience of supporting pupils with severe and profound learning difficulties including Autism.	AF/I/R
	Experience of supporting pupils aged 2-5 years old in a school, nursery, portage or child-minding environment.	AF/I/R
SKILLS/KNOWLEDGE	The ability to use personalised learning plans in order to support effective scaffolding and focussed work in a classroom.	AF/I/R
	The ability to contribute to the monitoring, recording and evaluations of pupil's progress via recording software. E.g. Evidence Me, Tapestry or Evidence for Learning.	AF/I/R
	The ability to work as part of a multi-professional team to support pupil learning.	AF/I/R
	The ability to set up and use a range of resources to support pupil learning at semi-formal and pre-formal levels.	AF/I/R

	The ability to plan and prepare specific activities linked to developmental outcomes set out in pupil Personalised Learning Plans.	AF/I/R
	The ability to provide feedback on the success of specific activities.	AF/I/R
	The ability to effectively liaise with parents and families regarding the needs and progress of their child.	AF/I/R
	To be able to contribute towards, implement and follow behaviour plans for individual pupils.	AF/I/R
	The ability to use effective strategies for helping pupils to emotionally regulate.	AF/I/R
	An ability to maintain good working relationships with pupils, parents, staff and other professionals.	AF/I/R
	The ability to look after the personal and care needs of pupils including toileting, feeding and the use of specialist equipment.	AF/I/R
	An understanding of how ICT can be used to support pupil learning.	AF/I/R
	An understanding of safeguarding in a school as well as related policies and processes.	AF/I/R
OTHER REQUIREMENTS	A willingness and ability to work in all areas of the school (and meet the associated needs of pupils therein).	AF/I/R
	High expectations for all learners	AF/I/R

	Evidence of a commitment to further professional development. (CPD)	AF/I/R
	A willingness to share practice linked to defined projects or practice with internal and external colleagues.	AF/I/R
	Have the ability to work confidentially, sensitively and with discretion.	AF/I/R
	Excellent communication and inter-personal skills.	AF/I/R

Method of Assessment:

AF: Application Form

I: Interview/Tasks

R: References