

TEACHING ASSISTANT (LEVEL TWO) PERSON SPECIFICATION

Column 1 = Requirements

Column 2 = Status of Requirements: E – Essential D - Desirable

Column 3 = Method Identified: I – Interview A – Application R - Reference

Column 1	Column 2	Column 3
EDUCATION AND TRAINING		
<ul style="list-style-type: none"> GCSE at Grade C/Grade 4 or above in English and Mathematics or equivalent 	E	A, I
<ul style="list-style-type: none"> A level 3 qualification is desirable. Such as A Levels, Diploma in Childcare and Education, NVQ in Children’s Care, learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning or equivalent qualification 	D	A, I
<ul style="list-style-type: none"> Further education and relevant experience 	D	A, I
<ul style="list-style-type: none"> Commitment to ongoing Continuous Professional Development 	E	A, I
EXPERIENCE		
<ul style="list-style-type: none"> Relevant experience of working with young people in a supervisory or support capacity 	E	A, I
<ul style="list-style-type: none"> Tangible record of employment and work experience demonstrating commitment, reliability and an excellent record of attendance and punctuality 	E	A, I
<ul style="list-style-type: none"> Experience of resource preparation to support learning programmes 	E	A, I
<ul style="list-style-type: none"> Effective use of ICT to support learning 	E	A, I
<ul style="list-style-type: none"> Experience of working with pupils to overcome barriers to learning and progress 	D	A, I,
SKILLS		
<ul style="list-style-type: none"> Ability to work effectively within a team environment 	E	A, I
<ul style="list-style-type: none"> Ability to promote a positive ethos and role model positive attributes 	E	A, I
<ul style="list-style-type: none"> Demonstrate initiative and work independently 	E	A, I
<ul style="list-style-type: none"> Appreciate classroom roles and responsibilities 	E	A, I
<ul style="list-style-type: none"> Build effective working relationships with all students 	E	A, I
<ul style="list-style-type: none"> Demonstrate excellent numeracy and literacy skills 	E	A, I
<ul style="list-style-type: none"> Work with children at all levels of specific individual need, especially those with SEMH needs 	E	A, I
<ul style="list-style-type: none"> Demonstrate some understanding of child development and learning 	E	A, I
<ul style="list-style-type: none"> Demonstrate awareness of inclusion, especially within a school setting 	E	A, I
<ul style="list-style-type: none"> Contribute to the APDR cycle where relevant 	E	A, I
<ul style="list-style-type: none"> Be familiar with current SEND code of practice and how it relates to pupils with SEMH needs 	E	A, I
<ul style="list-style-type: none"> Demonstrate a positive attitude towards pupils with additional needs 	E	A, I
<ul style="list-style-type: none"> Liase constructively and professionally with parents and outside agencies 	E	A, I
<ul style="list-style-type: none"> Honesty and Integrity 	E	A, I
PROFESSIONAL VALUES AND PRACTICE		
<ul style="list-style-type: none"> High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements 	E	A, I

<ul style="list-style-type: none"> • Commitment to improving their educational achievement and assist students' development as learners to enable pupils to make a positive contribution to society both now and in their future lives 	E	A, I
<ul style="list-style-type: none"> • Ability to build and maintain successful relationships with pupils, treat them consistently 	E	A, I
<ul style="list-style-type: none"> • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work 	E	A, I
<ul style="list-style-type: none"> • Able to improve their own practice through observations, evaluation and discussion with colleagues 	E	A, I
<ul style="list-style-type: none"> • Able to work collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice 	E	A, I
<ul style="list-style-type: none"> • Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning 	E	A, I
<ul style="list-style-type: none"> • Willingness to participate in relevant training and development opportunities 	E	A, I