EMPLOYEE SPECIFICATION

**Job Title: KS4 TEACHING ASSISTANT Grade: Scale 6 Point 26 - 28**

**Pro rata**

**Department: WOODBRIGE PARK EDUCATION SERVICE**

**Division/Section: Children and Adult Services**

Selection decisions will be based on the criteria outlined in this form. At each stage of the process an

assessment will be made by the appointment panel to determine how far the criteria have been met.

*Candidates who do not meet Essential criteria will not be considered.*

Criteria should either be addressed on the application form or in the statement of application.

Criteria will be further tested later in the process at interview.

When completing your statement of application you should ensure that you provide supporting

evidence of how you meet the criteria through reference to work or other relevant experience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Criteria/Competencies | Essential | Desirable | Form | Interview |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Skills/Abilities/Knowledge** | | | | |
| **1** | Excellent inter-personal skills and the ability to communicate effectively verbally and in written form. | X |  | X |  |
| **2** | The ability to make positive relationships with children and their  teachers | X |  | X | X |
| **3** | Highly developed organisational skills |  | X | X |  |
| **4** | Proven ability to work in a positive way with students who behaviour is challenging. |  | X | X |  |
| **5** | Possess appropriate IT skills relevant to the post, including a basic knowledge of Microsoft Word, Excel, Powerpoint, Email and the ability to complete searches on the Internet. | X |  | X |  |
| **6** | Relevant courses for Teaching Assistants and on issues of  support of SEN students (e.g. social skills) | X |  | X | X |
| **7** | GCSEs or equivalent English/Maths/Science A\*-C | X |  | X |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Experience** | | | | |
| **1** | Be able to demonstrate the motivation and skills to support students with learning and behaviour difficulties in an education setting | X |  | X | X |
| **2** | Work in previous schools with secondary school students | X |  | X | X |
| **3** | Possess basic knowledge of First Aid, food hygiene and Health and Safety or be willing to undertake training. |  | X | X |  |
|  | **Disposition** | | | | |
| **1** | Flexibility and resilience |  | X | X |  |
| **2** | Practical approaches to problem solving |  | X | X |  |
| **3** | Confidence and ability to make decisions |  | X | X |  |
| **4** | Ability to stay calm in potentially challenging situations | X |  | X | X |
| **5** | Ability to work in a team and also on own initiative and to manage own time | X |  | X |  |
| **6** | Enthusiasm for working with challenging students. | X |  | X | X |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Commitments** | | | | |
| **1** | Commitment to equality of opportunity | X |  | X |  |
| **2** | Commitment to achieving high standards | X |  | X | X |
| **3** | Commitment to all aspects of inclusive education | X |  | X | X |
| **4** | Commitment to encouraging participation of stakeholders,  Parents/carers and the wider community in the life of the Service | X |  | X | X |

March 2018

 