



## Teaching Assistant Person Specification

Qualifications and Training	Essential Desirable	Assessment
<ul style="list-style-type: none"> <li>A good standard of education (minimum of 5 GCSEs at grade C or above or equivalent, ideally including English and Mathematics)</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Willingness to participate in relevant training and development opportunities</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Willingness to undertake appointed person certificate in First Aid Administration</li> </ul>	D	A/I
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> </ul>	E	A/T/I
<ul style="list-style-type: none"> <li>Ability to build effective working relationships with all students and colleagues</li> </ul>	E	A/T/I
<ul style="list-style-type: none"> <li>Ability to promote a positive ethos and role model positive attributes</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Good personal numeracy and literacy skills</li> </ul>	E	A/T
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>Awareness and basic understanding of school curriculum (within specified age range or subject area)</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Basic awareness of inclusion, especially within a school setting</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Experience of working with and/or caring for children with Autism or ADHD</li> </ul>	D	A/I
<ul style="list-style-type: none"> <li>Experience of working with and/or caring for children who have emotional regulation difficulties</li> </ul>	D	A/I
<ul style="list-style-type: none"> <li>Understanding of the strategies which can be used to support children with special educational needs in the classroom setting</li> </ul>		
<ul style="list-style-type: none"> <li>Understanding of basic technology – ICT, reprographics, recording equipment</li> </ul>	D	A/T/I
<b>Professional Values and Practice</b>		
<ul style="list-style-type: none"> <li>High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Ability to build and maintain successful relationships with students, treat them with consistency, respect and consideration, and demonstrate concern for their development as both as a learner and an individual</li> </ul>	E	A/T/I
<ul style="list-style-type: none"> <li>Ability to demonstrate and promote the positive values, attitudes and behaviours they expect from the students with whom they work</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Ability to liaise sensitively and effectively with parents and carers, recognising role in students' learning</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Ability to improve own practice through reflection, observations, evaluation and discussion with colleagues</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>A belief in comprehensive education and commitment to inclusion and achievement for all</li> </ul>	E	A/I