Person Specification

Teaching Assistant

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| Qualifications  | Essential | Desirable |
| Minimum 5 GCSE’s A-C including Maths and English (or equivalent)  | x |  |
| NVQ 2 qualification or equivalent qualification  |  | x |
| Relevant Teaching Assistant Qualifications |  | x |
| Experience  |  |  |
| Ability to manage the behaviour of pupils to promote and maintain order and a calm working environment for pupils | x |  |
| Skills, Knowledge and Understanding  |  |  |
| Ability to motivate pupils  | x |  |
| Ability to support the processes and procedures for pupils learning  | x |  |
| Ability to work at own initiative and as part of a team | x |  |
| Ability to work in a flexible and responsive way with tact, discretion and confidentiality  | x |  |
| Ability to relate well to children and adults  | x |  |
| Ability to use ICT effectively to support learning |  | x |
| Thorough knowledge and understanding of safeguarding children  | x |  |
| Knowledge of a range of strategies to promote good behaviour | x |  |
| A holistic approach to the well-being and education of students  | x |  |
| Ability to think creatively to deliver learning | x |  |
| Ability to work under pressure and manage time effectively | x |  |
| Excellent communication skills  | x |  |
| Commitment to providing equal opportunities and meeting individual needs | x |  |
| Personal Qualities  |  |  |
| Ability and willingness to work collaboratively and supportively within the school team | x |  |
| Build effective and professional working relationships with parents, staff, Governors and the wider community  | x |  |
| Is committed to their own professional development  | x |  |
| Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for students | x |  |
| Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school’s aims and values at all times  | x |  |
| Integrity and discretion | x |  |
| Resilient | x |  |