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| **TEACHING ASSISTANT** **PERSON SPECIFICATION CRITERIA** |
| **Qualifications** | **ESSENTIAL** | **DESIRABLE** |
| 1 | NVQ Level 2 Teaching Assistant Award or appropriate level of experience of operating in the classroom environment | A | R |  |  |  |  |
| 2 | Training in relevant learning strategies eg literacy, numeracy | A | R |  |  |  |  |
| 3 | Maths and English GCSE Grades A\* - C or equivalent | A | R |  |  |  |  |
| **Professional knowledge, skills and abilities** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Understanding of relevant policies, codes of practice and awareness of relevant legislation | A | R | I |  |  |  |
| 2 | Basic understanding of child development and learning | A | R | I |  |  |  |
| 3 | Experience of working with or caring for young people of relevant age (11-19) | A | R | I |  |  |  |
| 4 | General understanding of the national/foundation stage curriculum and other basic learning programmes/strategies | A | R | I |  |  |  |
| 5 | Good numeracy and literacy skills | A | R | I |  |  |  |
| 6 | Ability to use ICT effectively to support learning | A | R | I |  |  |  |
| 7 | Ability to use other equipment and technology ie video, photocopier to support learning | A | R | I |  |  |  |
| 8 | Ability to relate well to children and adults | A |  R | I |  |  |  |
| 9 | Ability to work constructively as part of a team | A | R | i |  |  |  |
| **Experience** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Successful working relationships with students, staff, parents and carers | A | R | I |  |  |  |
| **Professional Attributes, Qualities and Values** | **ESSENTIAL** | **DESIRABLE** |
| 1 | An enthusiastic and innovative teaching assistant, passionate about teaching and learning | A | R | I |  |  |  |
| 2 | Ability to build appropriate and effective professional relationships with all | A | R | I |  |  |  |
| 3 | Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour | A | R | I |  |  |  |
| 4 | Ability to reflect critically, and respond to, performance and feedback | A | R | I |  |  |  |
| 5 | Enabling the highest levels of student achievement through translating vision, ethos and values into practice | A | R | I |  |  |  |
| **Professional Attributes, Qualities and Values continued** | **ESSENTIAL** | **DESIRABLE** |
| 6 | Ability to articulate, communicate and support the Christian ethos and values of the Academy |  |  | I |  |  |  |
| 7 | Think creatively in order to anticipate and problem solve |  |  | I |  |  |  |
| 8 | Excellent interpersonal, written and oral communication skills |  |  | I |  |  |  |
| 9 | High level of emotional intelligence and self-awareness |  | R | I |  |  |  |
| 10 | Excellent time manager |  | R | I |  |  |  |
| 11 | Personal resilience |  | R | I |  |  |  |
| 12 | Inspire, challenge, and motivate students towards a shared vision |  | R | I |  |  |  |
| 13 | Foster an open, fair and equitable culture, managing conflict where necessary |  | R | I |  |  |  |
| 14 | Prioritise, plan and organise self and others |  | R | I |  |  |  |
| 15 | Willingness to make a positive contribution to the wider life of the school/Academy and community |  | R | I |  |  |  |

**The criteria will be evidenced as indicated below:**

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.