



Teaching Assistant - Person Specification

Working with young children requires personal qualities that will support the ethos, teaching, learning and pastoral care that are at the heart of the school. The qualities and key features given below are essential but not exhaustive. They will enable current and prospective Teaching Assistants to evaluate their suitability and, if necessary, seek further guidance. These qualities and key features will be included as part of any performance review or appraisal.

METHOD OF ASSESSMENT (MOA)				
A = Application	I = Interview	L = Lesson	R = Reference	C = Certificate

AREA	ATTRIBUTES	ESSENTIAL/ DESIRABLE	MOA
Qualifications & Experience	1. Minimum of a full and relevant Level 2+ qualification in childcare/early years (as defined by the National College for Teaching and Leadership)	E	C
	2. Relevant honours degree	D	C
	3. Relevant experience in a school setting.	E	A
	4. A-C grades (or equivalent) in Maths and English GCSE qualifications	E	C
	5. Up-to-date First Aid 12 hour paediatric first aid qualification	D	C
	6. A good record of on-going training and/or mini qualifications since qualifying	D	A
Experience & Knowledge	7. Understand the issues around child development in order to support all children; including children with SEND	E	A/I/R
	8. Good working knowledge of the National Curriculum	E	A/I
	9. An understanding of the wider legislative requirements for working with children e.g. Keeping Children Safe in Education, Working Together to Safeguard Children	E	A/I
	10. An understanding of your role in keeping everyone safe, safeguarding and how to apply child protection procedures	E	A/I/R
	11. Able to work in partnership with parents and other professionals	E	A/R
	12. Understand the importance of ensuring equality and diversity in school	E	A/I/R
	13. Understanding what is important in determining high quality care and learning for young children	E	A/I/L
	14. An understanding of confidentiality and its importance in a school setting	E	I
	15. Understand and support children's transitions between key stages	D	I
	16. Understand the implications of the Code of Practice for Special Educational Needs for teaching and learning	E	A/I

	17. Experience of working with SEND children (Speech & Language – desirable)	D	A/I
Skills & Competencies	18. Able to have empathy and an ability to understand a child's view	E	A/L
	19. Show resilience and determination to succeed in the face of pressure and difficulties	E	A/R
	20. Ability to identify concerns and resolve complex dilemmas in a fair, open and reasoned manner	E	A/R
	21. Ability to communicate clearly with both children and adults using appropriate language and a variety of techniques	E	A/I/L
	22. Have the ability to reflect on and respond positively to direction to improve own performance	E	A/I/R
	23. Know when to seek advice and support	E	A/I
	24. Demonstrate a proactive approach and take responsibility for getting things done	E	A/R
	25. Ability to self-manage, manage own time, be flexible, adaptable and embrace new ways of doing things	E	A/R
	26. Demonstrate a good standard of literacy, numeracy and effective ICT skills	E	A/L
	27. Information research skills to gather many different kinds of information to inform practice by a variety of means	D	A
Personal Qualities	28. Positive outlook and motivated approach	E	I/R
	29. Ability to encourage team effort, support cohesion and champion motivation	E	A/I/R
	30. Openness to change and development in professional practice and provision	E	A/I/R
	31. Well-presented and professional manner	E	I
	32. Willingness to work flexibly, attending evening/weekend meetings/events as and when necessary and assisting throughout other areas of the School as requested	E	I
Wider School Life	33. Commitment to an involvement in extra-curricular activities (including residential trips with older children)	E	I
	34. Willingness to share in, and contribute to, the corporate life of the school.	E	I
Other conditions	School operates a no smoking policy Agreement to the Governing Body undertaking a full DBS check		