

PERSON SPECIFICATION- Teaching Assistant

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified	
<input type="checkbox"/> Level 2 qualification in English and Mathematics	E	Application form/Interview/Task (if applicable)	
<input type="checkbox"/> NVQ Teaching Assistant qualification	E		
<input type="checkbox"/> Phonics training	D		
<input type="checkbox"/> Qualification in English and mathematics	D		
<input type="checkbox"/> Higher education qualifications	D		
Knowledge & Experience	Essential/Desirable	How Identified	
<input type="checkbox"/> Knowledge and experience in early years/Key Stage 1/Key stage 2	E	Application form/Interview/Task (if applicable)	
<input type="checkbox"/> Providing in-class support to students	E		
<input type="checkbox"/> Planning and delivering targeted interventions	E		
<input type="checkbox"/> Working with a range of other professionals	D		
<input type="checkbox"/> Working with parents and families	D		
<input type="checkbox"/> Working with students with challenging behaviour	D		
<input type="checkbox"/> Contributing to Individual Education Plans	D		
<input type="checkbox"/> Support mechanisms for teaching staff	E		
<input type="checkbox"/> The National Curriculum structure	E		
<input type="checkbox"/> The different ways in which children learn	E		
<input type="checkbox"/> Behaviour management strategies	E		
<input type="checkbox"/> Reading interventions e.g.RML, Toe-by-Toe etc.	D		
Skills & Key Criteria	Essential/Desirable		How Identified
<input type="checkbox"/> Contribute to a range of teaching, learning and pastoral activities	E		Application form/Interview/Task (if applicable)
<input type="checkbox"/> Plan, monitor and assess interventions	E		
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E		
<input type="checkbox"/> Demonstrate good ICT skills	E		

<input type="checkbox"/> Deal sensitively with pupil concerns or issues	E	
<input type="checkbox"/> Have the ability to work effectively and network with a wide variety of support services	D	
<input type="checkbox"/> Participate in INSET days and attend courses for professional development	D	
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	