

Person Specification

POST TITLE:

Teaching Assistant with Proactive Responsibilities

SCHOOL:

Compass Learning Partnership

PLEASE NOTE

The method of assessment for each criterion is shown in the right hand columns. The shortlisting criteria are indicated by asterisk in the application form column. Shortlisting for interview will be based solely on whether the candidate indicates on their application form that they meet these Shortlisting Criteria. All mandatory criteria are underlined. The successful candidate must satisfy all of the mandatory criteria, and will normally meet all or most of the other appointment criteria. All candidates must satisfy the Equal Opportunities criteria which are mandatory.

	METHOD OF ASSESSMENT		
	APPLICATION FORM	INTERVIEW	TEST
1. ABILITIES			
(a) Previous successful experience of using information and communication technology to support learning.	*		
(b) Previous successful experience of operating a range of resources and equipment in a learning environment, including videos, photocopiers.	*		
(c) Ability to absorb and understand a wide range of information concerning the functions of the school.		*	
(d) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.		*	
(e) Ability to work on own initiative and to prioritise between conflicting demands.		*	
(f) Ability to respond calmly and effectively to pupils in distress, dysregulation or crisis.	*		
(g) Ability to observe patterns of behaviour, identify potential triggers, and provide constructive feedback.	*		
(h) Ability to use trauma-informed and ProActive Approaches strategies to support regulation and promote safety.	*	*	
(i) Ability to maintain accurate records relating to behaviour, incidents and pupil progress.	*		
2. SKILLS			

		METHOD OF ASSESSMENT		
		APPLICATION FORM	INTERVIEW	TEST
(a)	Commitment to continuous professional learning, particularly in SEN, ProActive Approaches and trauma-informed practice.	*	*	
(b)	Verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers.	*		*
(c)	Numeracy skills appropriate to the learning levels of the target pupil groups.	*		*
(d)	The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.		*	*
(e)	The ability to support learners with all aspects of personal care, if required (e.g. catheter, stoma etc.)	*	*	
(f)	Commitment to continuous professional learning, particularly in SEN, ProActive Approaches and trauma-informed practice.	*	*	
(g)	Ability to observe pupils across different classes and environments and translate observations into practical guidance for staff.		*	
3.	KNOWLEDGE			
(a)	Knowledge of relevant education policies, procedures and legislation.		*	
(b)	Understanding of basic learning strategies	*		
(c)	Understanding of key principles of child development and learning.	*		
(d)	Knowledge of national curriculum and other learning initiatives and strategies.		*	
(e)	Understanding of the principles of trauma-informed practice (or willingness to undertake training).	*	*	
4.	EXPERIENCE			
(a)	Previous successful experience in working with or caring for children	*		
(b)	Experience of implementing behaviour support strategies or assisting pupils with regulation (desirable).	*	*	
(c)	Experience of working across multiple classes or phases (desirable).	*		
(d)	Experience contributing to behaviour monitoring, observation or data collection (desirable).	*		
5.	EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST			
(a)	NVQ level 2 for Teaching Assistants, or able to demonstrate an equivalent level of attainment through relevant experience.	*		

		METHOD OF ASSESSMENT		
		APPLICATION FORM	INTERVIEW	TEST
(b)	Evidence of successful completion of the DfES Teacher Assistant Induction Programme, or able to demonstrate an equivalent level of attainment through relevant experience.	*		
6.	<u>EQUAL OPPORTUNITIES RELEVANT TO THE POST</u> <i>(mandatory)</i>			
	Understanding and commitment to Equal Opportunities.	*	*	