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| --- | --- |
| **Job title:** | Teaching Assistant |
| **Salary and Grade:** | Grade 4 (Points 7-10) |
|  |  |
| **Line Manager:** | SENCO |
| **Supervisory Responsibility** | None |

## Essential Requirements: (E) Desirable (D)

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| --- | --- | --- | --- |
| **Personal Specification for SEN Teaching Assistant** |  |  |  |
|  |  |  |  |
| **Qualifications and Experience:** | **Essential** | **Desirable** |  |
| Experience of working with relevant age groups within a learning environment | E |   |  |
| Good numeracy and literacy skills (level 2 or above). | E |   |  |
| NVQ 2 for Teaching Assistants or equivalent qualifications or experience |   | D |  |
| Training in relevant learning strategies e.g. Literacy |   | D |  |
|  |  |  |  |
| **Professional knowledge and understanding, skills and attributes:** | **Essential** | **Desirable** |  |
| Effective use of ICT to support learning |   | D |  |
| Use of other equipment and technology to support learning - video, photocopier etc | E |   |  |
| Understanding of relevant policies / codes of practice and awareness of relevant legislation. |   | D |  |
| Basic understanding of child development and learning |   | D |  |
| Ability to relate well to children and adults | E |   |  |
| Able to work constructively as part of a team, understanding classroom roles and responsibilities. | E |   |  |
|  |  |  |  |
| **Personal skills and attributes:** | **Essential** | **Desirable** |  |
| Decision making skills - the ability to investigate, solve problems and make decisions | E |   |  |
| Communication skills (orally, in writing and using technology) - the ability to make points clearly and understand the views of others | E |   |  |
| Ability to develop new ideas |   | D |  |
| Personal impact and presence | E |   |  |
| Energy, determination and perseverance | E |   |  |
| Self confidence | E |   |  |
| Enthusiasm and commitment | E |   |  |
| Reliability and integrity | E |   |  |
| A level of physical fitness to facilitate the requirements of the post | E |   |  |
| Personal pride in their work with a 'can do' attitude | E |   |  |
|  |  |  |  |