

## Person specification: Teaching Assistant

<b>Qualifications and training</b> (Application)	<b>Essential</b>	<b>Desirable</b>
Education to GCSE level in numeracy and literacy	✓	
NVQ Childcare in Education or equivalent	✓	
Certificates of one or more of the following: British sign language level 1, 2 or 3, Makaton, PECs, ELKLAN		✓
To be able to teach whole class sessions		✓

<b>Experience/employment record</b> (Application/ Interview/ References)	<b>Essential</b>	<b>Desirable</b>
Experience as a TA	✓	
Able to evidence recent experience of working with a child or children with complex needs, being able to draw on this experience to support in a mainstream setting	✓	
Able to provide evidence of how they have adapted planning to meet a child/children's specific needs within a class and the impact of this	✓	
Able to evidence experience of working successfully within a team.	✓	
Experience of one or more of the following: British sign language level 1, 2 or 3, Makaton, PECs, ELKLAN		✓
Recent experience of PDA, Autism, ADHD, Sensory impairment and Attachment disorder		✓
Recent experience of EYFS (Reception)		✓

<b>Personal qualities</b> (Application/ Interview/ References)	<b>Essential</b>	<b>Desirable</b>
Patient, caring, dedicated and enthusiastic	✓	
Calm	✓	

Demonstrates confidentiality and empathy	✓	
Shows initiative	✓	

<b>Knowledge and understanding</b> (Application/ Interview/ References)	Essential	Desirable
Able to talk knowledgeably about up to date theories and evidence based approaches that support the progress of pupils with additional needs	✓	
Demonstrates some understanding of the SEND code of practice and the duties that schools are required to carry out with regards to the Equality Act 2010 and the Children and Families Act 2014	✓	
Knowledge and understanding of how children develop	✓	
Knowledge and understanding of the needs of young children	✓	
Knowledge and understanding of the ways children learn and how to motivate them	✓	
Knowledge and understanding of how to support children in literacy and numeracy	✓	
Knowledge and understanding of how to support children socially and emotionally	✓	

<b>Skills</b> (Application/ Interview/ References)	Essential	Desirable
Able to communicate effectively with parents/carers.	✓	
Able to explain tasks simply and clearly, reinforcing teaching points	✓	
Able to clear up misunderstanding and rectify misconceptions	✓	
Able to show initiative in making adaptations to the curriculum as well as working alongside the class teacher, following direction and planning provided.	✓	
Able to model acceptable behaviour	✓	
Able to prompt children to use strategies for spelling, reading and number skills	✓	

Able to extend children’s thinking skills	✓	
Able to assess children’s understanding and feedback to class teacher	✓	
Able to discuss with children their understanding or learning objectives	✓	
Able to engage good social skills	✓	
Update assessments and IEPs	✓	
Able to liaise with outside agencies and follow professional advice provided by specialists.	✓	
Follow support programmes, prepare resources and complete records of achievement	✓	
Identify gaps in their own experience or knowledge		✓
Demonstrate the ability to learn and adapt from experience		✓
Take responsibility for doing their own research and reading to further their understanding		✓
Show a commitment to the vision for our partnership		✓
Be flexible and will go that extra mile to ensure high standards and the best opportunities for our children		✓