

**Teaching Assistant**

**Person Specification**

**Important Notes for Applicants:**

All applicants invited to interview will be expected to have read the School's Child

Protection & Safeguarding policy as well as our Safer Recruitment policy. The School attaches great importance to these topics and candidates will be asked to demonstrate their understanding of them, as well as their suitability to work with children-this will be fully explored during the interview process.

Appointments will always be subject to a minimum of two satisfactory references, one of

which must be from the current or most recent employer. Qualifications and experience

will be subject to scrutiny as part of the safeguarding process. An enhanced Disclosure

and Barring Service check will always be required.

**Skills and training**

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| 1. Qualifications within a relevant field of study | Desirable |
| 2.Evidence of Continuous Professional Development | Desirable |
| 3. Level 2 equivalent in English and Maths | Essential |

**Managing Learning and Teaching:**

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| 1. A track record of successful classroom practice. | Desirable |
| 2. Experience of working with children with special needs within a mainstream or specialist setting. | Essential |
| 3. Experience of working within primary settings. | Desirable |
| 4. Experience in the teaching of synthetic phonics | Desirable |
| 5. Experience of working with a range of associated professionals | Desirable |
| 6. Experience of working with children with SEMH | Desirable |
| 7. Experience of managing and delivering class-based, individual and differentiated curriculum. | Essential |
| 8. Experience of using ‘communicate in print’ or similar schemes to support learning | Desirable |

**Knowledge and Understanding**

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| 1. An understanding of child protection and safeguarding issues and legislation of the relevant school policies and procedures. | Essential |
| 2. A knowledge of the National Curriculum and the application to children with SEMH. | Desirable |
| 3. A knowledge of current educational legislation, policy and guidance | Desirable |
| 4. A knowledge and understanding of measures to assess pupil  progress including baseline assessment, Individual  Education Plans and other assessment programmes | Desirable |
| 5. A knowledge and understanding of IT supporting learning. | Desirable |

**Personal qualities and interpersonal skills:**

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| 1. Able to gain and maintain the confidence and respect of colleagues, parents, trustees, governors and external partners. | Essential |
| 2. Able to communicate with a range of audiences verbally and in writing. | Essential |
| 3. Works effectively under pressure, plans, prioritises and meets  deadlines. | Essential |
| 4. Understands personal strengths and areas for development in self and others and how this knowledge may impact on practice. | Essential |
| 5. Strong interpersonal and communication skills that enable successful team working and the development of teaching, support staff and other professionals. | Essential |

**Building Community:**

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| 1. An understanding of and commitment to the value of inclusive  practice for the development of children with learning difficulties  within and beyond the classroom. | Essential |
| 2. The ability to represent, market and be an advocate for the school to external stakeholders | Essential |