

| ATTRIBUTES | ESSENTIAL CRITERIA | DESIRABLE CRITERIA |
|--|---|--|
| <p>KNOWLEDGE & QUALIFICATIONS</p> | <ul style="list-style-type: none"> • Knowledge and understanding of classroom roles and responsibilities and own position within these. • Up to date, working knowledge of the required areas of the national curriculum, other relevant learning programmes and relevant safeguarding approaches. Specialist knowledge as required in particular areas. • Understand relevant policies, guidance and legislation with a commitment to keeping abreast of developments, including latest safeguarding guidance. • An understanding of learning processes, barriers to learning and behaviour management strategies to facilitate delivering learning activities effectively. • Good literacy and numeracy competency (evidenced by GCSE Maths and English at grade C or above, equivalent qualifications and/or experience). • Demonstrates knowledge in line with relevant NVQ level 3 in supporting teaching and learning. Possesses NVQ level 3 qualification or equivalent qualification/ experience. Commitment to undertake relevant qualifications and to ensure ongoing professional development. • Trained in first aid and administration of medication, or commitment to undertake the training. | <ul style="list-style-type: none"> • NVQ for Teaching Assistants Level 3 or above, or equivalent. • Complete, maintain and utilise a qualification in restrictive physical intervention such as Team Teach. |
| <p>SKILLS & EXPERIENCE</p> | <ul style="list-style-type: none"> • Able to demonstrate developed communication skills, adapting language and style appropriately to suit a range of audiences. • Able to engage students on a one to one or group basis, manage behaviour and advance learning while delivering particular interventions, which may include lesson cover if appropriate support is provided. • Willingness to actively utilise restrictive physical intervention such as Team Teach. • Able to communicate effectively both orally and in writing. Demonstrates an ability to understand and convey complex, sometimes highly sensitive information. • Developed interpersonal skills, in particular empathy and active listening. • Good planning and organisational skills, specifically with regard to learning activities and support materials. Experience of producing effective learning materials and delivering activities to advance student learning. • Able to effectively contribute to monitoring student engagement and progress, modify approaches as required and deliver constructive feedback. Active role in recording, assessing and reporting on progress to support advancement of learning outcomes. • Ability to use relevant education specific IT systems, such as SIMs (as required). • Effective use of IT for own planning and to support students. • Works collaboratively and effectively as part of a team to ensure best outcomes for children. • Demonstrable skill at working inclusively and effectively with all students, adapting and responding to individual needs, including those of SEND and SEMH students, students with additional needs and disabilities. • Works effectively with parents/ carers. • Self-evaluates learning needs and seeks professional development opportunities. • Adheres to strict confidentiality requirements. | <ul style="list-style-type: none"> • Ability to use education specific IT systems, such as SIMs. • Experience of or willingness to train, in order to offer personal care support to students with a physical disability (where relevant). |

**PERSON SPECIFICATION: Teaching Assistant – Experienced/ Specialist
Mid-level 2**



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|-----------------------------------|--|--------------------|
| | <ul style="list-style-type: none"> • Willingness to work at different CLF sites and attend meetings off site if required. | |
| <p>PERSONAL ATTRIBUTES</p> | <ul style="list-style-type: none"> • A keen interest in working with children and commitment to inclusion and acceptance of all. • Patient and remains calm in challenging situations; makes sound decisions when under pressure. • Caring and understanding attitude, sensitive and responsive to the needs of children and their parents/ carers. • Emotional intelligence and resilience. • Hard working, flexible and reliable. • Confidence to work independently, delivering certain learning activities to groups of students/ individuals, under the overall direction of the class teacher. • Commitment to continuous improvement through professional development, self-evaluation and awareness. • Role model the positive values, attitudes and behaviour expected of students. • Commitment to and able to work in a way that promotes and respects equal opportunities and diversity. • Commitment to and able to work in a way that promotes the safety and well-being of children and young people. • Confidence to work independently, delivering specific learning activities to groups of students/ individuals or sometimes classes, under the overall direction of the class teacher. | |