



## Teaching Assistant Level 3 – Grade 5

### Person Specification

	<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Assessed</b>
<b>Qualifications</b>	Minimum 2 years experience of working with &/or caring for children or NVQ or equivalent in teaching assistance	√		A/R
	Above within an educational setting	√		A/R
	Ongoing record of professional development		√	A/R
	Willingness to participate in relevant training and development opportunities	√		A/I
	Willingness to undertake certificate in first aid administration	√		I
<b>Experience</b>	Understanding of inclusion, especially within a school setting	√		A/I
	Experience of resources preparation to support learning programmes		√	I/R
	Effective use of ICT to support learning	√		I/R
	Experience of working with dyslexic and/or EAL pupils		√	A/I
<b>Professional Knowledge &amp; Skills</b>	Ability to work with and support the learning needs of individual and/or groups of pupils	√		A/I
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	√		A/I/R
	General understanding of national curriculum and other learning programmes within specified age range/subject area	√		I
	Ability to build effective working relationships with all pupils and colleagues	√		A/I/R



	Ability to promote a positive ethos and role model positive attributes	√		I/R
	Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate	√		A/I/R
	Excellent personal numeracy and literacy skills	√		A/R
	Understanding of other basic technology – video, photocopier, etc		√	I
<b>Personal Qualities</b>	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	√		A/I/R
	Ability to build and maintain successful relationships with pupils, and a total commitment to safeguarding	√		
	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	√		A/I/R
	Ability to work with collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice	√		A/I/R
	Able to liaise sensitively and effectively with parents and carers, recognising the role in pupils' learning	√		I/R
	Able to improve their own practice through observations, evaluation and discussion with colleagues	√		I/R
	Very good record of attendance and punctuality	√		R
KEY ;A=Application, I = Interview, R=Reference				