

## Person Specification Teaching Assistant Level 1

To support your application candidates should be able to show evidence of the following:

| Criteria   | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications</b>  |           |           |
| Good numeracy and literacy skills, GCSE English and Mathematics level C or above.  | √         |           |
| Relevant professional qualification in specialism  |           | √         |
| <b>Experience</b>  |           |           |
| Experience of supporting pupils with special educational needs in a classroom environment  | √         |           |
| Knowledge and experience in the specialism to support student development and an understanding of the ways in which students (especially those with significant and complex needs) learn | √         |           |
| Knowledge and experience in this specialism to be able support and promote students to develop as independent learners   | √         |           |
| The ability to accurately record and report on pupils' progress  | √         |           |
| Experience of using Information Technology to support pupils in the classroom  | √         |           |
| <b>Personal Skills and Attributes</b>  |           |           |
| Ability to support the emotional, physical and educational development of pupils   | √         |           |
| Patience and resilience  | √         |           |
| Ability to plan effective actions for pupils at risk of underachieving   | √         |           |
| Understanding of principles of child development and learning processes  | √         |           |
| Ability to safeguard and promote the welfare of children   | √         |           |

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|---|---|--|
| Ability to work constructively as part of a team and be able to demonstrate initiative                            | √ |  |
| Good verbal and written communication skills  | √ |  |
| Good organisational skills  | √ |  |
| Ability to relate well to and communicate effectively with children   | √ |  |
| Ability to maintain effective working relationships with work colleagues, parents, guardians etc                  | √ |  |
| <b>Safeguarding and Promoting the welfare of children. At interview candidates should be able to demonstrate:</b> |   |  |
| Demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children      |   |  |
| Emotional resilience in working with challenging behaviours   |   |  |