

Teaching Assistant Level 2 – Grade 4

Person Specification

| | Attributes | Essential | Desirable | How Assessed |
|--|--|-----------|-----------|--------------|
| Qualifications | 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 a certificate in first aid administration | | √ | I |
| Experience | General awareness 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 |
| Professional Knowledge & Skills | Ability to work with and support the learning needs of individual pupils | √ | | A/I |
| | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | √ | | A/I/R |
| | General awareness of national curriculum and other basic programmes/techniques 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 | √ | | A/I/R |
| | Good personal numeracy and literacy skills | √ | | A/R |
| | Understanding of other basic technology | | √ | I |

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|--|---|---|--|-------|
| Personal Qualities | 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 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 | | | | |