

## Person Specification TA Level 3

|                                      | <b>ESSENTIAL</b>   | <b>DESIRABLE</b>   | <b>HOW ASSESSED *</b> |
|--------------------------------------|--|--|-----------------------|
| <b>Qualifications and Experience</b> | <ul style="list-style-type: none"> <li>Level 3 (or higher) Teaching Assistant Qualification or equivalent</li> <li>Experience working with and caring for children within a Primary School setting</li> <li>GCSE English and Maths at Grade C/Level 4 or above</li> </ul>  | <ul style="list-style-type: none"> <li>Paediatric First aid</li> <li>Experience of working with or caring for children in more than one key stage</li> <li>Experience delivering interventions</li> <li>Experience of whole class cover</li> <li>Other relevant training/qualifications</li> </ul> | A                     |
| <b>Knowledge and Understanding</b>   | <ul style="list-style-type: none"> <li>Excellent working knowledge of how to effectively support teachers in the classroom in their delivery of the National Curriculum</li> <li>A good understanding of the Primary National Curriculum and expectations</li> <li>Knowledgeable about child development including the different ways children learn.</li> <li>Have knowledge and/or experience of current practice in at least one key stage</li> <li>Understanding of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding.</li> </ul>          | <ul style="list-style-type: none"> <li>Understanding effective ways to manage behaviour</li> <li>Knowledge/experience supporting children with SEND.</li> </ul>  | A I R                 |
| <b>Skills and Abilities</b>          | <ul style="list-style-type: none"> <li>Excellent spoken grammar and communication skills</li> <li>Ability to relate to well to children and adults</li> <li>Help to create an environment that promotes independence, creativity and challenge.</li> <li>Effective in using of a range of technology</li> <li>Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality.</li> <li>Ability to work in accordance with local safeguarding policies and procedures.</li> <li>Actively promote the school's values, aims and objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Coordinate and install displays across school</li> <li>A talent, passion or creative gift.</li> </ul>   | A I R O               |

|                                 |   |  |         |
|---------------------------------|---|--|---------|
|                                 | <ul style="list-style-type: none"> <li>• Co-ordinate and support the work of other TAs.</li> <li>• Ability to be an excellent team player</li> <li>• Able to cover whole classes when required</li> </ul>   |  |         |
| <b>Personal Characteristics</b> | <ul style="list-style-type: none"> <li>• Proactive, positive, resilient and driven</li> <li>• Professional, honest and reliable</li> <li>• Effective communication skills with both adults and children</li> <li>• Approachability and sensitivity</li> <li>• Ability to inspire, engage and motivate all learners to reach their full potential.</li> <li>• Commitment to equal opportunities and understanding of religious and cultural diversity</li> <li>• A commitment to further professional development and training.</li> </ul> | <ul style="list-style-type: none"> <li>• Be flexible and able to work across a broad curriculum</li> </ul> | A I R O |

In the first instance, we assess applications against the following elements:

- Overall presentation
- Use of standard English
- Grammatical accuracy

If an application does not meet the expected standard, it will be discarded before being matched to the person specification.

**\*A = Application Form; I = Interview; R = Reference; O = Observation**