

Person Specification TA Level 3

	ESSENTIAL	DESIRABLE	HOW ASSESSED *
Qualifications and Experience	- Level 3 (or higher) Teaching Assistant Qualification or equivalent - Experience working with and caring for children within a Primary School setting - GCSE English and Maths at Grade C/Level 4 or above	- Paediatric First aid - Experience of working with or caring for children in more than one key stage - Experience delivering interventions - Experience of whole class cover - Other relevant training/qualifications	A
Knowledge and Understanding	- Excellent working knowledge of how to effectively support teachers in the classroom in their delivery of the National Curriculum - A good understanding of the Primary National Curriculum and expectations - Knowledgeable about child development including the different ways children learn. - Have knowledge and/or experience of current practice in at least one key stage - Understanding of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding.	- Understanding effective ways to manage behaviour - Knowledge/experience supporting children with SEND.	A I R
Skills and Abilities	- Excellent spoken grammar and communication skills - Ability to relate to well to children and adults - Help to create an environment that promotes independence, creativity and challenge. - Effective in using of a range of technology - Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality. - Ability to work in accordance with local safeguarding policies and procedures. - Actively promote the school's values, aims and objectives.	- Ability to self-evaluate learning needs and actively seek learning opportunities - Coordinate and install displays across school - A talent, passion or creative gift.	A I R O

	• Co-ordinate and support the work of other TAs. • Ability to be an excellent team player • Able to cover whole classes when required		
Personal Characteristics	• Proactive, positive, resilient and driven • Professional, honest and reliable • Effective communication skills with both adults and children • Approachability and sensitivity • Ability to inspire, engage and motivate all learners to reach their full potential. • Commitment to equal opportunities and understanding of religious and cultural diversity • A commitment to further professional development and training.	• Be flexible and able to work across a broad curriculum	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**