

GENERIC PERSON SPECIFICATION

POST: TEACHING ASSISTANT (ONE TO ONE SUPPORT) – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<b><u>KNOWLEDGE</u></b>			
Has an excellent understanding and several years' experience of working with/ guiding the learning of children, preferably within a school setting	To take a lead role in learning activities as set and supported by the class teacher	Essential	5
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	4
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent)	To provide the theoretical framework and context for responsibilities and duties of a TA	Now	5
<b><u>MENTAL SKILLS</u></b>			
Ability to observe, monitor and analyse learning and outcomes in a practical context	To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.	With training on systems	3
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2

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<b><u>INTERPERSONAL &amp; COMMUNICATION SKILLS</u></b>			
Ability to communicate information and ideas effectively to a range of audiences, particularly children with specific learning and/or behavioural needs, through good written and oral communication skills	To support class room based learning for an individual pupil	Now	5
	To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)	Ability now; support given	4
Ability to maintain children’s interest and motivation for learning and to maintain discipline	To work with individual children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules	Now	5
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships		
<b><u>PHYSICAL SKILLS</u></b>			
Ability to make and use a variety of resources	To support the classroom learning and assist an individual child with creative work	Desirable; not essential	2
<b><u>INITIATIVE &amp; INDEPENDENCE</u></b>			
Working within established procedures, to use own judgement and initiative	To work alone with an individual child and to deal with unexpected/unusual situations or problems	With support	4
<b><u>PHYSICAL DEMANDS</u></b>			
Reasonable level of physical fitness	To be able to lift, carry and move and restrain children when appropriate (in accordance with	Essential	5

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	school policies and if trained in manual handling techniques		
<b><u>MENTAL DEMANDS</u></b>			
Awareness of needs/demands of young children with complex needs and how they act/react  Ability to deal with challenging children	To react to children’s needs and demands and to ensure their safety and welfare	Awareness now	4
<b><u>EMOTIONAL DEMANDS</u></b>			
Ability to work with, support, understand and empathise with children who will have particular specific needs	To work with individual children who require special/additional support due to physical, learning and / or emotional needs	Ability/aptitude essential now. Training given in specific procedures	5
<b><u>RESPONSIBILITY FOR PEOPLE</u></b>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school;  To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information	Good understanding now – training given in specific school procedures	4
<b><u>SUPERVISION</u></b>			
N/A			

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<b><u>FINANCIAL RESPONSIBILITY</u></b>			
N/A			
<b><u>PHYSICAL RESOURCES</u></b>	Some responsibility for safe and secure storage of materials and resources		