



Teaching Assistant –1:1

Person Specification



PERSON SPECIFICATION – Teaching Assistant, Supporting Teaching and Learning

Essential (E)

Desirable (D)

Identified by: Interview (I)
Application (A)
Reference (R)

Qualifications –	NVQ 3 or equivalent in relevant discipline	E	A
	Excellent Maths – GCSE/GCE or equivalent	E	A/I
	Excellent English – GCSE/GCE or equivalent	E	A/I
	Training in Literacy and Numeracy support	E	A/I
Experience –	Experience of 1:1 personal care	D	A/R/I
	A good track record with relevant experience working with pupils with additional needs (ideally autism) or learning disabilities in an educational setting	E	A/R/I
	Experience of supporting students who may exhibit challenging behaviour	E	A/R/I
Knowledge & Skills –	Can use IT effectively to support learning	E	A/R
	Full working knowledge of relevant policies and codes of practice and legislation	E	
	Working knowledge and experience of implementing National Curriculum and other relevant learning programmes	E	A/I
	Self-evaluative – able to self-evaluate role and learning needs and actively seeking learning opportunities – constantly improve own practice through self evaluation and learning from others	E	A/I/R
	An understanding of child protection and safeguarding issues and legislation	E	A/I
	Good understanding of child development and learning processes	E	A/I
	A commitment to working with families to support learning of children with autism	E	A/I
	Understanding of statutory frameworks relating to teaching	E	A/I
	Ability to relate well to children and adults	E	A/I/R
Abilities	To be an effective team member – work constructively as part of a team, understanding classroom roles and responsibilities	E	A/I/R
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parents, trustees, governors etc.	E	R/I
	To communicate with a range of audiences.	E	I/A/R
	To work under pressure, plan, prioritise and meet deadlines.	E	I/A/R



<i>Equal Opportunities</i>	A proven commitment to the principles and practice of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, disability or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I
-----------------------------------	---	---	-----