



## Person Specification

Job Title	Teaching Assistant	Job Holder	
Author	Jo Evans	Date Created	April 2022
Date Reviewed	January 2026	Next Review Date	

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description.

Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview.

Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

### Key:

E – Essential  
Process

D – Desirable

A – Application Form

I – Interview

Qualifications, Knowledge & Understanding and Experience		E	D	A	I
1.	A*- C Level GCSEs or equivalent in English and Maths	✓		✓	
2.	Evidence of recent relevant professional development and study eg working towards NVQ Level 3 or equivalent qualification		✓	✓	
3.	Willingness to participate in further training and development opportunities offered by the school to further enhance knowledge	✓		✓	
4.	Relevant legislation and guidance in relation to working with, safeguarding and the protection of children and young people	✓		✓	✓
5.	Relevant aspects of relevant legislation eg Safeguarding (Keeping Children Safe in Education), Health and Safety at Work 1974, GDPR 2018, Freedom of Information Act 2010, The Equality Act 2010 etc	✓		✓	
6.	Working and dealing sensitively with families, staff and pupils in a school environment	✓		✓	✓
7.	Use Microsoft Word, Excel, Outlook, PowerPoint and other appropriate software to a basic level	✓		✓	

Skills and Personal Attributes		E	D	A	I
1.	Exemplify all Claycots values.	✓		✓	✓
2.	Communicate clearly and effectively in the English language, both verbally and in writing with all children, adults and colleagues. Demonstrating good interpersonal skills and ability to listen and understand others.	✓		✓	✓
3.	Effectively work as a member of a team	✓		✓	
4.	Be resilient and optimistic in order to manage day-to-day challenges in a busy school environment	✓		✓	✓



5.	Take personal responsibility, demonstrate a readiness to reflect and self-evaluate and the ability to change, improve and develop	✓		✓	✓
6.	Ability to establish positive relationships with students and empathise with their needs.	✓		✓	✓
7.	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs	✓		✓	✓
8.	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	✓		✓	✓
9.	Ability to offer constructive feedback to students to reinforce self-esteem.	✓		✓	✓
10.	High levels of honesty and integrity and a highly ethical approach to all aspects of the role	✓		✓	✓
11.	Have a passion for and relentless determination that every child develops and succeeds	✓		✓	✓
12.	Have high standards in terms of attendance, punctuality and meeting deadlines	✓		✓	✓
13.	Adaptability to respond appropriately to challenging situations.	✓		✓	✓
14.	Demonstrate a positive, confident approach with enthusiasm and maintain appropriate professional boundaries in relationships with children and their parents.	✓		✓	✓
15.	Be flexible to the ever-changing demands of working in a school	✓		✓	✓
16.	Committed to safeguarding and promoting the welfare of children and successfully DBS cleared.	✓		✓	✓