



## Employee Specification Form

Post Number	E558/82/03
Job Title	Teaching Assistant Level 3
Department	Education
Prepared by and date	C Duncan March 2026

**Important - Study "Explanatory Notes" printed overleaf before completing form**

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<b>Qualifications</b> <ul style="list-style-type: none"> <li>NVQ Level 3 for Teaching Assistants or equivalent as per QCA document</li> <li>Very good numeracy/literacy/ICT skills</li> </ul>	App/ Int	<ul style="list-style-type: none"> <li>Training in the relevant learning strategies, e.g. literacy and/or in particular curriculum or learning area, e.g. bilingual, sign language, dyslexia, ICT, Maths, English, CACHE etc.</li> <li>First aid training as appropriate</li> </ul>	App
<b>Experience</b> <ul style="list-style-type: none"> <li>To have worked in primary school environment</li> <li>To have experience of working with Special Need pupils, including ASD and Learning Difficulties.</li> </ul>	App/ Int	<ul style="list-style-type: none"> <li>Worked in a special school or social communication base</li> </ul>	App/ Int
<b>Knowledge and skills</b> <ul style="list-style-type: none"> <li>Understanding of a wide range of Special Educational Needs.</li> <li>Good understanding of effective strategies which support ASD pupils in the classroom.</li> <li>Good literacy and numeracy skills</li> <li>Full working knowledge of relevant policies/codes/practices and awareness of relevant legislation</li> <li>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>	App/ Int	<ul style="list-style-type: none"> <li>Working with Complex Learning Difficulties</li> <li>To have an understanding of the National Curriculum</li> <li>Team Teach training</li> <li>Preparation of learning resources</li> </ul>	App/ Int

<ul style="list-style-type: none"> <li>• Understanding of basic IT skills: to support learning</li> <li>• Good communication skills: to be able to relate well with children and adults</li> <li>• Basic understanding of child development and learning</li> <li>• Experience of supporting small groups of children to enhance learning</li> <li>• Positive behaviour management skills.</li> </ul>			
<p><b>Special Requirements</b></p> <ul style="list-style-type: none"> <li>• Resilient when working with children with complex needs</li> <li>• Reliable and willing to go the extra mile.</li> <li>• Enthusiasm to work with special need pupils</li> <li>• Highly motivated and organised.</li> <li>• Be able to follow instructions and independently complete the task to a high standard</li> <li>• Good interpersonal skills.</li> <li>• Ability to work as part of a team and use own initiative.</li> <li>• Understanding of Safeguarding</li> <li>• Ability to be flexible</li> <li>• To have a sense of humour</li> <li>• To be able to run a lunchtime club.</li> </ul>	App/ Int	<ul style="list-style-type: none"> <li>• A willingness to contribute to the wider life of the school</li> <li>• D1 category on Driving Licence and a willingness to drive the school minibus if required.</li> </ul>	App/Int

# Employee Specification Form

These notes should be studied carefully before completing the form overleaf.

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

## Essential or Desirable

- Essential

Those requirements without which a candidate would be simply unable to do the job.

*Any candidate who does not meet the essential requirements must be rejected.*

Examples could be the possession of current driving licence or relevant qualification.

- Desirable

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

## Personal Attributes

- Qualifications

What qualifications, if any, should the postholder possess?

To what level

- Experience

What experience, if any, is relevant?

- Knowledge and Skills

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).

Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

- Special Requirements

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

## Stage Identified

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc