

PERSON SPECIFICATION

TEACHING ASSISTANT LEVEL 2



Name of Candidate:

| Attributes | | Essential/Desirable | ✓/x |
|-----------------------------------|---|---------------------|-----|
| Experience | Working with children and young people (either paid or unpaid) including raising your own children or other unpaid activity | Essential | |
| | Supporting children and young adults with special educational needs and/or health issues and/or challenging behaviour | Desirable | |
| | Assisting pupils in learning or out of hours activities | Desirable | |
| | Working as a Teaching Assistant | Desirable | |
| Qualifications | Basic standard of numeracy and literacy | Essential | |
| Training and Opportunities | Teaching Assistant Induction will be given on appointment | Essential | |
| | Willingness to attend training, as appropriate, relevant to the post | Essential | |
| | There may be opportunities to work towards NVQ Level 2/3 Teaching Assistant or Literacy and Numeracy or equivalent | Desirable | |
| | Appropriate care needs training including tube feeding will be given to all on appointment | Essential | |
| | To have basic ICT skills or a willingness to acquire basic IT skills and willingness to learn to use specialist equipment. | Essential | |
| | Willingness to train as a minibus (MIDAS Trained) driver - recognition would be given in terms of an additional allowance for this role | Desirable | |
| | Willingness to train as a nominated First Aider - recognition would be given in terms of an additional allowance for this role | Desirable | |

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| Knowledge, skills, abilities and aptitude | Ability to speak and write clearly and use functional literacy and numeracy skills to support student | Essential | |
| | Ability to relate well to children, understanding their needs in an educational setting | Essential | |
| | Ability to supervise pupils effectively during community-based learning, in line with the Academy's behaviour policy | Essential | |
| | Able to form and maintain appropriate professional relationships and boundaries with children and young people and their families | Essential | |
| | Ability to deal with sensitive information in a confidential manner | Essential | |
| | Ability to work collaboratively with others, having a commitment to working constructively as part of a team, understanding classroom roles and responsibilities and their position within these | Essential | |
| | Ability to think and solve problems | Essential | |
| | Willingness to attend and participate in meetings to review pupils' progress | Desirable | |
| | Ability to work in hydro/swimming pool | Essential | |
| | Appropriate knowledge of first aid and health & safety | Desirable | |
| Motivation | Willingness to be flexible | Essential | |
| | Commitment to equality principles | Essential | |
| Physical | Willingness to meet the physical and all personal care needs of pupils with complex needs | Essential | |
| | Fitness for the physical, emotional, social and intellectual demands of the role. | Essential | |