

## PERSON SPECIFICATION

**SCHOOL:** ST MARY'S CE PRIMARY SCHOOL

**POST TITLE:** HIGHER LEVEL TEACHING ASSISTANT

**GRADE:** SCALE 5

**E = ESSENTIAL**                      **D = DESIRABLE**

### **SKILLS**

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|---|---|---|
| ☞ | Ability to work effectively within a team environment, understanding classroom roles and responsibilities                       | E |
| ☞ | Ability to build and maintain effective working relationships with all pupils and colleagues.                                   | E |
| ☞ | Ability to organise, lead and motivate a team of staff, ensuring effective Communication and deployment                         | E |
| ☞ | Demonstrate the potential to effectively manage a team of staff   | E |
| ☞ | Ability to promote a positive ethos and role model positive attributes  | E |
| ☞ | Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. | E |
| ☞ | Ability to adapt own approach in accordance with pupil needs  | E |
| ☞ | Ability to continually develop and extend own working practices   | E |
| ☞ | Demonstrate the potential to contribute to the School Senior Management Team  | E |
| ☞ | Excellent personal numeracy and literacy skills   | E |

### **KNOWLEDGE & UNDERSTANDING**

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|---|--|---|
| ☞ | Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc | E |
| ☞ | Understanding of principles of child development, learning styles and Independent learning.  | E |
| ☞ | Minimum 4 years experience of working with children in an educational setting (within specified age range/subject area).                                       | E |
| ☞ | Working knowledge of relevant policies/codes of practice/legislation   | E |
| ☞ | Understanding of statutory frameworks relating to teaching & learning  | E |
| ☞ | Understanding of inclusion, especially within a school setting   | E |
| ☞ | Experience of resources preparation to support learning programmes   | E |
| ☞ | Effective use of ICT to support learning   | E |
| ☞ | Understanding of other basic technology - video, photocopier   | D |

### **QUALIFICATIONS**

- |   |   |   |
|---|---|---|
| ☞ | Requirement to complete appropriate Teacher Assistant Induction Programme | E |
| ☞ | NVQ IV or equivalent in teaching assistance                               | E |
| ☞ | GCSE or equivalent in Mathematics and English at grades A-C               | E |
| ☞ | Willingness to participate in relevant training and                       |   |

	development opportunities	<b>E</b>
☞	Training in the literacy/numeracy strategy	<b>E</b>
☞	Training in special educational needs strategies	<b>D</b>
☞	Willingness to undertake appointed person certificate in first aid administration.	<b>D</b>

## **PROFESSIONAL VALUES AND PRACTICE**

Must be able to demonstrate all of the following

- ☞ High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- ☞ Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
- ☞ Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.
- ☞ Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
- ☞ Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.
- ☞ Able to improve their own practice through observations, evaluation and discussion with colleagues.