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**Teaching Assistant/1:1 Teaching Assistant**

**Person Specification**

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| **Attributes** | **Essential Criteria** | **Desirable Criteria** |
| **Qualifications/training** |  |  |
| Education | GCSE (or equivalent) for English and Mathematics. | Numeracy and literacy skills.  Relevant qualifications in supporting children’s learning |
| Professional Development |  | Level 1 or 2 Diploma (or equivalent) with proficient practical skills |
| **Experience** |  | Experience of working with children within a school setting |
| National Framework |  | OFSTED awareness  Awareness of current developments in education and the implications of these. |
| Teaching and Learning | Practical understanding of effective teaching and learning strategies. |  |
| Standards |  | Awareness of strategies to raise pupil achievement and manage behaviour. |
| National Curriculum |  | Understand the planning of the National Curriculum, including assessment, recording and reporting. |
| Parents and Community | Able to develop a good relationship with parents | Understanding of the role which can be played and the community in raising standards |
| **Skills** |  |  |
| Relationships | Able to establish and develop good relationships with all involved in the school.  Empathetic and have a good working relationship with children. | Commitment to the school’s wider community |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally.  Able to work under specific instructions from Class Teacher, SLT and/or Inclusion Leader.  Good influencing skills to encourage pupils to interact with others and be socially responsible.  Competent in the use of ICT.  Able to work within children with learning difficulties or disabilities.  Ability to relate well to children and adults, understanding their needs and being able to respond accordingly. | A positive and energetic approach to work.  Flexible and approachable.  Resilient under pressure |
| **Knowledge** |  |  |
| Policies and Procedures |  | Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality |
| **Attitudes** |  |  |
| Education Philosophy | A commitment to inclusive education and willingness to respond to the needs of individual learners | An understanding of the ethos of the school and support school in promoting values and a moral code. |
| Staff Development | Commitment to their own development |  |
| Equal Opportunities | Commitment to equality of opportunity.  Commitment to race and gender equality and social inclusion. | Understanding of the needs to promote positive role models |