



**TEACHING ASSISTANT: PERSON SPECIFICATION**

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for subject leaders in this core subject. Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implications to our school.

<b>Professional Knowledge, Qualifications and Abilities</b>	<b>A-Application</b>	<b>I- Interview</b>	<b>R- Reference</b>
<b>Training and Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
To have the basic literacy and numeracy skills to improve pupils' performance. Minimum 5 A-C grades at GCSE including English and Maths or equivalent level of experience relevant to the post.	√		A I
Ability to use IT proficiently.		√	A I
<b>Knowledge of :</b>			
Knowledge of strategies for managing challenging behaviour	√		A I
Knowledge of literacy and numeracy support programmes.		√	A I
<b>Experience</b>			
To have had successful experience across the age range at KS3 and KS4 with pupils with behavioural issues.	√		A I R
Excellent classroom management of SEN pupils.		√	A I R
Involvement with young people outside the curriculum.		√	A I
Experience of working co-operatively with outside agencies.		√	A I
Success as a member of a team	√		A I R
Delivering interventions to students with challenging behaviours.		√	A I
<b>Personal Qualities and Abilities</b>			
Have the ability to form good relationships and communicate well with pupils.	√		A I R
Interest in support pupils with English as a second language.		√	A I
Acknowledge excellence and challenge poor performance.	√		A I
A positive attitude to broad aspects of school life.	√		A I
High standards and expectations for all students developing self-esteem and positive attitude in pupils.	√		I
Give and receive effective feedback and act to improve personal performance.	√		I R
Accept support from others including colleagues, governors, and the Council	√		I
Dedicated and keen to undertake relevant continued professional development.	√		A I
The ability to provide advice and support to colleagues on appropriate resources and strategies for SEN pupils.	√		A I
A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy.	√		A I

<b>Strengthening the Community</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Support and seek to develop the distinctive ethos of the school.		√	I R
Recognise and take account of the richness and diversity of the school's communities.	√		A
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils.	√		A I R
Model the values and vision of the school.	√		A I

### **Other Requirements**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b> A-Application I- Interview R- Reference
Application forms should be completed in full.	√		
Personal Statement should be clear and concise.	√		
Personal Statement should address the criteria identified in the person specification.	√		
Professional appearance and demeanour. Excellent role model.	√		

### **Confidential References and Reports**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b> A-Application I- Interview R- Reference
Written /Email reference(s) only will be considered.	√		
References will confirm professional and personal knowledge, skills and abilities as referred to above.	√		
Positive recommendation from current employer.	√		

Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post.

**The Shaw Education and the School Governing Body are committed to safeguarding and promoting the welfare of children.**

**This post is subject to Enhanced Disclosure procedures.**

