

**Teaching Assistant
Person Specification**

Essential Criteria	Desirable Criteria	Measured By
Experience <ul style="list-style-type: none"> Supporting children's learning in a school. 	<ul style="list-style-type: none"> Experience of working with children with social, emotional and mental health needs 	AF/I
Qualifications/Training <ul style="list-style-type: none"> Good numeracy/literacy skills. Completion of DfES Teacher Assistant Induction Programme. NVQ 3 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience. 	<ul style="list-style-type: none"> Level 1 safeguarding training First aid training as appropriate (e.g. paediatric first aid course). 	AF/I
Knowledge/Skills <ul style="list-style-type: none"> Understanding of relevant policies/codes of practice. Good understanding of areas of learning, e.g. literacy, numeracy, SEN. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. 	<ul style="list-style-type: none"> Effective use of ICT to support learning. Examples of following instructions from outside agencies to support pupils 	AF/I
Behavioural Attributes <ul style="list-style-type: none"> Has a friendly yet professional and respectful approach, which demonstrates support and shows mutual respect. Open, honest and an active listener. Calm and patient. Takes responsibility and accountability. Committed to the needs of the pupil. Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is adaptable to change/embraces and welcomes change. Communicates effectively. Has the ability to learn from experiences and challenges. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 		AF/I