

ROCHDALE BOROUGH COUNCIL
PERSON SPECIFICATION

Teaching Assistant (Levels 1, 2, and 3)

Grades 2, 3 and 5

Note to Applicants

Rochdale Supply Agency is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

- The *Essential* Criteria are for the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.
- The *Desirable* Criteria are used to help decide between candidates who meet **ALL** the Essential Criteria.
- The *How Identified* column shows how the Council will obtain the necessary information about you.
- If the *How Identified* column says the Application Form next to an Essential Criteria or a Desirable Criteria, you **MUST** include in your application enough information to show how you meet these criteria. You should include examples from your paid or voluntary work.
- The columns to the right indicate which level of Teaching Assistant each criterion refers to.

ATTRIBUTES	ESSENTIAL CRITERIA	TA1	TA2	TA3	HOW IDENTIFIED
QUALIFICATIONS AND EXPERIENCE	To possess, or be willing to work towards, GCSE English and Mathematics at Grade A* - C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy.	X			Application form, Checking Certificates, Interview
	To possess GCSE English and Mathematics at Grade A* - C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics.		X	X	
	To possess or be willing to work towards Level 2 QCF in Teaching and Learning.	X			
	Level 2 qualification QCF (or NVQ prior to 2010) in Teaching and Learning.		X		
	To possess a relevant NQF/QCF Level 3 qualification.			X	
	To possess or be willing to work towards a full or emergency Paediatric First Aid certificate within 3 months of starting work.	X	X	X	
	Trained in relevant learning strategies and/or a particular learning or curriculum area.		X	X	
SKILLS AND KNOWLEDGE	Ability to work effectively within a team environment, understanding classroom roles and responsibilities.	X	X		Application form, Interview
	Ability to build effective working relationships with all pupils and colleagues.	X	X		
	Ability to promote a positive ethos and role model positive attributes.	X	X		
	Good personal numeracy and literacy skills.	X			
	Understanding of and willingness to use basic technology, e.g: computer, photocopier, whiteboard.		X		
	Experience of working with &/or caring for children.	X	X		
	Experience of working with children at a relevant age and/or learning need within an education setting.			X	
	Have ability to provide clerical/admin support to the Teacher/Department.		X		
	Have the skills and knowledge to implement literacy/numeracy programmes.		X		
	Knowledge and understanding of how ICT can support learning.		X		
	Awareness and basic understanding of school curriculum.	X			
	Awareness and understanding of school curriculum.		X		

ATTRIBUTES	ESSENTIAL CRITERIA	TA1	TA2	TA3	HOW IDENTIFIED
SKILLS AND KNOWLEDGE	Basic awareness of inclusion, especially within a school setting.	X			Application form, Interview
	Awareness of, and commitment to, inclusion in a school setting.		X		
	Understanding of children in the appropriate age range.		X		
	High expectations of children and young people with a commitment to helping them fulfil their potential.		X		
	To work towards demonstrating High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their education achievements.	X			
	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.	X			
	The ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people.		X		
	The positive values, attitudes and behaviour expected from children and young people.		X		
	Demonstrate and promote the positive value, attitudes and behaviour you expect from the pupils with whom you work.	X			
	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.	X			
	Ability to improve your own practice through observations, evaluation and discussion with colleagues.	X			
	The ability to communicate effectively and sensitively with children, young people and colleagues.		X		
	The ability to recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.		X		
	A commitment to collaborative and co-operative working with colleagues.		X		
	The ability to organise and manage learning activities in ways which keep children safe.		X		
	Evidence of commitment to professional development.		X		
	The ability to actively encourage and motivate children to advance their learning.		X		
	Knowledge of the school and its setting/community.		X	X	
	Experience of planning, delivering and evaluating teaching and learning activities effectively.			X	
	Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes.			X	
	Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues.			X	
	Experience of working within a school's ethos and supporting the aims of the school.			X	

ATTRIBUTES	ESSENTIAL CRITERIA	TA1	TA2	TA3	HOW IDENTIFIED
SKILLS AND KNOWLEDGE	Experience of providing clerical/administrative support.			X	Application form, Interview
	Experience of effectively using ICT technology to advance learning, e.g. computer, photocopier, interactive whiteboard.			X	
	Understanding and working knowledge of principles of child development, learning styles and independent learning.			X	
	Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.			X	
	Full working knowledge of relevant policies/codes of practice/legislation.			X	
	Working knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.			X	
	Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues.			X	
	Ability and commitment to work collaboratively and co-operatively with colleagues.			X	
	The ability to organise and manage learning activities in ways which keep children safe.			X	
	The ability to promote a positive ethos, actively encourage and motivate children to advance their learning.			X	
	Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives.			X	
	Able to demonstrate a commitment to improving own knowledge and practice.			X	
SPECIAL WORKING CONDITIONS	Ability to attend occasional meetings out of school hours.	X	X	X	Application form, Interview
	When required, assisting pupils in line with moving and handling guidelines when toileting, feeding and transferring.	X		X	
	When required, providing hygiene care to pupils.	X			
	When required, lifting and carrying equipment.	X			
	The ability to converse at ease with customers and service users and provide advice in accurate spoken English.	X	X	X	
	Improve own knowledge and practice by participating in professional reviews.		X		
	Demonstrate a positive attitude to continuing personal development.		X		
	The ability to recognise and respond appropriately to situations that challenge equality of opportunity.		X		
	Be committed to working within the school's policies and procedures and adhering to safe working practices.	X	X	X	
	Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities.			X	
	Flexible in approach and able to meet the changing demands of the role.			X	

	DESIRABLE CRITERIA	TA1	TA2	TA3	HOW IDENTIFIED
DESIRABLE CRITERIA	Willingness to undertake appointed person certificate in first aid administration.	X	X		Application form, Checking Certificates, Interview
	Level 2 Certificate Supporting The Wider Curriculum.	X			
	Willingness to develop basic ICT skills.	X			
	Understanding of basic technology - computer, video, photocopier.	X			
	Experience of working with &/or caring for children within an education setting.	X	X		