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**PERSON SPECIFICATION**

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| **Department** | ladywood school |
| **Job Title** | Teaching assistant level 3 |

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| **STAGE ONE** | Disabled Candidates are guaranteed an interview if they meet the essential criteria |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all pupils and colleagues | Application Form/Interview |
| 1.3 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.4 | Excellent personal numeracy and literacy skills | Application Form |
| 1.5 | Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate) | Application Form/Interview |
| 1.6 | Ability to adapt own approach in accordance with pupil needs | Application Form/Interview |
| 1.7 | Effective use of ICT to support learning | Application Form/Interview |
| 1.8 | Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. | Application Form/Interview |
| 1.9 | Working knowledge and understanding of principles of child development, learning styles and independent learning | Application Form/Interview |
| 1.10 | Working knowledge of relevant policies/codes of practice/legislation | Application Form/Interview |
| 1.11 | Understanding of inclusion, especially within a school setting | Application Form/Interview |
| 1.12 | Experience of resources preparation to support learning programmes | Application Form/Interview |
| 1.13 | Ability to use other basic technology – video, photocopier | Application Form |
| 1.14 | **Values - Candidates should share our values at Ladywood:*** **Valuing Uniqueness** – Making the most of the challenges we face positively, utilising the core strengths of our team and those around us, in the community or as stakeholders to fulfil the unique nature of the work we do and those we support.
* **Respectful and Professional** – Doing our best for the children and others, developing confidence, relationships, communicating, having integrity and respecting each other to do the right thing, always.
* **Empowering Our People and Others** – Nurturing people towards and enabling them to reach their goals and aspirations, embracing learning, development and knowledge whilst caring about what we do.
* **Recognising Success** – Being proud that we can provide an environment which is both empowering and rich in trust, well-being, safety and recognition and which helps us grow, supports children, parents and others to reach their full potential.
* **Being Aspirational** – Working as a holistic team, going the extra mile, being accountable, being role models to others and striving to be the best we can.
* **Promoting Innovation** – Using the ideas and knowledge, taking positive risks, being creative, embracing any change with a willingness to continually improve.
 | Application Form/Interview |
| 1.15 | **Customer Care -** Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | Application Form/Interview |
| 1.16 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |
| 1.17 | **Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Application Form/Interview |

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| **2. Experience/Qualifications/Training etc** |
| 2.1 | Experience of working with pupils with SEN, including autistic spectrum disorder | Application Form & Interview |
| 2.2 | NVQ3 qualification or equivalent in child care and education | Application Form |
| 2.3 | Experience of working as part of a multi-disciplinary team | Application Form & Interview |
| 2.4 | Commitment to further training in SEN and teaching and learning skills | Application Form & Interview |

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| **3. Work Related Circumstances – Professional Values & Practices** |
| 3.1 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

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| **Date Person Specification prepared/updated** | Dec 2020 |
| **Person Specification prepared by** | Updated for Ladywood by Susan Tailor |