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| **Post Title:** **TEMPORARY TEACHING ASSISTANT (LEVEL TWO)** |
| Division/Section: EDUCATION | Post Grade: Grade 6, Scalepoint 6 |
| Location: Sunny Bank Primary SchoolPart of Vision Multi Academy Trust | Post Hours: 32 hours per week (term time only) |
| Purpose and Objectives of Post:To work under the instruction/guidance of teaching or senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs). To enable access to learning for a pupil with Social Communication Difficulties and sensory needs.Work may be carried out in the classroom or outside the main teaching area. |
| Accountable to: Headteacher |
| Immediately Responsible to: Class Teacher |
| Immediately Responsible for: Designated Pupil |
| Relationships: (Internal and External)Governing Body, Trust Board, Head Teacher, Teachers, Support Staff, Pupils |



  **PERSON SPECIFICATION**

**TEMPORARY TEACHING ASSISTANT (LEVEL TWO)**

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| ASSESSMENT METHOD | SHORT-LISTING CRITERIA | ESSENTIAL | DESIRABLE |
| APPLICATION FORM /INTERVIEW | QUALIFICATIONSNVQ 2 in Teaching Assistance or equivalent qualification or experience of working with children within specified age range | √ |  |
| APPLICATION FORM /INTERVIEW | Training in relevant learning strategies |  | √ |
| APPLICATION FORM /INTERVIEW | Ability to promote a positive ethos and role model positive attributes | √ |  |
| APPLICATION FORM /INTERVIEW | SKILLSAbility to work effectively within a team environment, understanding classroom roles and responsibilities | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to build effective working relationships with all pupils and colleagues | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to work with children at all levels regardless of specific individual need | √ |  |
| APPLICATION FORM /INTERVIEW | Good personal numeracy and literacy skills | √ |  |
| APPLICATION FORM /INTERVIEW | KNOWLEDGEGeneral understanding of national curriculum and other basic learning programmes/strategies | √ |  |
| APPLICATION FORM / INTERVIEW | Basic understanding of child development and learning | √ |  |
| APPLICATION FORM / INTERVIEW | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | √ |  |
| APPLICATION FORM / INTERVIEW | Understanding of strategies to support a pupil with social communication difficulties. | √ |  |
| APPLICATION FORM / INTERVIEW | EXPERIENCEExperience of resources preparation to support learning programmesAbility to provide focused interventions | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to use ICT effectively to support learningUnderstanding of basic technology e.g. photocopier | √ |  |
| APPLICATION FORM /INTERVIEW | Relevant experience of working with and/or caring for primary age children within an educational setting | √ |  |
| APPLICATION FORM /INTERVIEW | PROFESSIONAL VALUES AND PRACTICEHigh expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | √ |  |
| APPLICATION FORM /INTERVIEW | 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 | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | √ |  |
| APPLICATION FORM /INTERVIEW | Able to improve their own practice through observations, evaluation and discussion with colleagues | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to work collaboratively with colleagues and other professionals to carry out role effectively, knowing when to seek help and advice | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to liaise sensitively and effectively with parents and carers | √ |  |
| APPLICATION FORM /INTERVIEW | Willingness to participate in relevant training and development opportunities | √ |  |

Employees of the school have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.