

UNSWORTH PRIMARY SCHOOL
 'Together We Build Understanding'

TEACHING ASSISTANT (Level 2) PERSON SPECIFICATION

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM	QUALIFICATIONS NVQ 3 in Teaching Assistance or equivalent qualification.	√	
APPLICATION FORM /REFERENCE	EXPERIENCE At least two years' experience of working with children within EYFS/KS1 and/or KS2 in a school or Early Years setting.	√	
APPLICATION FORM /INTERVIEW	Experience of working with pupils with Special Educational Needs.	√	
APPLICATION FORM /INTERVIEW	Training in relevant learning strategies in particular literacy, numeracy, SEN/D and safeguarding. NB Safeguarding training is a requirement for all school staff every 3 years.		√
APPLICATION FORM / INTERVIEW	Experience of resources preparation to support learning programmes.		√
APPLICATION FORM / INTERVIEW	Experience of using ICT to support learning and understanding of other basic technology (computers, iPads, photocopier etc).	√	
APPLICATION FORM /INTERVIEW	SKILLS Ability 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 and to be flexible.	√	
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	KNOWLEDGE General understanding of national/EYFS 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	General awareness of inclusion especially within a school setting.	√	
APPLICATION FORM /INTERVIEW	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	√	
	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	√	
	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	√	
	Able to improve their own practice through observations, evaluation and discussion with colleagues	√	
	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	√	
	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	√	
	Willingness to participate in relevant training and development opportunities including Professional Activity Days at the school.	√	