PERSON SPECIFICATION : TEACHING AND LEARNING

TEACHING ASSISTANT (GENERAL) – G1

Grade: Scale 1c Spine Point: 2

EFFECTIVE: SEPTEMBER 2022

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| Outline of Key Abilities  |
|  You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section   |
| Key:  |
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| **E – Essential D – Desirable A – Application Form** **R – References I – Interview/Selection Process**   |

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| Professional Knowledge and Skills:  | E  | D  | A  | R  | I  |
| 11  | Knowledge and understanding of the requirements of the National Curriculum.  |   |   |   |   |   |

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| Qualifications and Training:  | E  | D  | A  | R  | I  |
| 1  | GCSE in English/Maths  |   |  |   |   |   |
| 2  | Willingness to participate in development and training opportunities  |   |   |   |   |   |
| 3  | Holds a current First Aid Certificate  |   |   |   |   |   |

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| Experience:  | E  | D  | A  | R  | I  |
| 4 | Creating an engaging and diverse range of playground activities and games which encourages children participation  |   |   |   |  |  |
| 5 | Working with or caring for children of relevant age  |   |   |   |   |   |
| 6  | Tending to those who have taken ill, injured at school or have a medical condition  |   |  |   |   |   |
| 7  | Liaising with emergency services as required  |   |   |   |   |   |
| 8  | Liaising with support services – eg. school nurses or SENDCOs.  |   |   |   |   |   |
| 9  | Recording and reporting accidents and illnesses in accordance with regulatory guidelines and school policies (including confidentiality, data protection and safeguarding).  |   |  |   |   |   |
| 10 | The administration of medication and first aid equipment. |  |  |  |  |  |

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| 12  | Use basic technology – computer, video, photocopier etc.  |   |   |   |   |   |
| 13  | Ability to relate well to children and to adults  |   |   |   |   |   |
| 14  | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these  |   |   |   |   |   |
| 15  | Confident in promoting positive attitudes and behaviour in pupils  |   |   |   |   |  |
| 16  | An understanding of the schools equal opportunities policy and how it is implemented  |   |   |   |   |   |

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| Personal Qualities:  | E  | D  | A  | R  | I  |
| 17  | Excellent communication, organisational and interpersonal skills with both adults and children  |   |   |   |   |   |
| 18  | Able to form and maintain appropriate professional relationships and boundaries with children and young people  |   |   |   |   |   |
| 19  | Commitment to the aims of the school  |   |   |   |   |   |
| 20 | Flexibility, sensitivity and the ability to find solutions  |   |   |   |   |   |
| 21  | Excellent record of personal attendance and punctuality  |   |   |   |   |   |

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| Safeguarding and Equal Opportunity:  | E  | D  | A  | R  | I  |
| 22  | Knowledge and understanding of relevant legislation and guidance in relation to working with, safeguarding and the protection of children.  |  |   |   |   |   |
| 23  | Understands the importance of ensuring that all children and staff feel safe and included  |  |   |   |   |   |
| 24  | Understanding of equality of opportunity issues and how they can be addressed in schools  |   |   |   |   |  |
| 25  | Commitment to safeguarding and protecting the welfare of children  |   |   |   |   |   |
| 26 | Understanding of how pupils with special needs may be supported and included within a primary classroom  |   |   |   |   |   |