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 |  |  |  |  |  |