## PERSON SPECIFICATION

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Requirements** | **Essential/****Desirable** | **Method of Assessment**[[1]](#footnote-1) |
| Education/Training | Good numeracy/literacy skillsRequirement to participate in training/development as/when identified by line manager as essential for performance of the postWillingness to participate in other development and training opportunitiesCompletion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointmentNVQ 2 for Teaching Assistants or equivalent qualifications/experienceTraining in the relevant learning strategies e.g. literacy | EssentialEssentialEssentialEssentialEssentialDesirable | AA, IA, IA, IAA, I |
| Experience | Working with or caring for children of relevant age, or completion of the DCC TA Access Course | Essential | A, I |
| Knowledge | Basic understanding of child development and learningUnderstanding of relevant policies/codes of practice and awareness of relevant legislationGeneral understanding of national/foundation stage curriculum and other basic learning programmes | EssentialDesirableDesirable | A, IA, IA, I |
| Skills/Abilities | Ability to effectively use ICT to support learning, or to undertake training to do soAbility to use other technology to support learning – e.g. video, photocopier etc.Ability to self-evaluate learning needs and actively seek learning opportunitiesAbility to relate well to children and adultsAbility to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those | EssentialEssentialEssentialEssentialEssential | A, IA, IIIA, I |
| Personal Qualities | Enjoyment of working with childrenSensitivity and understanding, to help build good relationships with pupilsA commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | EssentialEssentialEssential | A, IA, IA, I |

1. [↑](#footnote-ref-1)