**PERSON SPECIFICATION**

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| **Job Title** | Teaching Assistant (Level 3) |
| **Band/Job Group** |  |
| **Hours/Weeks** | 37 Hours per week / 39 weeks total |
| **Responsible to** | SENCO |

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| Physical | A good attendance record. Candidates should have less than 4 absences in the last 6 months or not more than 10 days absence over the last 12 months prior to the closing date of the post.  Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010. (This information will be obtained from successful candidate after conditional offer of employment has been made). |
| Qualifications | Hold relevant qualifications at a level equivalent to at least NVQ Level 3.  Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).  Evidence of specialism in specific curriculum areas or areas of particular learning difficulty  Good numeracy/literacy skills |
| Experience | Relevant work experience in a similar background within a secondary setting (KS3 & 4)  A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting.  Understanding of relevant policies/codes of practice and awareness of relevant legislation  Experience of working with children with SEN, at secondary level (desirable)  Experience of working with Inclusion support.  Understanding of relevant policies / legislation for exam concessions and testing. |
| Training | Willing to attend relevant training |
| Knowledge / Skills | To be able to maintain effective record keeping  Ability to supervise groups of students  Ability to self-evaluate learning needs and actively seek learning opportunities  Ability to support/instruct other TAs and support staff.  Ability to effectively use ICT to support learning, or to undertake training to do so  Knowledge of the requirements of the national literacy and numeracy strategies.  Effective oral and written communication skills.  Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.  Good organisational and time management skills.  Able to form and maintain appropriate professional relationships and boundaries with children and young people.  Ability to deal with sensitive information in a confidential manner.  An understanding of and a genuine commitment to Equal Opportunities. |
| Disposition | A positive interest in working with children  Adaptability  Ability and willingness to work constructively as part of a team  Ability to work calmly and with patience  To build positive relationships with both students and parents.  Empathy with young people facing barriers to their learning.  A commitment to helping young pupils achieve, through education and learning.  Emotionally literate |
| Legal Requirements | Enhanced DBS Check for Regulated Activity |