

GENERIC PERSON SPECIFICATION

| <b>POST: TEACHING ASSISTANT – GRADE 6</b>   |  |  |  |
|---|--|--|--|
| <b>SKILLS/ ABILITY/ EXPERIENCE</b>  | <b>TO DO WHAT?</b>   | <b>HOW WELL?<br/>NOW OR WITH<br/>TRAINING?</b> | <b>HOW IMPORTANT<br/>AT THE TIME OF<br/>APPOINTMENT?</b> |
| <b><u>KNOWLEDGE</u></b>   |  |  |  |
| Previous experience of working with/ guiding the learning of children, preferably within a school setting | To take a lead role in learning activities as set and supported by the class teacher   | Highly desirable                               | 5  |
| Administrative skills and experience  | To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment       | Now  | 4  |
| GCSE Grade C (or equivalent) in English and Maths   | To demonstrate a satisfactory level of numeracy and literacy to assist children's learning                                   | Now  | 5  |
| Qualification to Level 3 NVQ (or equivalent) in a relevant discipline                                     | To provide the theoretical framework and context for responsibilities and duties of a TA                                     | Desirable                                      | 4  |
| <b><u>MENTAL SKILLS</u></b>   |  |  |  |
| Ability to observe, monitor and analyse learning and learning outcomes in a practical context             | To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher. | With training on systems                       | 3  |
| Creative ability  | To create learning materials, displays and pupil resources that support classroom activities                                 | Desirable                                      | 2  |

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| <b><u>INTERPERSONAL &amp; COMMUNICATION SKILLS</u></b>   |  |  |  |
| Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills | To support class room based learning for pupils  | Now  | 5  |
| Ability to maintain children’s interest and motivation for learning and to maintain discipline   | To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)               | Ability now;<br>support given                  | 4  |
| Ability to work well as a member of a team   | To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules | Now  | 5  |
| <b><u>PHYSICAL SKILLS</u></b>  |  |  |  |
| Ability to make and use a variety of resources   | To support the classroom learning and assist children with creative work   | Desirable; not essential                       | 2  |
| <b><u>INITIATIVE &amp; INDEPENDENCE</u></b>  |  |  |  |
| Working within established procedures, to use own judgement and initiative   | To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems  | With support                                   | 4  |

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| <b><u>PHYSICAL DEMANDS</u></b>  |  |   |  |
| Limited   |  |   |  |
| <b><u>MENTAL DEMANDS</u></b>  |  |   |  |
| Awareness of needs/demands of young children and how they act/react   | To react to children’s needs and demands and to ensure their safety and welfare  | Awareness now   | 4  |
| Ability to deal with interruptions and unexpected peaks in workload   | To cope with situations where several children require attention at the same time  | Ability now   | 4  |
| <b><u>EMOTIONAL DEMANDS</u></b>                                       |  |   |  |
| Ability to work with, support, understand and empathise with children | To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)<br><br>To work with children who require special/additional support due to physical and / or emotional needs | Ability/aptitude essential now. Training given in specific procedures | 5  |
| <b><u>RESPONSIBILITY FOR PEOPLE</u></b>                               |  |   |  |
| Understanding of key safeguarding issues and procedures               | To ensure correct reporting and monitoring of any safeguarding issues arising across the school;<br><br>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil /   | Good understanding now – training given in specific school            | 4  |

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|   | colleague information  | procedures                                     |  |
| <b><u>SUPERVISION</u></b><br><br>N/A              |  |  |  |
| <b><u>FINANCIAL RESPONSIBILITY</u></b><br><br>N/A |  |  |  |
| <b><u>PHYSICAL RESOURCES</u></b>                  | Some responsibility for safe and secure storage of materials and resources |  |  |