

# Person Specification / Selection Criteria

\* Source: A-Application, I-Interview, R-Reference, P-Presentation, T-Task, O-Observation

**Candidates failing to meet any of the essential criteria will automatically be excluded**

Selection Criteria	Essential	Source *
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>To be qualified to NVQ level 2 or working towards NVQ3</li> <li>Basic level of literacy and numeracy</li> <li>Willingness to undertake further relevant teaching assistant training</li> <li>Willingness to undertake basic first aid and paediatric first aid training</li> <li>Willingness to participate in development and training opportunities</li> </ul>		A
<ul style="list-style-type: none"> <li>Completion of DfE Teacher Assistant Programme – L2</li> <li>Desirable to have a University Degree</li> </ul>		A
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Experience of working with or caring for children of relevant age</li> <li>Recent experience in raising pupils' attainment</li> </ul>		AR
		ARI
<ul style="list-style-type: none"> <li>To have experience of working with SEN pupils and to have become skilled in dealing with particular areas of special need though attending training provided by Local Authority and other providers of specialist training</li> </ul>		A
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Sound knowledge of the literacy / numeracy KS1/2 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum</li> <li>Sound knowledge of one or more areas of special need (depending on setting) and Code of Practice for SEN</li> <li>Sound knowledge of the causes and patterns of poor behaviour and strategies to address these</li> <li>Sound knowledge of child development and how children learn and how to create and maximise learning opportunities.</li> <li>Appropriate knowledge of first aid</li> <li>Knowledge of statutory policies and procedures relevant to schools</li> <li>To have some knowledge of NC requirements, especially literacy, numeracy and PSHE.</li> </ul>		ARI
<b>Skills &amp; Ability</b>		
<ul style="list-style-type: none"> <li>Good numeracy/literacy skills</li> <li>Ability to use effective use ICT (laptop/PC, iPad, video, photocopier, etc) to support learning and for administration purposes</li> <li>To have good inter-personal relationships and ability to relate well to children and adults</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>To have supported pupils through intervention programmes</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities.</li> </ul>		AR
	<ul style="list-style-type: none"> <li>Understand the diverse nature of British society and the local community</li> </ul>	

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<b>SEN Work</b>		
<p>TAs appointed to jobs carrying school based responsibilities must be prepared to carry out duties that include:</p> <ul style="list-style-type: none"> <li>• Dealing with behaviour/emotional needs</li> <li>• Dealing with physical, care and personal needs, including lifting and handling</li> <li>• Support sensory needs</li> <li>• Attend appropriate in service training as required to address the additional needs of the pupils</li> <li>• Communicate with parents/carers and other professionals around SEN issues/needs</li> <li>• Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions</li> </ul>		I
<b>Application</b>		
Accurate completion of the school designated application form		A
Information in application which addresses person specification		A
Technically accurate in terms of spelling, punctuation and grammar		A
Legally entitled to work in the UK		A