Sankey Valley St James CE Primary School
Person Specification
Level 3 Teaching Assistant Person

Qualifications	**Essential**	**Desirable**
Hold a recognised NVQ Level 3 qualification or higher for Teaching Assistants	✓	
Demonstrate levels of numeracy and literacy equivalent to GCSE (A-C)	✓	
Paediatric First Aid qualification		✓
Willingness to participate in relevant training and development opportunities	✓	
Experience	**Essential**	**Desirable**
Experience of at least 12 months working as a Level 3 TA in Key Stage 1	✓	
Working with individual children and groups of children – supporting the work and monitoring of outcomes	✓	
Experience of the following: IBP's, IEP's and care plans – contributing to their implementation	✓	
Participation in appropriate school and professional development meetings	✓	
Administrative duties	✓	
Skills	**Essential**	**Desirable**
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓	
Ability to manage the behaviour of pupils and employ strategies to ensure desired outcomes are achieved	✓	
Ability to communicate effectively with teachers and parents/carers in various settings	✓	
Ability to fully support the processes and procedures for effective personalised learning	✓	
Ability to communicate effectively and purposefully with children – a clear understanding of effective speaking, listening and questioning strategies	✓	
Excellent communication skills, both oral and written	✓	

Ability to use ICT effectively to promote and support learning	✓	
Ability to work at own initiate and as part of an effective team	✓	
Flexibility, willingness and enthusiasm to adapt to change	✓	
Flexibility and adaptability to work with children of all ages	✓	
Ability to build and maintain effective working relationships with all pupils and colleagues	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
Under the direction/guidance of a teacher demonstrate the ability to work with children at all levels regardless of specific individual need	✓	
Ability to work in a way that promotes the safety and wellbeing of children and young people	✓	
Ability to adapt own approach in accordance with pupil needs	✓	
Ability to continually develop and extend own working practices	✓	
Demonstrate good competence levels in numeracy and literacy	✓	

Knowledge & Understanding	**Essential**	**Desirable**
Good understanding of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc	✓	
Knowledge of a range of strategies to promote good behaviour	✓	
Awareness and understanding of schools policies and procedures	✓	
Understanding of the importance of high quality continuous and enhanced provision to support learning		✓
Understanding of the importance of developing creativity as an effective learning tool		✓
Good awareness of inclusion, especially within a school setting	✓	
Experience of resources preparation to support learning programmes	✓	
Understanding of other basic technology – laptop, iPad, photocopier, etc	✓	

Professional Values & Practice	**Essential**	**Desirable**
Knowledge and a commitment to the school's Equality Policy	✓	
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.	✓	
Ability to build and maintain successful relationships with pupils, treating them consistently, with respect and consideration, and demonstrate concern for their development as learners.	✓	
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.	✓	
Adaptability and ability to work collaboratively with all members of school staff and carry out role effectively, knowing when to seek help and advice.	✓	
Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.	✓	
Able to improve their own practice through observations, evaluation and discussion with colleagues.	✓	