



Rectory CE Primary School
 Level 3 Teaching Assistant
 Person Specification-

Essential Personal Attribute	Stage	Desirable Personal Attributes	Stage
<p>Knowledge</p> <ul style="list-style-type: none"> • Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject areas etc • Working knowledge and understanding of principles of child development, learning styles and independent learning • Working knowledge of relevant policies/codes of practice/legislation • Understanding of inclusion, especially within a school setting • Experience of resources preparation to support learning & pastoral programmes 	<p>A/R</p> <p>A/R</p> <p>A/R</p> <p>A/R/I</p> <p>A/R/I</p>		
<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build and maintain effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attitudes 	<p>A/R</p> <p>A/R</p> <p>A/R/I</p>	<ul style="list-style-type: none"> • Effective use of ICT to support learning 	<p>A/R</p>

<ul style="list-style-type: none"> • Ability to work with the children at all levels regardless of specific individual need and identify learning styles as appropriate • Ability to adapt own approach in accordance with pupil needs • Excellent personal numeracy and literacy skills 	<p>A/R</p> <p>A/R</p> <p>A/R</p>		
<p>Qualifications</p> <ul style="list-style-type: none"> • Relevant experience of working with children in an educational setting (within specified age range/subject area) • Willingness to participate in relevant training and development opportunities • Training in literacy and numeracy 	<p>A</p> <p>A/R/I</p> <p>A</p>	<ul style="list-style-type: none"> • NVQ III or equivalent in teaching assistance or relevant experience • Training in Special Educational Needs strategies • Willingness to undertake appointed person certificate in first aid administration • Training in therapeutic intervention 	<p>A</p> <p>A</p> <p>A</p> <p>A</p>
<p>Professional Values and Practice</p> <ul style="list-style-type: none"> • 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, treat them with consistency, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect they expect from the pupils with whom they work 	<p>R</p> <p>R</p> <p>R/I</p>		

<ul style="list-style-type: none">• Ability to work collaboratively with colleagues, 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	R/I A/R A/R		
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