

Colnbrook C of E Primary School

Person Specification			
Job Title	Teaching Assistant Learning Resource Unit/Special Educational Needs	Job Holder	
Author	S. Marsh	Date Created	June 2016
Date Reviewed		Next Review Date	June 2018

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description.

Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview.

Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

Outline of Key Abilities

Key:

E – Essential D – Desirable A – Application Form I – Interview Process

Qualifications		E	D	A	I
1.	Educated to GCSE level or equivalent to include grade C in Maths & English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Evidence of further qualifications equivalent to NVQ Level 3, such as ELKLAN Level 3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Makaton Signing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evidence of specialist training to deliver programmes to individuals or groups of pupils such as Occupational Therapy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Valid UK full Driving Licence and daly use of a car, and ability to travel between sites.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Appropriate First Aid at Work qualification.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge & Understanding		E	D	A	I
Able to evidence and apply up to date secure knowledge and understanding of:					
1.	The current educational framework.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Principles of child development and learning processes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3.	Working in partnership with parents and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Current principles and practices in childcare .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Special Educational Needs, in particular speech and language, learning skills, social interaction and self-help skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills		E	D	A	I
1.	Ability to communicate clearly and effectively in the English language, both verbally and in writing with all children or adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Numerate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Able to work on own initiative and organise work in order to successfully meet individual/team/departmental priorities and timescales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Ability to work co-operatively and flexibly both independently and as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Able to demonstrate good interpersonal and people skills that motivate and support children and colleagues successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Able to think through and implement strategies to enhance pupil learning and pupil progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Work effectively with vulnerable pupils in a 1:1 situation as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Able to clarify and explain instructions to pupils clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Able to demonstrate a range of effective methods of dealing with different types of pupil behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Microsoft Office and basic computer functions to include Word, Excel and Outlook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Able to undertake administrative procedures effectively to support the work of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Good timekeeping skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Able to prepare good resources for learning activities and maintain creative displays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Able to assist with organisation of the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Able to share knowledge and experience with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Able to work flexibly in a constantly changing environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Able to show awareness of health and safety requirements, first aid and emergency procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Experience		E	D	A	I
1.	Working in an educational setting supporting pupils with Special Educational Needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrate knowledge of learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Undertake routine tasks under the direction of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Undertake administrative procedures and maintain accurate records to support the work of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Applying targets from Individual Education Plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Organising activities/experiences for pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Evidence of relevant continued professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Attributes		E	D	A	I
1.	A flexible and adaptable approach to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	A sense of humour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A desire to learn and develop within the role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Ability to work well under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Self-motivation and resilience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Committed to motivate the pupils to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The behaviours expected by virtue of being a person in a position of trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Reliability and integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Being committed to maintaining a healthy work life balance for oneself and that of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>