

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> Experience of working with young pupils Basic knowledge of first aid
Literacy and numeracy	<ul style="list-style-type: none"> Ability to read and understand instructions Ability to complete basic paperwork 	
School environment		<ul style="list-style-type: none"> Knowledge of school policies and procedures
Mental Skills:		
Research	<ul style="list-style-type: none"> Assist teacher with information gathering and resources as appropriate 	
Problem solving	<ul style="list-style-type: none"> Ability to recognise and report problems 	
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> Assist teacher in creating a positive learning environment 	
Interpersonal & Communications Skills:		
Caring skills	<ul style="list-style-type: none"> Sensitivity to pupils' needs 	
Advising / guiding skills	<ul style="list-style-type: none"> Advising and guiding pupils on the best way to handle situations, under the teacher's direction 	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> Ability to communicate clearly Ability to encourage participation and give feedback to pupils 	

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	<ul style="list-style-type: none"> Ability to maintain appropriate level of confidentiality 	

Physical skills:

Keyboard skills / use of mouse

- Ability to use keyboard and mouse required if supporting pupils using IT equipment

Other manual skills

- Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons
- Help pupils to use tools and equipment as required to support learning

Other attributes:

Level of autonomy

- Work is covered by set policies and procedures
- Teaching Assistants work under the guidance of the teacher or more senior Teaching Assistant
- Able to work with small groups of pupils when carrying out specific tasks or on field trips etc
- Able to supervise larger numbers of pupils during break/lunchtime
- Able to make decisions on when to refer queries/problems to another member of staff

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of equipment, including IT equipment where appropriate, to support learning in a variety of lessons and learning environments either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete straightforward paperwork e.g. incident report form
- The majority of queries and/or problems will be referred to other members of staff

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils, under the direction of the teacher

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks or on field trips etc
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are generally light
- On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

MENTAL DEMANDS

- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Sensory awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- None

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Shared responsibility for basic record keeping

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during learning sessions, breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell