

TEACHING ASSISTANT - PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	Experience of working with pupils	Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
	Knowledge and use of a range of equipment	Awareness of health and safety procedures
	Basic knowledge of first aid	Experience of one to one support, where appropriate
	Recognised competence in literacy and/or numeracy	NVQ2 or equivalent in related area
Literacy and numeracy	Ability to read and understand instructions	
	Ability to complete reports such as incident report form, behaviour diary, progress report etc	
School environment		Knowledge of school policies and procedures
Mental Skills:		
Research	Assist teacher with information gathering and resources as appropriate	
Problem solving	Ability to recognise and resolve or report problems	
Thinking creatively / Developing new ideas	When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability	
	Assist teacher in creating a positive learning environment	
Interpersonal & Communications Skills:		
Caring skills	Sensitivity to pupils' needs	
Advising / guiding skills	Advising and guiding pupils on the best way to handle situations, under the teacher's direction	Providing information to other members of staff in relation to pupils' behaviour, activities and general progress
	Encouraging pupils to participate in or complete tasks	
	Ability to conciliate between pupil in playground or classroom disputes	
	Providing basic advice to other Teaching Assistants	
Verbal and written	Ability to communicate clearly	

communications skills (including use of languages)	Ability to encourage participation and give feedback to pupils	
	Ability to maintain appropriate level of confidentiality	
	Attending and contributing to review and other meetings, as appropriate	
	Administering reading and spelling tests, under the direction of the teacher	
Training and/or presentation skills	Assist with the induction of new Teaching Assistants	
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 at this level will have a greater level of autonomy than those at level A, although their work will still be managed by the teacher or a 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 when during break/lunchtime	
	Able to make decisions on when to refer queries/problems to another member of staff	

EVALUATION NOTES

KNOWLEDGE

Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils 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

Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction 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 a range of paperwork e.g. incident report form, pupil progress records

The post holder will be expected to resolve straight forward queries and problems

The post holder may be involved with planning activities, under the guidance of the teacher

INTERPERSONNEL AND COMMUNICATION SKILLS

Ability to communicate clearly with pupils and others

Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher

Ability to contribute to review meetings, if required

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 manage own workload, under direction of teacher

Able to work with small groups of pupils carrying out specific tasks or on field trips etc

Able to resolve problems and/or queries, referring more complex issues to the teacher, or other 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

Greater level of sensory attention when undertake tasks to support literacy/numeracy activities

Need to concentrate when listening to pupils read or discussing stories

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

Ability to complete a range of records, e.g. incident report form, pupil progress record

WORKING CONDITIONS

Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips

Wears protective clothing where necessary, e.g. when