



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

Teaching Assistant – Level 3 Person Specification

TRAINING AND QUALIFICATIONS	Essential/ desirable	Evidence: (Application/ Interview/ Reference)	
NVQ III or equivalent in teaching assistance or teaching	D	A	
Minimum 2 year experience of working with children in an educational setting (within specified age range/subject area)	E	A	
Willingness to participate in relevant training and development opportunities	E	R/A	
Training in literacy/numeracy	E	A	
Training in Special Educational Needs strategies, specifically within English / Speech and Language Therapy	D	A/I	
Specialist subject knowledge of the English curriculum/resources	D	A	
FAITH STATUS			
Committed to the Christian ethos of the school and its aims, as expressed in the Mission Statement	E	I/R/A	
EXPERTISE			
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	I/R/A	
Ability to build and maintain effective working relationships with all pupils and colleagues	E	I/R/A	
Ability to promote a positive ethos and role model positive attributes	E	I/R/A	
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	I/R/A	
Ability to adapt own approach in accordance with pupil needs	E	I/R/A	
Excellent personal numeracy and literacy skills	E	I/R/A	
Taught small groups 1-1 maths/ English and have experience of delivering English / Speech and Language Therapy programmes in a multi-sensory way	D	I/R/A	

Knowledge and Understanding			
Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	E	I/R/A	
Understanding of principles of child development, learning styles and independent learning.	E	I/R/A	
Working knowledge of relevant policies/codes of practice/legislation	D	I/A	
Understanding of inclusion, especially within a school setting	E	I/R/A	
Experience of resources preparation to support learning programmes	E	I/A	
Effective use of ICT to support learning	E	I/A	
Understanding of other technology	E	I/A	
PERSONAL SKILLS AND ATTRIBUTES			
Attendance	E	R	
Punctuality	E	R	
Enthusiasm for working with young people	E	I/R	
Empathy for and understanding young people	E	I/R	
Committed to inclusive education	E	I/R/A	
Willingness to contribute to the wider life of the school	D	I/R/A	
Good decision making skills	E	R/I	
Good written and communication skills	E	R//A	
Able to work independently	E	R/I	
Excellent interpersonal skills	E	R/I	
Able to work as part of a team	E	R/I	
Show clear understanding of the need for integrity/confidentiality	E	R	
Reliability	E	R	
Ability to co-ordinate intervention programmes	E	I/A	
Ability to use technology	E	I/A	
Able to reflect and learn from experience	E	R/I	
Enthusiasm	E	R/I	
Resilience in the face of difficulties	E	R/I	
Sense of humour	E	R/I	
Professional values and practice – must be able to demonstrate all of the following			
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 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.			
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.			