

SEFTON METROPOLITAN BOROUGH COUNCIL

PRESFIELD HIGH SCHOOL

PERSON SPECIFICATION

Post: Teaching Assistant (TA3) - Grade F

	Essential (E) or Desirable (D)	Source: Application (A), Interview (I), Reference (R)
<u>Skills</u>		
<ul style="list-style-type: none">• Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	AIR
<ul style="list-style-type: none">• Ability to build effective working relationships with all students and colleagues	E	R
<ul style="list-style-type: none">• Ability to promote a positive ethos and role model positive attributes	E	IR
<ul style="list-style-type: none">• Good personal numeracy and literacy skills	E	A
<ul style="list-style-type: none">• Good organisational skills	D	AI
<ul style="list-style-type: none">• Ability to coordinate extended school provision such as after school clubs and residential	E	I
<u>Knowledge and Understanding</u>		
<ul style="list-style-type: none">• General awareness of inclusion, within a school setting	D	AI
<ul style="list-style-type: none">• Effective use of ICT to support learning	D	A
<ul style="list-style-type: none">• Awareness of ASC and associated conditions	E	AI
<u>Qualifications and Training</u>		
<ul style="list-style-type: none">• Minimum 2 years' experience of working with and / or caring for children within specified age range / subject area or NVQ II or equivalent in teaching assistance	E	A
<ul style="list-style-type: none">• Willingness to participate in relevant training and development opportunities	E	A
<ul style="list-style-type: none">• Special educational needs strategies	E	AI
<ul style="list-style-type: none">• Maths and English GCSE/Level 2 or equivalent	D	A

Professional Values and Practice

Must be able to demonstrate the following:

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| • High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | E | AIR |
| • Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | E | AIR |
| • Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work | E | AIR |
| • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | E | R |
| • Able to liaise sensitively and effectively with parents and carers, recognising role in students' learning | E | IR |
| • Able to improve their own practice through observations, evaluation and discussion with colleagues. | E | AI |
| • High level of care and pastoral support including understanding of safeguarding. | E | AI |
| • Commitment to making a greater difference to students learning and progress that they make | E | AI |

Other

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| • Committed to safeguarding and promoting the welfare of children and young people | E | I |
| • Ability to contribute to Safeguarding and promoting the welfare of children and young people | E | I |
| • Satisfactory Enhanced Disclosure and Barring Services Check (DBS) including barred list check | E | |