

**JOB TITLE:**

Teaching Assistant

**DEPARTMENT:**

Education

Candidates must demonstrate on the application form  
that they can meet all the essential criteria on the Person  
Specification, as this is to be used in the short listing  
and interview procedure.

May 2020

| **Criteria for Selection** | **Essential or Desirable**  E = Essential  D = Desirable | **Method of Assessment**  I = Interview  A = Application Form  R = References |
| --- | --- | --- |
| **Knowledge, Skills and Experience** | | |
| The ability to tackle challenging issues and convey outcomes clearly and sensitively | E | A/I |
| Able to establish good, strong professional relationships with pupils and colleagues | E | A/I |
| Able to explain tasks simply and clearly and foster independence | E | A/I |
| The ability to adapt to the differing needs of all pupils | E | A/I |
| Able to work independently and flexibly | E | A/I |
| Able to supervise children, and adhere to defined behaviour management policies; | E | A/I |
| Able to liaise and communicate effectively with others | E | A/I |
| Demonstrate good organisational skills | E | A/I |
| Able to reflect on and develop professional practice | E | A/I |
| A good understanding of how children develop, learn and how to motivate them | E | A/I |
| Be able to lead and run cover lessons as and when required throughout the school | E | A/I |
| Support the lead teacher with lesson planning and the marking of work when | E | A/I |
| Recognise that each child has specific needs that need to be nurtured and developed through careful and sensitive support and intervention and understand the pressure and requirement that this entails | E | A/I |
| Ability to work 1 to 1 with a child in an individual, small group or whole class environment, making accurate observations, communicating these with feedback to the teacher | E | A/I |
| Ability to motivate and encourage to establish a supportive relationship with the child, giving praise and positive recognition to help build self esteem | E | A/I |
| Ability to work independently or as part of a team demonstrating initiative, tact, and diplomacy | E | A/I |
| Ability to work collaboratively and constructively as part of a highly motivated staff team understanding roles and responsibilities and your own position within these | E | A/I |
| Experienced in the field of Education, Learning and skills with challenging children and young people | E | A/I |
| Experience of working with vulnerable children and families | E | A/I |
| A sound understanding of how to support children in literacy and numeracy | E | A/I |
| Excellent interpersonal and communication skills, particularly in relating well to children and adults | E | A/I |
| Knowledge and understanding of safeguarding practices | E | A/I |
| Willingness to learn from colleagues and act on advice and guidance | D | A/I |
| General understanding of national curriculum or other basic learning programmes and strategies and how  children learn | D | A/I |
| Ability to meet the child’s needs as required whilst encouraging independence/ autonomy of the child | D | A/I |
| Ability to use own initiative to develop resources to support small groups of children | D | A/I |
| Knowledge of behaviour management strategies | D | A/I |
| A knowledge of the requirements of the independent special education sector | D | A/I |
| Experience as a Teaching Assistant | D | A/I |
| **Qualifications/Attainment** | | |
| Grade C or above GCSE in English and Math, or L1/2 equivalent functional skills qualification | E | A/I |
| Hold or be willing to work towards a recognised teaching assistant qualification within an agreed timeframe | E | A/I |
| Experience of working with children who have behavioural support needs with a good knowledge of behavioural management techniques and strategies | E | A/I |
| Evidence of continuing or further professional development or other relevant national or professional qualifications | D | A/I |
| **Personal Qualities/Disposition** | | |
| Excellent communicator | E | A/I |
| Calm and assertive when dealing with difficult behaviour | E | A/I |
| Focused, observant and responsive | E | A/I |
| Creative thinking | E | A/I |
| Flexible and dynamic team player who is committed to enabling learners to succeed | E | A/I |
| High levels of emotional intelligence and resilience | E | A/I |
| Display a calm and ‘can do’ attitude with a flexible and adaptable approach to work | E | A/I |
| Always committed to providing a high quality service with the confidence to query and make suggestions as part of the team | E | A/I |
| Punctual, organised with good time management skills | E | A/I |
| Desire and determination to be a lifelong learner and improve personal effectiveness | E | A/I |
| Be able to lead and run cover lessons as and when required throughout the school | E | A/I |
| Support the lead teacher with lesson planning and the marking of work when | E | A/I |
| The energy, passion, and drive to raise standards and achieve outstanding results for our pupils and Horizon Care and Education Group Limited | E | A/I |
| **Expected Behaviours** | | |
| A good understanding of the need for strict  confidentiality and integrity in carrying out duties | E | A/I |
| Possessing high expectations for student progress and achievement | E | A/I |
| Awareness of equalities and anti-discriminatory practices and safeguarding of children | E | A/I |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation | D | A/I |