



Person Specification Teaching Assistant Level 3

	Essential	Desirable	Evidence
Qualifications & Experience	<ul style="list-style-type: none"> • Educated to at least GCSE grade C or equivalent, in Maths and English • Experience working with children of relevant age • Full working knowledge of relevant policies/codes of practice and general awareness of relevant legislation. • Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment • Working knowledge of national curriculum and other relevant learning programmes • Understanding of principles of child development and learning processes and in particular, barriers to learning • Ability to plan, with support, effective action for pupils at risk of underachieving 	<ul style="list-style-type: none"> • Previous experience (or formal training and experience) 	Application form, letter & references
Skills & Knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods 		Letter, references & selection process



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	<ul style="list-style-type: none"> • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice 		
Personal qualities and skills	<ul style="list-style-type: none"> • Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm • High level skills of communication, time management and prioritisation • Ability to keep confidences • Excellent interpersonal skills and organisational skills • Ability to support and challenge • Ability to inspire, motivate and influence others • Ability to relate well to children and adults. • Calm and patient with children. • Ability to work within a team. • Enthusiastic and flexible. • Ability to smile when things don't quite according to plan 	<ul style="list-style-type: none"> • Ability to ask for help if required • Concern for the welfare of the school community 	Letter, references & selection process
Special Requirements	<ul style="list-style-type: none"> • Excellent punctuality and attendance record • Commitment to safeguarding pupil's wellbeing and equality • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Willingness to participate in the extracurricular life of the school 		References & selection process