**PERSON SPECIFICATION**

# FOR THE POST OF TEACHING ASSISTANT

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| 1. | EDUCATION AND PROFESSIONAL QUALIFICATIONS |

**Essential:**

* A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework

**Desirable:**

* Appropriate First Aid Training
* Specific qualifications in the field of supporting learning
* Evidence of recent professional development or evidence of relevant in-service training, with a proven desire, excitement and commitment to support the learning of self and others

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| 2. | KNOWLEDGE |

**Essential:**

* A strong understanding of child / learning development

**Desirable:**

* Knowledge and understanding about how to meet the needs of young people with additional needs in a school setting
* Knowledge about how to communicate through the use of SIGNALONG, PECS, SYMBOLS…etc…
* Knowledge of the needs of young people and their families

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| 3. | EXPERIENCE |

**Essential:**

* Minimum 2 years experience working with or caring for young people (Professional Capacity)
* Recent experience of working as part of a team

**Desirable:**

* Recent experience of working with groups or individuals who present with additional needs
* Recent experience of working in a school
* Experience of working within a ‘positive behaviour management’ ethos
* Experience contributing to records and systems of learning and progress monitoring
* Experience of working as part of a multi-agency team

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| 4. | KEY SKILLS |

**Essential:**

* The ability to work in a creative, adaptable and child-centred way
* An enthusiastic, positive and engaging person, who communicates well
* To have the skills to work as part of a close-knit team
* Good ICT and communication skills

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| 5. | OTHER FACTORS: |

**Essential:**

* Emotional Intelligence and resilience when working with young people with additional needs
* To work within the policies, guidelines and shared approaches of Mountjoy School
* Suitability to work with children, alongside the ability to form and maintain appropriate relationships and personal boundaries with children in accordance with best safeguarding practice