

SENIOR TEACHING ASSISTANT PERSON SPECIFICATION



	Essential	Desirable
Qualifications	QCF recognised relevant Level 3	English, Maths and ICT at QCF Level 2 Additional specialist qualification
Knowledge	Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Working knowledge of national/Early Years foundation stage curriculum and other relevant learning programmes/strategies. Understanding of principles of child development and learning processes. Knowledge of ICT, English, maths, national curriculum subject	Knowledge and experience of Autism Understanding of Attachment Disorder Experience of working with children with speech and language needs
Relevant Experience	Working with or caring for children and young people	Experience working with children of relevant age Experience of working in a classroom setting Experience in working in another service to young people
Knowledge and Skills	Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Able to prioritise tasks and act on own initiative. Able to motivate and encourage children to develop to their full potential	Can use ICT effectively to support learning. Use of other equipment technology - video/DVD, photocopier

Personal Qualities	<p>Enjoys working with children</p> <p>An approachable, effective communicator</p> <p>A commitment to achieving the best possible outcomes for children</p> <p>A kind, helpful, friendly team player</p> <p>Respectful and reflective</p> <p>Flexible and organised</p> <p>Demonstrates personal resilience when faced with challenges</p> <p>Sets very high personal standards and self-accountability</p> <p>Be a professional, inspiring role model for children</p>	<p>A sense of humour</p> <p>Requirement for some out of school and/or out of term working to support specific activities or events as appropriate</p> <p>Confidence to lead wider initiatives in school</p>
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