



Person Specification

Criteria	Essential (E) or Desirable (D)
Skills <ul style="list-style-type: none"> Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes Good personal numeracy and literacy skills Some experience with working with a child with additional needs 	E E E E D
Knowledge and Understanding <ul style="list-style-type: none"> General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) General awareness of inclusion, especially within a school setting Experience of resources preparation to support learning programmes Effective use of ICT to support learning Understanding of other basic technology – video, photocopier 	E E D E D
Qualifications and Training <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 Above within an educational setting Willingness to participate in relevant training and development opportunities Training in the literacy/numeracy strategy Training in special educational needs strategies Willingness to undertake appointed person certificate in first aid administration 	E D E D D D
Professional Values and Practice Must be able to demonstrate the following: <ul style="list-style-type: none"> High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning Able to improve their own practice through observations, evaluation and discussion with colleagues 	E E E E E E