

GENERIC PERSON SPECIFICATION

POST: TEACHING AND PLAY ASSISTANT – GRADE 6

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u>			
Previous experience of working with/ guiding the learning of children, within a Key Stage 2 school setting	To take a lead role in learning activities as set and supported by the class teacher	Now	5
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	4
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent) in a relevant discipline	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
<u>MENTAL SKILLS</u>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.	With training on systems	3
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2

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<p><u>INTERPERSONAL & COMMUNICATION SKILLS</u></p> <p>Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills</p> <p>Ability to maintain children’s interest and motivation for learning and to maintain discipline</p> <p>Ability to work well as a member of a team</p>	<p>To support class room and play based learning for pupils</p> <p>To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)</p> <p>To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules</p> <p>To support colleagues and maintain effective working relationships</p>	<p>Now</p> <p>Ability now; support given</p> <p>Now</p>	<p>5</p> <p>4</p> <p>5</p>
<p><u>PHYSICAL SKILLS</u></p> <p>Ability to make and use a variety of learning and play resources</p>	<p>To support the classroom learning, assist children with creative work and lead play activities</p>	<p>Desirable; not essential</p>	<p>2</p>
<p><u>INITIATIVE & INDEPENDENCE</u></p> <p>Working within established procedures, to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p>	<p>With support</p>	<p>4</p>

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<u>PHYSICAL DEMANDS</u>			
Limited			
<u>MENTAL DEMANDS</u>			
Awareness of needs/demands of young children and how they act/react	To react to children’s needs and demands and to ensure their safety and welfare	Awareness now	4
Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several children require attention at the same time	Ability now	4
<u>EMOTIONAL DEMANDS</u>			
Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties) To work with children who require special/additional support due to physical and / or emotional needs	Ability/aptitude essential now. Training given in specific procedures	5
<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / pupil /	Good understanding now – training given in specific school	4

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	colleague information	procedures	
<u>SUPERVISION</u> N/A			
<u>FINANCIAL RESPONSIBILITY</u> N/A			
<u>PHYSICAL RESOURCES</u>	Some responsibility for safe and secure storage of materials, resources and play equipment		