

ST ANDREW'S CE (VA) INFANT & JUNIOR SCHOOLS FEDERATION
Person Specification – Teaching Assistant including Midday Supervisor Scale
3 (SCP 5-6)

| Criteria | Essential (E) Desirable (D) | Method of Assessment Application (A) Interview (I) References (R) Observation (O) |
|--|--------------------------------------|--|
| Qualifications | | |
| GCSE's in English and Mathematics (Grade C or above) or equivalent | E | A |
| Qualification in IT | D | A |
| Relevant qualification in childcare | D | A |
| Recent first aid qualification | D | A |
| Team teach/Price training | D | A |
| Experience | | |
| Experience of working with young children of relevant age and collaboratively with others | E | A/I |
| Experience of successfully working in a team | E | A/I |
| Experience of administration work | E | A/I |
| Experience of working in a classroom environment with young children | E | A/I |
| Experience in teaching a daily phonics programme e.g. RWInc. | D | A/I |
| Experience of working with disadvantaged pupils or those with learning difficulties | D | A/I |
| Experience of working effectively with children in different year groups | D | A/I |
| Experience of working on a one-to-one basis with pupils | D | A/I |
| Knowledge and skills | | |
| Good numeracy and literacy skills | E | A/I/O |
| Good communication and interpersonal skills | E | A/I/O |
| Competent in the use of ICT | D | A/I/O |
| Good understanding of child development | E | A/I/R |
| Ability to effectively supervise and assist pupils | E | A/I/R |
| Ability to develop good working relations with children and adults | E | A/I/R |
| Knowledge and understanding of behaviour management strategies | E | A/I/R |
| Knowledge of relevant policies and practices and awareness of relevant legislation e.g. safeguarding and child protection. | D | A/I/R |
| Experience of supporting the teacher in using a range of successful teaching and learning strategies to meet the needs of all pupils | D | A/I/R |
| General understanding of the curriculum and basic learning strategies | D | A/I/R |
| Experience of carrying out screening tests and targeted interventions for SEND children | D | A/I/R |
| Knowledge of first aid | D | A/I/R |
| Initiative/ Circumstances | | |
| Ability to self-motivate and prioritise workload effectively | E | A/I/R |

| Criteria | Essential (E) | Method of Assessment |
|--|------------------|---|
| | Desirable (D) | Application (A) Interview (I) References (R) Observation (O) |
| Able to follow instructions and guidance | E | A/I/R |
| Willing to participate in further training and development activities | E | A/I/R |
| Ability to work under pressure | E | A/I/R |
| Ability to be flexible as required | E | A/I/R |
| Understands the importance of confidentiality | E | A/I/R |
| Positive attitude to working with young children and adults (e.g. parents) | E | A/I/R |

(E) – essential criteria (candidates must demonstrate that they have the ability to fulfil these aspects of the job description on day 1 of the post and without any additional training)

(D) – desirable criteria (the candidate must demonstrate the ability to be able to fulfil the desirable criteria of the post, with training and support)

All candidates will be short listed against the essential criteria. Only those candidates whose written application fulfils the requirements of the essential criteria will be shortlisted for interview. If a large number of candidates meet all the essential criteria, the panel will then consider the desirable criteria within the job specification.