



Profile – Teaching Assistant (Level 3)

| Person Specification | | |
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| Personal Attributes | Essential (E) or Desirable (D) | To be identified by (Application Form/Interview/Certificates) |
| Qualifications | | |
| NVQ level 3 for Teaching Assistant, higher or equivalent such as satisfactory completion of a National Teaching Assistant apprenticeship | E | AF/Cert |
| Level 2 or equivalent qualification in English/Literacy and Maths/Numeracy | E | AF/Cert |
| Relevant Experience | | |
| Working with or caring for children and young people | E | AF/Int |
| Working with or caring for children of relevant age. | D | AF/Int |
| Working in a classroom/service setting. | E | AF/Int |
| Experience of supporting / extending pupils in English and maths | D | AF/Int |
| | | AF/Int |
| Knowledge/Skills/Abilities | | |
| Expertise in understanding the needs of all pupils and know how to contribute effectively to the adaptation and delivery of support to meet individual needs. | E | AF/Int/Cert |
| Knowledge of KS3 and KS4 subjects and curriculum, relevant to the role and ability to apply this effectively, supporting teachers and pupils. | E | AF/Int |
| Demonstrate a sound working knowledge of Safeguarding Legislation and its role in education. | E | AF/Int/Cert |
| Demonstrate an awareness of practice and procedure, relating to young people's mental health and wellbeing. | D | AF/Int/Cert |
| | | AF/Int/Cert |



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| Demonstrate an understanding of child development and learning. | E | AF/Int |
| Knowledge of other service provision for young people. | D | AF/Int/Cert |
| Knowledge of strategies to support pupils with English as an additional language. | D | Int |
| Ability to evaluate own learning needs and actively seek learning opportunities | E | Int |
| Ability to relate well to children and adults | E | AF/Int |
| Able to work constructively as part of a team | E | AF/Int |
| Effective communication skills | E | AF/Int |
| Demonstrate a working knowledge of statutory confidentiality guidance. | E | AF/Int |
| Effective use of ICT to support learning and pupil progress | D | AF/Int |
| Effective use of specific intervention packages to support learning. | D | |
| Other | | |
| Commitment to safeguarding and protecting the welfare of children and young people. | E | Int |
| Willingness to be involved in aspects of wider school life. | D | Int |