



Person Specification – Support Assistant Level 3 TA Role

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

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| 1 | NVQ Level 3 for Teaching Assistants or equivalent qualification or experience |
| 2 | Experience of effectively supporting pupils in a school learning environment |
| 3 | Have up to date experience of supporting and developing learning |
| 4 | Experience of classroom organisation |
| 5 | Experience of administrative and clerical duties in a school environment |
| 6 | Excellent written and verbal communication skills |
| 7 | Evidence of working as a successful member of a large team |
| 8 | Evidence of a commitment to promoting the welfare and safeguarding of children |
| 9 | Able to plan, organise and prioritise and manage time effectively. |

Desirable

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| 10 | Experience of advancing progress of pupils of relevant age within a learning environment |
| 11 | First Aid Training |
| 12 | Evidence of effective working with children in a 1-1 role or small group working |

Part B: Assessment Stage

Items 1 and 2 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

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| 1 | Have positive, inclusive values, attitudes and high expectations for all learners. |
| 2 | Able to communicate effectively verbally and in writing with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and inspire learners in the school environment, interact with them according to individual needs. |
| 4 | Promoted the inclusion and acceptance of all pupils. |
| 5 | Able to undertake accurate observations and assessments of pupils including those with special educational needs. |
| 6 | Able to work within and apply all relevant school policies and procedures. |
| 7 | Able to contribute effectively to the team within school. |
| 8 | Able to work collaboratively as a member of a team. |
| 9 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries |

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| | with children and young people <ul style="list-style-type: none"> ▪ emotional resilience in working with challenging behaviours ▪ attitude to use of authority and maintaining discipline. ▪ able to work in partnership with other agencies |
| 10 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

The following methods of assessment will be used:

| Method | | Method | |
|-------------|-----|-----------------------------------|----|
| Interview | Yes | Presentation | No |
| Observation | Yes | Structured discussion with pupils | No |
| Other | No | | |

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| 1 | Enhanced Disclosure and Barring Service Check |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | DBS Barred List Check |
| 3 | Medical clearance |
| 4 | Professional registration/QTS check with the National College for Teaching and Leadership |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Right to work check and any other statutory check required by an educational establishment |