ROCHDALE BOROUGH COUNCIL
PERSON SPECIFICATION

Teaching Assistant (Level 3) **Grade 5 (SCP) 12-17**

Note to Applicants

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

- **The *Essential* Criteria are for the qualifications, experience, skills or knowledge you MUST SHOW YOU HAVE to be considered for the job.**
- **The *Desirable* Criteria are used to help decide between candidates who meet ALL the Essential Criteria.**
- **The *How Identified* column shows how the Council will obtain the necessary information about you.**
- **If the How Identified column says the Application Form next to an Essential Criteria or a Desirable Criteria, you MUST include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.**

ATTRIBUTES	ESSENTIAL	HOW IDENTIFIED	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS AND EXPERIENCE	• To possess GCSE English and Mathematics at Grade A*- C, or GCSE Level 9-4, **or** a Level 2 qualification in Literacy and Numeracy **or** CSE Grade 1 in English and Mathematics • To possess a relevant NQF/QCF/RQF Level 3 qualification OR a Level 3 Teaching Assistant Apprenticeship qualification • To possess or be willing to work towards a full or emergency Paediatric First Aid certificate within 3 months of starting work. • Trained in relevant learning strategies and/or a particular learning or curriculum area	Application Form/Checking of Certificates	• First Aid Certificate.	
SKILLS AND KNOWLEDGE	• Experience of working with children at a relevant age and/or learning need within an education setting. • Experience of planning, delivering and evaluating teaching and learning activities effectively.	Application Form/Interview	• Experience of supporting children with visual impairments in an educational setting.	Application Form/Interview

SKILLS AND KNOWLEDGE	• Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes. • Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues. • Experience of working within a school's ethos and supporting the aims of the school. • Experience of providing clerical/administrative support. • Experience of effectively using ICT technology to advance learning, eg: computer, photocopier, interactive whiteboard. • Understanding and working knowledge of principles of child development, learning styles and independent learning. • Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. • Full working knowledge of relevant policies/codes of practice/legislation. • Working knowledge of how statutory and non statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support. • Knowledge of the school and its setting/community. • Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues. • Ability and commitment to work collaboratively and co-operatively with colleagues.	Application Form/Interview	• Understanding of the impact of visual impairment on learning and strategies to support students • Commitment to meeting the needs of students with sensory impairments in mainstream school. • Well developed oral and written communication skills.	

SKILLS AND KNOWLEDGE	• The ability to organise and manage learning activities in ways which keep children safe. • The ability to promote a positive ethos, actively encourage and motivate children to advance their learning. • Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives. • Able to demonstrate a commitment to improving own knowledge and practice.	Application Form/Interview		
SPECIAL WORKING CONDITIONS	• Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities. • Committed to working within the schools policies and procedures and adhering to safe working practices. • Flexible in approach and able to meet the changing demands of the role. • Ability to attend meetings out of school hours. • Ability to provide personal care to pupils – for example assisting with dressing, toileting. • The ability to converse at ease with customers and service users and provide advice in accurate spoken English.	Application Form /Interview		