 PERSON SPECIFICATION

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| --- | --- | --- | --- |
| **Job title** | **Grade** | **School** | **Location** |
| Teaching Assistant Level 3 | 2C | The Clifton Centre PRU | The Clifton Centre |

Note to manager

In completing this form you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** or **Desirable** headings. Whilst all criterions are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

#### Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

**(\*See grid overleaf)**

| **Essential criteria** | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
| --- | --- | --- |
|  | Very good Numeracy and Literacy skills (equivalent to GCSE) | A/I/C |
|  | Can use ICT effectively to support learning. | A/I |
|  | Use of other equipment technology. | A/I |
|  | Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. | A/I |
|  | Understanding of principles of student development and learning processes. | A/I |
|  | Ability to self-evaluate learning needs and actively seek learning opportunities. | A/I |
|  | Ability to relate well to students and adults. To be able to build positive professional relationships. | A/I |
|  | Work constructively as part of a team, understanding classroom roles. | A/I |
|  | Experience of working with students of relevant age. | A/I |
|  | Full driving licence with business use. | A/I/C |
|  | Able to deliver teaching and learning opportunities to small groups and one to one students. | A/I |
|  | To be part of a pastoral form team to support students | A/I |

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| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
|  | Completion of Teaching Assistant Level 3 Training or equivalent | A/I/C |
|  | Training in relevant strategies in particular curriculum or learning area | A/I/C |
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| **Completed by** | **Date** | **Approved by** | **Date** |
| **Stephanie Carr** | **January 2025** |  |  |

**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I** **=** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre