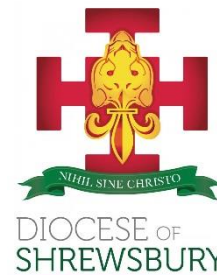




## St Simon's Catholic Primary School Competency Person Specification



**Post Title:** Teaching Assistant – Scale 3

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

| Competency                                                                                                   | SCORE |   |   |   |   | Essential or Desirable |
|--------------------------------------------------------------------------------------------------------------|-------|---|---|---|---|------------------------|
|                                                                                                              | 0     | 1 | 2 | 3 | 4 |                        |
| Education & experience:                                                                                      |       |   |   |   |   |                        |
| NVQ L3 in Childcare Studies or equivalent                                                                    |       |   |   |   |   | Essential              |
| Numeracy and Literacy Skills                                                                                 |       |   |   |   |   | Essential              |
| Training in relevant strategies in appropriate curriculum or learning area.                                  |       |   |   |   |   | Essential              |
| Ability and Willingness to identify own training needs and participate in training and evaluate own learning |       |   |   |   |   | Essential              |
| Experience of working with relevant age groups within a learning environment.                                |       |   |   |   |   | Essential              |
| Experience of general clerical/ administrative work.                                                         |       |   |   |   |   | Desirable              |

|                                                                                                                               |  |  |  |  |  |                  |
|-------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|------------------|
| Knowledge of relevant policies and codes of practice and awareness of relevant legislation                                    |  |  |  |  |  | <b>Essential</b> |
| Experience of working with children where English is an Additional Language. (EAL)                                            |  |  |  |  |  | <b>Desirable</b> |
| Experience of working with children with additional needs                                                                     |  |  |  |  |  | <b>Desirable</b> |
| Experience of assisting in planning and preparing lessons                                                                     |  |  |  |  |  | <b>Desirable</b> |
| Experience of working with children from EYFS to Y6                                                                           |  |  |  |  |  | <b>Desirable</b> |
| <b>Technical</b>                                                                                                              |  |  |  |  |  |                  |
| Ability to work well as part of a team.                                                                                       |  |  |  |  |  | <b>Essential</b> |
| An understanding of classroom roles and responsibilities.                                                                     |  |  |  |  |  | <b>Essential</b> |
| Ability to relate well to children and adults.                                                                                |  |  |  |  |  | <b>Essential</b> |
| Ability to provide necessary personal care to children.                                                                       |  |  |  |  |  | <b>Essential</b> |
| An ability to understand the principles of child development and learning processes and in particular barriers to learning.   |  |  |  |  |  | <b>Essential</b> |
| To be responsible for promoting and safeguarding the welfare of children and young people within the school                   |  |  |  |  |  | <b>Essential</b> |
| Ability to observe, monitor and provide constructive feedback on pupils progress.                                             |  |  |  |  |  | <b>Essential</b> |
| Ability to use clearly structured teaching and learning activities to interest and motivate pupils and advance pupil learning |  |  |  |  |  | <b>Essential</b> |
| <b>Generic</b>                                                                                                                |  |  |  |  |  |                  |
| Is a practising Catholic                                                                                                      |  |  |  |  |  | <b>Desirable</b> |

|                                                                                      |  |  |  |  |  |                  |
|--------------------------------------------------------------------------------------|--|--|--|--|--|------------------|
| Willing to uphold the distinctive Catholic ethos of the Catholic school              |  |  |  |  |  | <b>Essential</b> |
| Communicating Effectively                                                            |  |  |  |  |  | <b>Essential</b> |
| Effective Team Working                                                               |  |  |  |  |  | <b>Essential</b> |
| Personal Organisation and Effectiveness                                              |  |  |  |  |  | <b>Essential</b> |
| Personal Development                                                                 |  |  |  |  |  | <b>Essential</b> |
| Making the Most of ICT                                                               |  |  |  |  |  | <b>Essential</b> |
| Working safely                                                                       |  |  |  |  |  | <b>Essential</b> |
| Willingness to attend occasional meetings / events outside of normal working hours.  |  |  |  |  |  | <b>Essential</b> |
| Act with integrity, honesty, loyalty and fairness at all times.                      |  |  |  |  |  | <b>Essential</b> |
| Understands and actively supports Stockport Council's diversity and equality policy. |  |  |  |  |  | <b>Essential</b> |
| To meet Stockport Council's standard of attendance.                                  |  |  |  |  |  | <b>Essential</b> |
| A willingness to be flexible in a changing environment                               |  |  |  |  |  | <b>Essential</b> |

### Scoring key

- 0 – Not met essential criteria
- 1 – Partially meets essential criteria
- 2 – Meets criteria
- 3 – Exceeds criteria
- 4 - Exceptional