



PERSON SPECIFICATION

In your supporting statement and application form please demonstrate how you have successfully met the essential criteria **in bold** from this person specification.

EDUCATION AND TRAINING
Good numeracy/literacy skills
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post
Willingness to participate in other development and training opportunities
Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment
NVQ 2 for Teaching Assistants or equivalent qualifications/experience
Training in the relevant learning strategies e.g. literacy
EXPERIENCE
Working with or caring for children of relevant age in an educational setting, or completion of the DCC TA Access Course
Experience of working with young children, perhaps as a parent or voluntary worker (e.g. as a Brownie or Cub leader).
In addition, the Teaching Assistant might have experience of: being a paid worker in a school, play schemes, crèches, midday supervision, after- school clubs or similar.
KNOWLEDGE
Basic understanding of child development and learning:
<ul style="list-style-type: none"> • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding
Understanding of relevant policies/codes of practice and awareness of relevant legislation
General understanding of national curriculum and other basic learning programmes
SKILLS AND ABILITIES
Ability to effectively use ICT to support learning, or to undertake training to do so
Ability to use other technology to support learning – e.g. video, photocopier etc.



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Ability to self-evaluate learning needs and actively seek learning opportunities
Ability to communicate clearly and effectively and relate well to children and adults
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those
Help professional staff to achieve their objectives; assist children on an individual basis, in small group and whole class work; explain tasks simply and clearly and foster independence; supervise children, and adhere to defined behaviour management policies; accept and respond to authority and supervision; work with guidance, but under limited supervision; liaise and communicate effectively with others; demonstrate good organisational skills; reflect on and develop professional practice; display work effectively, and make and maintain basic teaching resources.
Monitor, record and make basic assessments about individual progress suggest alternative ways of helping children if they are unable to understand; describe, in simple terms, the process of behaviour management with children; identify gaps in their own experience that they need help in filling; demonstrate the ability to learn and adapt from past experience.



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