

## Person Specification: Teaching Assistant

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Good basic education to GCSE level in literacy and numeracy, or the equivalent	Certificate or Diploma in Childcare and Education. Evidence of L3 TEACCH training (or equivalent)
<b>Experience</b>	Experience of working in an early years school setting supporting children with their Learning and Communication skills.	In addition, the TA might have experience of: being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar.
<b>Knowledge and understanding</b>	The TA should have knowledge and understanding of: 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; Questions related to equal opportunities.	In addition the TA might have experience of: <ul style="list-style-type: none"> <li>• Supporting children with Autism in their learning within small groups and on a 1:1 basis.</li> <li>• Using the TEACCH approach to support the organisation of each day.</li> <li>• Assessing next steps in children's learning.</li> </ul>
<b>Skills</b>	The TA will be able to: help professional staff to achieve their objectives; assist children on an individual basis, but also work as a member of a team; explain tasks simply and clearly; supervise and control children, and adhere to defined standards; accept and respond to authority and supervision; work with guidance, but under limited supervision; liaise and communicate effectively with others; demonstrate good organisational skills; get involved in professional development, and attend courses; display work effectively, and make and maintain basic teaching resources; ability to work as a team and liaise with Teachers and ability to guide and support any other TAs as necessary; liaise with parents as necessary	In addition, the TA might also be able to: <ul style="list-style-type: none"> <li>• monitor, record and make basic assessments about individual progress</li> <li>• suggest alternative strategies and resources for helping children if they are unable to understand;</li> <li>• describe, in simple terms, the process of behaviour management</li> <li>• identify gaps in their own experience that they need help in filling;</li> <li>• demonstrate the ability to learn and adapt from past experience</li> <li>• be involved in planning for Literacy, Numeracy, Communication and Life Skills groups</li> <li>• liaise with the Inclusion Manager and Unit Teachers to discuss any relevant information about the children's learning</li> </ul>
<b>Personal characteristics</b>	Calmness Confidentiality Empathy Enthusiasm Flexibility Initiative	