

**Person Specification**

**Role** Un-QualifiedTeaching Assistant

**Accountable to** Education or Head Teacher (dependent on which service the post belongs)

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| **Knowledge** | Essential | Desirable |
| Some awareness of current internal and external verification frameworks and inspection frameworks |  | X |
| Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children’s Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009, Keeping Children Safe in Education 2019) |  | X |
| Demonstrate some knowledge regarding teaching practice for young people with additional needs | X |  |
| **Experience** |  |  |
| Some experience of working with children and young people or vulnerable adults within an education, health or social care setting |  | X |
| Demonstrate experience of developing effective resources for young people with additional needs |  | X |
| Demonstrate experience of working with young people or vulnerable adults with additional needs |  | X |
| **Skills** |  |  |
| Able to demonstrate effective communication | X |  |
| Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications, microsoft packages and esafety) | X |  |

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| Demonstrate effective record keeping with an awareness of the Data Protection Act and sharing information protocols |  | X |
| Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs |  | X |
| **Education and Training** |  |  |
| To be able to produce evidence of previous CPD (e.g. first aid, safeguarding training, diversity training, CAF/EHC training, IOSHH) |  | X |
| To hold a recognised Teaching Assistant qualification (e.g. Level  2 award/certificate in support work in schools/teaching and learning in schools |  | X |
| **Qualities** |  |  |
| Must hold a UK Driving License and have access to a road worthy vehicle | X |  |
| Understand the importance of adhering to the organisation’s policies, procedures and practices | X |  |
| Be committed to delivering holistic family interventions | X |  |
| Be driven to provide positive outcomes to children, young people and vulnerable adults | X |  |

***Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application***