

**SOUTHAMPTON CITY COUNCIL
PERSON SPECIFICATION**

POST: Teaching Assistant

Date: Jan 2014

ABILITY / SKILL	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	IMPORTANCE AT THE TIME OF APPOINTMENT 1 – LOW 4 = HIGH
<p><u>KNOWLEDGE</u> A broad understanding of the day to day running of a school and its procedures</p>	<p>To support the class teacher in the delivery of learning activities for individuals or groups of pupils;</p> <p>To take a lead role in learning activities as set and supported by the class teacher</p>	<p>Within one term</p> <p>Now</p>	<p>3</p> <p>4</p>
<p>Qualifications: NVQ 3 or degree</p> <p>GCSE Grade C or above (or equivalent) in English and Maths</p>	<p>To provide the theoretical framework and context for responsibilities and duties of a TA</p> <p>To demonstrate a high level of numeracy and verbal and written literacy and grammar to assist children's learning</p>	<p>Now</p> <p>Now</p>	<p>4</p> <p>4</p>
<p>Understanding of school administration systems and procedures</p>	<p>To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment;</p>	<p>Desirable, not essential</p>	<p>2</p>
<p><u>EXPERIENCE</u> Regular experience of working with/ guiding the learning of children in KS2 in a school setting desirable</p>	<p>To take a lead role in learning activities as set by the class teacher for individuals or groups of pupils</p>	<p>Now</p>	<p>3</p>
<p><u>SKILLS</u> Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or</p>	<p>To lead class room based learning for pupils at KS (as appropriate)</p>	<p>Now</p>	<p>4</p>

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<p>behavioural needs, through excellent written and oral communication skills</p> <p>Ability to keep control of a classroom; maintain children’s interest and motivation for learning; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules</p>	<p>To support the teacher in the preparation of information and materials to be used in discussions of pupil progress with individual pupils, groups and parents/carers as required</p> <p>To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)</p> <p>To take sole charge of a classroom, in the absence of the class teacher</p>	<p>With support</p> <p>Now</p> <p>With support</p>	<p>3</p> <p>4</p> <p>3</p>
<p>Administrative skills: experience / understanding of organising written materials and information;</p> <p>Awareness of the need to respect confidentiality of data and personal information</p>	<p>To maintain pupil records and comply with school administrative processes;</p> <p>To organise learning materials and pupil resources that support classroom activities, displays, and wider school information</p> <p>To support the administrative functions and procedures of the school (Records, data management, photocopying, filing, correspondence, visitors to school etc.) – including data security and storage</p>	<p>Within one term</p> <p>Within one term</p> <p>Within one term</p>	<p>3</p> <p>3</p> <p>3</p>

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Ability to observe and monitor learning in a practical context	To support / assist in the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher	(with training on systems)	4
Awareness of own learning needs and ability to manage own development through appropriate activities	To secure continuous professional development in the role	Now	4
Understanding of key safeguarding issues and procedures across the school	Ensure correct reporting and monitoring of any safeguarding issues arising across the school (with training);	Now	4
	To maintain high levels of confidentiality and data security in respect of personal / pupil / colleague information ;	Now	4
	To comply with the values, ethos and safe working practices of the whole school	Now	4