

TA Grade 1 Person Specification

No	Criteria	Essential or Desirable
I. Qualifications and Training		
1	No specific qualification required	E
2	Evidence of recent relevant training (either external or on-site) to enhance his/her current role	E
3	Some evidence of training in a care, educational or medical setting	D
4	A willingness to undertake a formal qualification	D
II. Experience		
5	Some experience of working with children special educational needs	E
6	Experience of working as part of a team in any setting	E
7	Experience as a carer working with adults or children	D
8	Experience as a Play Worker, Play Leader or Childminder	D
III. Skills and Abilities		
9	The ability to work under direction in delivering programmes of work	E
10	Commitment to following established routines and procedures	E
11	Ability to benefit from practical training and develop a range of skills	E
12	Ability to work supportively and collaboratively with staff and work as part of an effective team	E
13	Good level of communication and literacy skills, including the ability to accurately record work	E
14	Ability to present, display and record pupils' work to a good standard in their books and in the class environment	E
15	Basic competence in the use of ICT	E
16	Ability to contribute to the physical management of the pupils and help in intimate care routines	E
17	Ability to support individual and small groups of pupils, delivering and recording pupils work	E
18	Good ICT skills	D
19	Skills relevant and transferable to an educational / care setting	D
I. Professional Knowledge and Understanding		
20	An understanding of the holistic nature of education and the pastoral and practical care required for pupils with learning disabilities	E
21	An awareness of the importance of multi-disciplinary working and the contribution of a team approach	E
22	A basic understanding of the importance of health and safety procedures	E
23	An understanding of the concept of confidentiality within a professional setting	E
24	The ability to identify your own needs development priorities	E
25	Prior knowledge of the needs of pupils or adults with SEN	D
26	Awareness, understanding and commitment to the pursuit of equality and anti-oppressive practices	D
I. Personal Qualities		
27	Self-motivated and hard working	E
28	Good interpersonal skills enabling the candidate to develop strong working relationships with colleagues, parents and the wider community	E
29	A positive approach to discipline and the management of behaviour within prescribed guidelines	E
30	Ability to address challenges and issues with enthusiasm, sensitivity and a positive approach	E
31	Ability to support colleagues and contribute to a team approach	E
32	Commitment to providing inclusive experiences for all the students	E

33	Ability to be self-reflective and open to professional critical appraisal, with an awareness of the validity of others' perceptions	E
34	Ability to inspire trust and confidence	E
35	Ability to remain calm within a busy and pressured environment	E
36	Ability to demonstrate good judgement, show initiative and make decisions based on maintaining a safe and supportive environment	E
37	Honesty and integrity	E
38	A sense of humour	E
39	A good level of organisational skills and competence	E
40	Ability to naturally nurture self-esteem and value each individual for their contribution	E
41	A willingness to undertake additional training	E
42	Commitment to extending and enriching provision for pupils within and beyond the school day	D
43	Supportive of staff development, able to respond sensitively to the impact of change on colleagues	D