

Post Title: SCB Level 3 Teaching assistant

Post Ref:

	ESSENTIAL	DESIRABLE	HOW ASSESSED *
A) Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Recognised qualifications relating to childcare (NVQ L3, Teaching assistant training) 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of INSET or professional development 	A
B) Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Supporting learners with a deafness/hearing impairment. <input type="checkbox"/> Supporting learners with SEN <input type="checkbox"/> BSL Level 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Working with learners from a variety of social and cultural backgrounds; <input type="checkbox"/> Working with parents/carers and multi agencies <input type="checkbox"/> BSL Level 2 	A I R
C) Knowledge and Understanding	<p>The teaching assistant should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The requirements of the professional standards for Teaching assistants <input type="checkbox"/> Monitoring, assessment, recording and reporting on learner’s progress. <input type="checkbox"/> The importance of community working. <input type="checkbox"/> Supporting children with a deafness/hearing impairment. <input type="checkbox"/> Safeguarding practices. 	<p>In addition, should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific initiatives and approaches to supporting. <input type="checkbox"/> The importance of developing an effective learning environment to enhance learning. <input type="checkbox"/> Statutory requirements of legislation concerning Equal Opportunities, Health and Safety and SEN. 	P A I
D) Skills/ Abilities	<p>The teaching assistant will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively promote the school’s values, aims and objectives. <input type="checkbox"/> Develop good relationships within and across teams. <input type="checkbox"/> Establish effective relationships with learners, parents/carers and the school community. <input type="checkbox"/> Effectively support challenging behaviour. <input type="checkbox"/> Demonstrate good ICT skills. 	<p>In addition, may be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect upon and adapt practice. <input type="checkbox"/> Support extended school provision and out of hours experiences. 	R A I

Date prepared / reviewed:.....

E) Personal Characteristics	<ul style="list-style-type: none"> ❑ Professionalism. ❑ Effective communication skills ❑ Approachability and sensitivity. ❑ Good organisational skills. ❑ Honesty, reliability and confidentiality. ❑ Flexibility, enthusiasm and resilience. ❑ A commitment to further professional development and training. 	<ul style="list-style-type: none"> ❑ Creative and dynamic approaches 	I R P
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***A = Application Form; I = Interview; T = Test; P = Presentation; R = Reference**

All applicants who identify themselves on the relevant section of the application form as having a disability under the Disability Discrimination Act 1995 and who meet the essential criteria for the post will be guaranteed an interview, should they request one by ticking the relevant box on the application form.

Date prepared / reviewed:.....