

GENERIC PERSON SPECIFICATION

POST: TEACHING ASSISTANT (SPEECH AND LANGUAGE) – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u>			
Previous experience of working with/ guiding the learning of children, preferably within a school setting	To take a lead role in learning activities as set and supported by the class teacher	Highly desirable	5
Demonstrable evidence of an interest in speech and language skills and ability/aptitude to support children's development in this area	To demonstrate particular ability, aptitude and interest in this specialised role	Some evidence now	4
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	4
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent)	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
<u>MENTAL SKILLS</u>			
Ability to observe, monitor and analyse learning and outcomes in a practical context	To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.	With training on systems	3
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2

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<u>INTERPERSONAL & COMMUNICATION SKILLS</u> Ability to communicate information and ideas effectively to a range of audiences, particularly children with specific speech and language needs, through good written and oral communication skills Ability to maintain children's interest and motivation for learning and to maintain discipline Ability to work well as a member of a team	To support class room based learning for pupils who need support with speech and language skills To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors) To work with individual children; encourage good behaviour; and deal with any problems arising from breaches of the school's disciplinary rules To support colleagues and maintain effective working relationships	Now Ability now; support given Now	5 4 5
<u>PHYSICAL SKILLS</u> Ability to make and use a variety of resources	To develop, prepare and maintain therapeutic materials and resources for use with identified children and to support the children in using them	Desirable; not essential	2
<u>INITIATIVE & INDEPENDENCE</u> Working within established procedures, to use own judgement and initiative	To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems	With support	4
<u>PHYSICAL DEMANDS</u>			

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Limited			
<u>MENTAL DEMANDS</u>			
Awareness of needs/demands of young children and how they act/react	To react to children's needs and demands and to ensure their safety and welfare	Awareness now	4
<u>EMOTIONAL DEMANDS</u>			
Ability to work with, support, understand and empathise with children who will have particular specific needs	To work with individual children who require support with speech and language development	Ability/aptitude essential now. Training given in specific procedures	5
<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school;</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information</p>	Good understanding now – training given in specific school procedures	4
<u>SUPERVISION</u>			
N/A			

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<u>FINANCIAL RESPONSIBILITY</u> N/A			
<u>PHYSICAL RESOURCES</u>	Some responsibility for safe and secure storage of materials and resources		