POST: TEACHING ASSISTANT – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	**TO DO WHAT?**	**HOW WELL? NOW OR WITH TRAINING?**	**HOW IMPORTANT AT THE TIME OF APPOINTMENT?**
KNOWLEDGE			
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
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) in a relevant discipline	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
MENTAL SKILLS			
Ability to observe, monitor and analyse learning and learning 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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SKILLS/ ABILITY/ EXPERIENCE	**TO DO WHAT?**	**HOW WELL? NOW OR WITH TRAINING?**	**HOW IMPORTANT AT THE TIME OF APPOINTMENT?**
INTERPERSONAL & COMMUNICATION SKILLS			
Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills	To support class room based learning for pupils To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)	Now	5
Ability to maintain children's interest and motivation for learning and to maintain discipline	To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school's disciplinary rules	Ability now; support given	4
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships	Now	5
PHYSICAL SKILLS			
Ability to make and use a variety of resources	To support the classroom learning and assist children with creative work	Desirable; not essential	2
INITIATIVE & INDEPENDENCE			
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

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PHYSICAL DEMANDS Limited			
MENTAL DEMANDS Awareness of needs/demands of young children and how they act/react Ability to deal with interruptions and unexpected peaks in workload	To react to children's needs and demands and to ensure their safety and welfare To cope with situations where several children require attention at the same time	Awareness now Ability now	4 4
EMOTIONAL DEMANDS Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties) To work with children who require special/additional support due to physical and / or emotional needs	Ability/aptitude essential now. Training given in specific procedures	5
RESPONSIBILITY FOR PEOPLE Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / pupil /	Good understanding now – training given in specific school	4

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SKILLS/ ABILITY/ EXPERIENCE	**TO DO WHAT?**	**HOW WELL? NOW OR WITH TRAINING?**	**HOW IMPORTANT AT THE TIME OF APPOINTMENT?**
	colleague information	procedures	
SUPERVISION N/A			
FINANCIAL RESPONSIBILITY N/A			
PHYSICAL RESOURCES	Some responsibility for safe and secure storage of materials and resources		