



## Mawsley Community Primary School – Unit Provision Teaching Assistant – Person Specification



	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Good basic education to GCSE level in English and Maths, or the equivalent	Certificate or Diploma in Childcare and Education. Evidence of L3 TEACCH training (or equivalent) Firs Aid
<b>Experience</b>	Experience of working in a school setting supporting children with Learning and Communication difficulties.	In addition, the TA might have experience of: being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar. Experience of working in a Unit Provision or Special School.
<b>Knowledge and understanding</b>	The TA should have knowledge and understanding of: <ul style="list-style-type: none"> <li>• the needs of young children;</li> <li>• child development and the ways in which children learn;</li> <li>• the roles played by various adults in a child’s education;</li> <li>• questions related to equal opportunities.</li> </ul>	In addition the TA might have experience of: <ul style="list-style-type: none"> <li>• Supporting children with their learning within small groups and on a 1:1 basis.</li> <li>• Using the TEACCH approach to support the organisation of each day.</li> <li>• Assessing next steps in children’s learning.</li> <li>• Using the P scales.</li> </ul>
<b>Skills</b>	The TA will be able to: <ul style="list-style-type: none"> <li>• help professional staff to achieve their objectives;</li> <li>• assist children on an individual basis, but also work as a member of a team;</li> <li>• explain tasks simply and clearly;</li> <li>• supervise and control children, and adhere to defined standards;</li> <li>• accept and respond to authority and supervision;</li> <li>• work with guidance, but under limited supervision;</li> <li>• liaise and communicate effectively with others;</li> <li>• demonstrate good organisational skills;</li> <li>• get involved in professional development, and attend courses;</li> <li>• display work effectively, and make and maintain basic teaching resources;</li> <li>• ability to work as a team and liaise with Teachers and ability to guide and support any other TAs as necessary;</li> <li>• liaise with parents as necessary</li> </ul>	In addition, the TA might also be able to: <ul style="list-style-type: none"> <li>• monitor, record and make basic assessments about individual progress</li> <li>• suggest alternative strategies and resources for helping children if they are unable to understand;</li> <li>• describe, in simple terms, the process of behaviour management with children with Autism;</li> <li>• identify gaps in their own experience that they need help in filling;</li> <li>• demonstrate the ability to learn and adapt from past experience</li> <li>• be involved in planning for Literacy, Numeracy, Communication and Life Skills groups</li> <li>• liaise with the Senco and Unit Teachers relevant information about the children’s learning</li> </ul>
<b>Personal characteristics</b>	Calmness Confidentiality Empathy Enthusiasm Flexibility Initiative Creative Sense of humour Organised	

