



Mawsley Community Primary School – Unit Provision

Teaching Assistant – Person Specification



	Essential	Desirable
Qualifications	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
Experience	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.
Knowledge and understanding	The TA should have knowledge and understanding of: - the needs of young children; - child development and the ways in which children learn; - the roles played by various adults in a child's education; - questions related to equal opportunities.	In addition the TA might have experience of: - Supporting children with their learning within small groups and on a 1:1 basis. - Using the TEACCH approach to support the organisation of each day. - Assessing next steps in children's learning. - Using the P scales.
Skills	The TA will be able to: - help professional staff to achieve their objectives; - assist children on an individual basis, but also work as a member of a team; - explain tasks simply and clearly; - supervise and control children, and adhere to defined standards; - accept and respond to authority and supervision; - work with guidance, but under limited supervision; - liaise and communicate effectively with others; - demonstrate good organisational skills; - get involved in professional development, and attend courses; - display work effectively, and make and maintain basic teaching resources; - ability to work as a team and liaise with Teachers and ability to guide and support any other TAs as necessary; - liaise with parents as necessary	In addition, the TA might also be able to: - monitor, record and make basic assessments about individual progress - suggest alternative strategies and resources for helping children if they are unable to understand; - describe, in simple terms, the process of behaviour management with children with Autism; - identify gaps in their own experience that they need help in filling; - demonstrate the ability to learn and adapt from past experience - be involved in planning for Literacy, Numeracy, Communication and Life Skills groups - liaise with the Senco and Unit Teachers relevant information about the children's learning
Personal characteristics	Calmness Confidentiality Empathy Enthusiasm Flexibility Initiative Creative Sense of humour Organised	

