

**PERSON SPECIFICATION**

**GENERAL TEACHING ASSISTANT NYG-C/D (SCP 3-6)**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASSESSMENT</b>
<b>Qualifications &amp; Training</b>			
Childcare Qualification at Level 2 (or equivalent).		X	2 & 5
Appropriate first aid training		X	2 & 5
Relevant ASD training/qualification		X	2 & 5
<b>Experience</b>			
Experience of working with students of a relevant age in a learning environment	X		2 & 4 & 6
Invigilating internal and external examinations.		X	2 & 4 & 6
Managing student behaviour	X		2 & 4 & 6
Experience of working with children with ASD	X		2 & 4 & 6
Experience of working with children with learning difficulties		X	2 & 4 & 6
<b>Safeguarding</b>			
Knowledge and understanding of the Safeguarding agenda in schools	X		2 & 4 & 6
Knowledge and understanding of child protection policies and procedures	X		2 & 4 & 6
<b>Skills &amp; Knowledge</b>			
Good numeracy / literacy skills	X		2, 3 & 4 & 6
Good written and verbal communication skills: able to communicate effectively with all children, young people, families and carers	X		2 & 4 & 6
Good understanding of child/young person's development and learning processes.		X	2 & 4 & 6
Understanding of classroom roles and		X	

responsibilities			2 & 4 & 6
Working knowledge of relevant policies and legislation e.g. child protection and safeguarding and SEND Code of Practice		X	2 & 4 & 6

<b>Personal Qualities</b>			
Ability to adapt to change and work successfully in a team.	X		2 & 4 & 6
Willing to learn and develop new skills	X		2 & 4 & 6
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		2 & 4 & 6
Emotional resilience in working with challenging behaviours	X		2 & 4 & 6
Ability to use authority and maintain discipline	X		2 & 4 & 6
<b>Other Requirements</b>			
To be committed to the school's policies and ethos.	X		2 & 4 & 6
To be committed to Continuing Professional Development.	X		2 & 4 & 6
Motivation to work with children and young people.	X		2 & 4 & 6
<b>Equal opportunities</b>			
To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery	X		2 & 4

- Assessment:**
1. Test prior to shortlisting
  2. From application form
  3. Test after shortlisting
  4. Probing at interview
  5. Documentary Evidence
  6. OTHER i.e. tests, tasks and / or from references