**St Bede’s Catholic High School**

**Person Specification – Teaching Assistant Level 2 (b)**

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| **Personal Attributes required** | **Essential (E)**  **or**  **Desirable (D)** | **To be identified by:** |
| **Qualifications:**  NVQ Level 2 or above qualification appropriate to the post (or equivalent) | E | A/L/I |
| Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy | E | A/L/I |
| **Experience:**  Experience of working with or caring for children of relevant age | E | A/L/I |
| Experience of working in a relevant classroom/service environment | E | A/L/I |
| Experience of administrative work | D | A/L/I |
| Experience of supporting pupils with challenging behaviour | E | A/L/I |
| **Knowledge/Skills/Abilities:**  Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard | E | A/L/I |
| Ability to relate well to children | E | A/L/I |
| Ability to work as part of a team | E | A/L/I |
| Ability to follow instructions and learn from experience | E | A/L/I |
| Good communication skills | E | A/L/I |
| Ability to assist and supervise pupils | E | A/L/I |
| Time management and organisational skills | E | A/L/I |
| Knowledge of classroom roles and responsibilities | D | A/L/I |
| Knowledge of the concept of confidentiality | E | A/L/I |
| First Aid Certificate or willingness to obtain in first 12 months | E | A/L/I |
| Attitude to education compatible to Ethos of school | E | A/L/I |
| Administrative skills | E | A/L/I |
| Ability to make effective use of ICT | D | A/L/I |
| Flexible attitude to work | E | A/L/I |
| **Special Requirements:**  Commitment to undertake in-service development | E | I |
| Commitment to safeguarding and protecting the welfare of children and young people | E | I |
| Commitment to equality and diversity | E | I |
| Commitment to health and safety | E | I |
| Commitment to attendance at work | E | I |
| Prepared by: SBCHS | Date: September 2025 |  |
| **Note: We will always consider your references before confirming a job offer in writing** | | |