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<b>Job Description</b>		
	<b>Service Area:</b>	<b>Location:</b>
	<b>School:</b>	<b>Section:</b>
	<b>Post Title: Teaching Assistant – General Level 1</b>	<b>Grade: Level 2</b>
	<b>Restricted: No</b>	<b>Post Number(s):</b>

**1. PURPOSE OF JOB**

- 1.1 To work under the instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils.
- 1.2 To provide general support to the teacher in the management of pupils and the classroom.
- 1.3 To contribute to the overall ethos, work and aims of the school.

2. DIRECTLY RESPONSIBLE TO: *[Insert post name and attach organisation chart]*

3. FUNCTIONALLY RESPONSIBLE TO: *[Insert post name if applicable]*

4. RESPONSIBLE FOR: Not applicable

**5. PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

- 5.1 Attend to the personal needs of pupils and implement related personal programmes, including social, health, physical, hygiene, first-aid and welfare matters.
- 5.2 Supervise and provide support to pupils ensuring their safety and access to learning activities.
- 5.3 Support pupils to understand instructions, and in respect of local and national learning strategies such as literacy, numeracy, early years, KS3, as directed by the teacher.
- 5.4 Establish good relationships with pupils, acting as a role model, being aware of and responding appropriately to their individual needs, and encouraging pupils to interact with others and engage in activities with others.
- 5.5 Prepare the classroom as directed for lessons, clear afterwards and assist with the display of pupils' work.
- 5.6 Undertake pupil record-keeping as requested by the teacher.
- 5.7 Maintain awareness of pupil problems, progress and achievements, and report to the teacher as agreed and/or appropriate.
- 5.8 Gather and report information from and/or to parents/carers as directed by the teacher.

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- 5.9 Prepare and maintain equipment and resources as directed by the teacher, and assist pupils in their use, including basic ICT equipment.
- 5.10 Provide a range of clerical and administrative support to teaching staff, including photocopying, word-processing, filing and collecting money.
- 5.11 Support the teacher in managing pupil behaviour, reporting conflict and incidents in accordance with the school's policies and procedures.
- 5.12 Promote the inclusion and acceptance of all pupils.
- 5.13 Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 5.14 Accompany teaching staff and pupils on trips and school activities as required.
- 5.15 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 5.16 Appreciate and support the role of other professionals.
- 5.17 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
  - child protection,
  - health, safety and security,
  - confidentiality, and
  - data protection.
- 5.18 Ensure all pupils have equal access to opportunities to learn and develop.
- 5.19 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

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**PERSON SPECIFICATION FORM**

**POST TITLE:**

**SCHOOL:**

**PLEASE NOTE**

The method of assessment for each criterion is shown in the right hand columns. The shortlisting criteria are indicated by asterisk in the application form column. Shortlisting for interview will be based solely on whether the candidate indicates on their application form that they meet these Shortlisting Criteria. All mandatory criteria are underlined. The successful candidate must satisfy all of the mandatory criteria, and will normally meet all or most of the other appointment criteria. All candidates must satisfy the Equal Opportunities and Customer Care criteria which are mandatory.


	METHOD OF ASSESSMENT		
	APPLICATI ON FORM	INTERVIE W	TEST
<b>1. ABILITIES</b>			
(a) Ability to operate a range of basic resources and equipment, including computers, videos, photocopiers	*		*
(b) Ability to absorb and understand a wide range of information concerning the functions of the school.		*	
(c) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.		*	
<b>2. SKILLS</b>			
(a) Verbal and written communication skills appropriate to the need to communicate effectively with pupils, teachers and parents/carers.	*		*
(b) Numeracy skills appropriate to the learning levels of the target pupil groups.	*		*
<b>3. KNOWLEDGE</b>			
(a) Operation of a range of basic resources and equipment, including computers, videos, photocopiers.	*		*

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		<b>METHOD OF ASSESSMENT</b>		
		<b>APPLICATI ON FORM</b>	<b>INTERVIE W</b>	<b>TEST</b>
(b)	Knowledge of basic first aid procedures.	*		
<b>4. EXPERIENCE</b>				
(a)	Previous successful experience in working with or caring for children of <i>[insert age]</i>	*		
<b>5. EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST</b>				
(a)	Evidence of successful completion of the DfES Teacher Assistant Induction Programme.	*		
<b>6. <u>EQUAL OPPORTUNITIES RELEVANT TO THE POST</u> (mandatory)</b>				
	Understanding and commitment to the Council's Equal Opportunities policy.	*	*	
<b>7. <u>CUSTOMER CARE RELEVANT TO THE POST</u> (mandatory)</b>				

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<b>Job Description</b>		
	<b>Service Area:</b>	<b>Location:</b>
	<b>School:</b>	<b>Section:</b>
	<b>Post Title: Teaching Assistant – General Level 2</b>	<b>Grade: Level 2A – LEVEL 2B (Career Grade)</b>
	<b>Restricted: No</b>	<b>Post Number(s):</b>

**6. PURPOSE OF JOB**

- 6.1 To carry out work, care and/or support programmes for pupils, under the instruction/guidance of teaching/senior staff.
- 6.2 To enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.
- 6.3 To contribute to the overall ethos, work and aims of the school.

7. DIRECTLY RESPONSIBLE TO: *[Insert post name and attach organisation chart]*

8. FUNCTIONALLY RESPONSIBLE TO: *[Insert post name if applicable]*

9. RESPONSIBLE FOR: Not applicable

**10. PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

- 10.1 Supervise and provide support and assistance to individuals and groups of pupils including those with special needs, ensuring their safety and access to learning activities.
- 10.2 Undertake structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including local and national learning strategies such as literacy, numeracy, early years, KS3.
- 10.3 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 10.4 Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
- 10.5 Contribute to the development and implementation of individual Education/Behaviour Plans and Personal Care programmes.
- 10.6 Establish constructive relationships with pupils and interact with them according to their individual needs.
- 10.7 Assist with planning of learning activities.
- 10.8 Monitor and record pupils' progress, achievements and responses in respect of all learning activities and teaching programmes.

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- 10.9 Provide detailed feedback to the teacher on pupil progress, achievements, and problems, and under guidance of the teacher provide feedback to pupils on their progress and achievements.
  - 10.10 Create and maintain a orderly and supportive environment for pupils and teachers, and assist with the display of pupils' work
  - 10.11 Prepare, maintain and use equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
  - 10.12 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
  - 10.13 Provide a range of clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, and administering coursework.
  - 10.14 Promote positive pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
  - 10.15 Promote the inclusion and acceptance, and encourage self-esteem and independence, of all pupils.
  - 10.16 Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
  - 10.17 Accompany teaching staff and pupils on trips and school activities as required and take responsibility for a group under the general supervision of the teacher.
  - 10.18 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
  - 10.19 Establish and develop constructive relationships with parents/carers, and appreciate and support other professionals.
  - 10.20 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
    - child protection,
    - health, safety and security,
    - confidentiality, and
    - data protection.
  - 10.21 Ensure all pupils have equal access to opportunities to learn and develop.
  - 10.22 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.
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### ***Progression Arrangements - Teaching Assistant (Level 2A) to Teaching Assistant (Level 2B)***

Progression for moving from Level 2A to 2B will be subject to the following requirements:

1. The individual Teaching Assistant (Level 2A) being able to demonstrate the following:
  - successful performance in a Level 2A post for a minimum period of three years;

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- evidence of continuous professional learning and development relevant to the role of a teaching assistant e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE;
- working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes and strategies.
- successful experience in providing specialist learning support to pupils;

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**PERSON SPECIFICATION FORM**

**POST TITLE:**

**SCHOOL:**

**PLEASE NOTE**

The method of assessment for each criterion is shown in the right hand columns. The shortlisting criteria are indicated by asterisk in the application form column. Shortlisting for interview will be based solely on whether the candidate indicates on their application form that they meet these Shortlisting Criteria. All mandatory criteria are underlined. The successful candidate must satisfy all of the mandatory criteria, and will normally meet all or most of the other appointment criteria. All candidates must satisfy the Equal Opportunities and Customer Care criteria which are mandatory.

	METHOD OF ASSESSMENT		
	APPLICATI ON FORM	INTERVIE W	TEST
<b>1. ABILITIES</b>			
(d) Previous successful experience of using information and communication technology to support learning.	*		
(e) Previous successful experience of operating a range of resources and equipment in a learning environment, including videos, photocopiers.	*		
(f) Ability to absorb and understand a wide range of information concerning the functions of the school.		*	
(g) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.		*	
(h) Ability to work on own initiative and to prioritise between conflicting demands.		*	
<b>2. SKILLS</b>			
(a) Evidence of commitment to continuous learning within a learning environment.	*	*	
(b) Verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers.	*		*




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		METHOD OF ASSESSMENT		
		APPLICATION FORM	INTERVIEW	TEST
(c)	Numeracy skills appropriate to the learning levels of the target pupil groups.	*		*
<b>3. KNOWLEDGE</b>				
(a)	Knowledge of relevant education policies, procedures and legislation.		*	
(b)	Understanding of basic learning strategies	*		
(c)	Understanding of key principles of child development and learning.	*		
(d)	Knowledge of national curriculum and other learning initiatives and strategies.		*	
<b>4. EXPERIENCE</b>				
b)	Previous successful experience in working with or caring for children of <i>[insert age]</i>	*		
<b>5. EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST</b>				
(b)	NVQ level 2 for Teaching Assistants, or able to demonstrate an equivalent level of attainment through relevant experience.	*		
(c)	Evidence of successful completion of the DfES Teacher Assistant Induction Programme.	*		
<b>6. <u>EQUAL OPPORTUNITIES RELEVANT TO THE POST</u> (mandatory)</b>				
	Understanding and commitment to the Council's Equal Opportunities policy.	*	*	
<b>7. <u>CUSTOMER CARE RELEVANT TO THE POST</u> (mandatory)</b>				

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Job Description		
	<b>Service Area:</b>	<b>Location:</b>
	<b>School:</b>	<b>Section:</b>
	<b>Post Title: Teaching Assistant – Supporting and Delivering Learning Level 3</b>	<b>Grade: Level 3</b>
	<b>Restricted: No</b>	<b>Post Number(s):</b>

11. PURPOSE OF JOB

- 11.1 To work under the guidance of teaching/senior staff, and within an agreed system of supervision, to implement agreed work programmes with individuals/groups (including those requiring detailed and/or specialist knowledge in particular areas, in or out of the classroom.
- 11.2 To assist the teacher in the whole planning cycle and the management of resources.
- 11.3 To supervise as required whole classes occasionally during the short-term absence of teachers, to maintain good order, keep pupils on task, respond to questions and generally assist pupils to undertake set activities.
- 11.4 To contribute to the overall ethos, work and aims of the school.

12. DIRECTLY RESPONSIBLE TO: *[Insert post name and attach organisation chart]*

13. FUNCTIONALLY RESPONSIBLE TO: *[Insert post name if applicable]*

14. RESPONSIBLE FOR: Allocated staff

15. PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES

- 15.1 Implement structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including local and national learning strategies such as literacy, numeracy, early years, KS3.
- 15.2 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 15.3 Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 15.4 Use specialist (curricular/learning) skills/training/experience to support pupils learning.
- 15.5 Assist pupils to access learning activities through specialist support, recognising and responding to their individual needs.
- 15.6 Use appropriate strategies and approaches to support and assist pupils to achieve learning goals

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- 15.7 Contribute to the development and implementation of individual Education/Behaviour Plans and Personal Care programmes.
- 15.8 Work with the teacher to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans.
- 15.9 Monitor and evaluate pupils' progress, achievements and responses in respect of all learning activities and teaching programmes through observation and planned recording of achievement against pre-determined learning objectives.
- 15.10 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and/or records as requested.
- 15.11 Provide objective, accurate and detailed feedback to the teacher on pupil progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 15.12 Provide feedback to pupils on their progress, development and achievement.
- 15.13 Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents/carers with teacher or as directed.
- 15.14 Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- 15.15 Promote positive values, attitudes and pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 15.16 Determine the need for, prepare and maintain general and specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 15.17 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 15.18 Provide clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, administering coursework, and production of worksheets for agreed activities.
- 15.19 Undertake planned supervision of pupils' out of school hours learning activities.
- 15.20 Supervise pupils on trips and school activities as required.
- 15.21 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 15.22 Establish and develop constructive relationships with other agencies/professionals, in liaison with the teacher, to support progress and achievement of pupils.
- 15.23 Provide guidance and supervision and assist in the training and development of staff as appropriate.
- 15.24 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
  - child protection,
  - health, safety and security,
  - confidentiality, and
  - data protection.

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- 15.25 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 15.26 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

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**PERSON SPECIFICATION FORM**

**POST TITLE:**

**SCHOOL:**

**PLEASE NOTE**

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	METHOD OF ASSESSMENT		
	APPLICATI ON FORM	INTERVIE W	TEST
<b>1. ABILITIES</b>			
(i) Previous successful experience of using information and communication technology to support learning.	*		
(j) Previous successful experience of operating a range of resources and equipment in a learning environment, including videos, photocopiers.	*		
(k) Ability to absorb and understand a wide range of information concerning the functions of the school.	*	*	
(l) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.	*	*	
(m) Ability to work on own initiative, and to prioritise between conflicting demands.	*	*	
(n) Ability to self-evaluate learning needs and to develop new skills and learning opportunities.		*	
<b>2. SKILLS</b>			
(d) Evidence of commitment to continuous learning within a learning environment.	*	*	

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		<b>METHOD OF ASSESSMENT</b>		
		<b>APPLICATI ON FORM</b>	<b>INTERVIE W</b>	<b>TEST</b>
(e)	Strong verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers.	*		*
(f)	Strong numeracy skills appropriate to the learning levels of the target pupil groups.	*		*
<b>3. KNOWLEDGE</b>				
(e)	Full working knowledge of relevant education policies, codes of practice and procedures, and awareness of relevant legislation.		*	
(f)	Working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes and strategies.	*		
(g)	Understanding of key principles of child development and learning.	*		
<b>4. EXPERIENCE</b>				
c)	Previous successful experience in working with children of <i>[insert age]</i>	*		
<b>5. EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST</b>				
(d)	NVQ level 3 for Teaching Assistants, or able to demonstrate an equivalent level of attainment through relevant experience.	*		
(e)	Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE.	*		
<b>6. <u>EQUAL OPPORTUNITIES RELEVANT TO THE POST</u> (mandatory)</b>				
	Understanding and commitment to the Council's Equal Opportunities policy.	*	*	
<b>7. <u>CUSTOMER CARE RELEVANT TO THE POST</u> (mandatory)</b>				

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<b>Job Description</b>		
	<b>Service Area:</b>	<b>Location:</b>
	<b>School:</b>	<b>Section:</b>
	<b>Post Title: Teaching Assistant – Supporting and Delivering Learning Level 4</b>	<b>Grade: Level 4</b>
	<b>Restricted: No</b>	<b>Post Number(s):</b>

16. PURPOSE OF JOB

- 16.1 To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individual or groups of pupils, or on a short-term basis for whole classes.
- 16.2 To monitor, assess, record and report on progress, development and achievements of pupils.
- 16.3 To manage and develop a specialist area within the school, and/or management of other teaching assistants including work allocation and monitoring, and appraisal and training.
- 16.4 To contribute to the overall ethos, work and aims of the school.

17. DIRECTLY RESPONSIBLE TO: *[Insert post name and attach organisation chart]*

18. FUNCTIONALLY RESPONSIBLE TO: *[Insert post name if applicable]*

19. RESPONSIBLE FOR: Allocated staff

20. PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES

- 20.1 Undertake detailed and/specialist assessments of the needs of pupils to support their learning.
- 20.2 Deliver structured and agreed learning activities and teaching programmes for individuals and groups of pupils, within an agreed system of supervision, including local and national learning strategies such as literacy, numeracy, early years, KS3.
- 20.3 Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 20.4 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 20.5 Develop and implement individual Education/Behaviour Plans and Personal Care programmes.
- 20.6 Plan challenging teaching and learning objectives to evaluate progress and development of pupils, and adjust lesson/work plans as appropriate.

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- 20.7 Monitor, record, evaluate and evidence the progress, achievements and responses of pupils in respect of all learning activities and teaching programmes, through a range of assessment and monitoring strategies, against pre-determined learning objectives.
- 20.8 Provide objective, accurate and detailed feedback to the teacher on pupil progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 20.9 Establish productive working relationships with pupils, acting as a role-model and setting challenging expectations, and provide feedback to pupils on their progress, development and achievement.
- 20.10 Support the role of parents/carers in pupils' learning, and contribute to and/or lead meetings with parents/carers to provide constructive feedback on the progress, development and achievements of pupils.
- 20.11 Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- 20.12 Promote positive values, attitudes and pupil behaviour, working within the school's disciplinary policy to anticipate and manage behaviour constructively, promote self-control and independence and encourage pupils to take personal responsibility for their behaviour.
- 20.13 Organise and manage a positive and appropriate learning environment and use of resources.
- 20.14 Select and prepare resources necessary to lead learning activities, taking account of the interests, language and cultural background of pupils.
- 20.15 Advise on the deployment and use of specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and develop pupils' competence and independence in their use.
- 20.16 Administer and invigilate tests and exams, and assess and mark tests and pupils' work.
- 20.17 Undertake a range of administrative activities including production of lesson plans and worksheets for agreed activities.
- 20.18 Contribute to the identification and implementation of out-of-school learning activities to consolidate and extend learning carried out in the classroom, and deliver these activities in accordance with school guidelines.
- 20.19 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 20.20 Establish and develop constructive relationships and communicate with other agencies and/or professionals, in liaison with the teacher, to support progress and achievement of pupils.
- 20.21 Initiate and lead as appropriate the development of multi-agency approaches to supporting pupils.
- 20.22 Comply with and assist in the development of policies and procedures, and report all concerns to an appropriate person, in respect of:
  - child protection,
  - health, safety and security,
  - confidentiality, and



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- data protection.

20.23 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.

20.24 Manage and supervise a team of teaching assistants, including:

- recruitment, induction and mentoring;
- work allocation and monitoring
- performance appraisal;
- training and development; and
- liaison with managers and teaching staff.

20.25 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

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**PERSON SPECIFICATION FORM**

**POST TITLE:**

**SCHOOL:**

**PLEASE NOTE**

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	METHOD OF ASSESSMENT		
	APPLICATI ON FORM	INTERVIE W	TEST
<b>1. ABILITIES</b>			
(o) Previous successful experience of using information and communication technology to support learning.	*		
(p) Ability to absorb and understand a wide range of information concerning the functions of the school.	*	*	
(q) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.	*	*	
(r) Ability to manage, organise, lead and motivate other staff.	*	*	
(s) Ability to self-evaluate learning needs and to develop new skills and learning opportunities.	*	*	
<b>2. SKILLS</b>			
(g) Evidence of commitment to continuous learning within a learning environment.	*	*	
(h) Evidence of excellent numeracy and literacy skills at least equivalent to NVQ level 2 in both English and Maths.	*		*

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		<b>METHOD OF ASSESSMENT</b>		
		<b>APPLICATI ON FORM</b>	<b>INTERVIE W</b>	<b>TEST</b>
<b>3.</b>	<b>KNOWLEDGE</b>			
(h)	Full working knowledge of relevant education policies, codes of practice and procedures, and awareness of relevant legislation.		*	
(i)	Working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes and strategies.	*		
(j)	Understanding of key principles of child development and learning.	*		
<b>4.</b>	<b>EXPERIENCE</b>			
d)	Previous successful experience in working with children of <i>[insert age]</i> in a learning environment.	*		
<b>5.</b>	<b>EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST</b>			
(f)	Higher level Teaching Assistant, or able to demonstrate an equivalent level of attainment through relevant experience or an equivalent qualification.	*		
(g)	Evidence of successful completion of training in relevant learning strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE.	*		
<b>6.</b>	<b><u>EQUAL OPPORTUNITIES RELEVANT TO THE POST</u></b> <i>(mandatory)</i>			
	Understanding and commitment to the Council's Equal Opportunities policy.	*	*	
<b>7.</b>	<b><u>CUSTOMER CARE RELEVANT TO THE POST</u></b> <i>(mandatory)</i>			