



RIPON GRAMMAR SCHOOL

PERSON SPECIFICATION - GENERAL TEACHING ASSISTANT (GTA)

	ESSENTIAL	DESIRABLE/HELPFUL
QUALIFICATIONS	<ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent • Literacy and Numeracy qualification, eg Level 2 or equivalent 	<ul style="list-style-type: none"> • Relevant NVQ Level 3 • ELSA accreditation
OCCUPATIONAL SKILLS	<ul style="list-style-type: none"> • Good written and verbal communication skills • Good reading, writing and numeracy skills • Basic ICT skills • An awareness of students' development and learning • An understanding that students have differing needs • Good organisational and social skills 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of behaviour management methods • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
EXPERIENCE	<ul style="list-style-type: none"> • Appropriate to working with children in a learning environment 	<ul style="list-style-type: none"> • Experience of working in a secondary school environment • Experience of working with students with special needs • Delivering literacy and SEMH support programmes on a 1:1 or small group basis.
PERSONAL QUALITIES, MOTIVATION AND SOCIAL SKILLS	<ul style="list-style-type: none"> • A high level of emotional intelligence • Committed to the staff and students within school, and wanting the best for them. • Ability to work under pressure • Good team player • Sense of humour • Helpful and supportive attitude • Adaptable and flexible • Supportive of school ethos 	<ul style="list-style-type: none"> • Creativity

	<ul style="list-style-type: none"> • Enthusiastic • Able to show initiative • Demonstrable interpersonal skills • Confidentiality and flexibility 	
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviour and attitudes • Ability to use authority and maintain discipline • An empathy for equality and diversity. 	