## Person Specification - Teaching Assistant

| CATEGORY | Essential | Desirable |
| :---: | :---: | :---: |
| Qualifications/Training |  |  |
| Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare. <br> GCSEs at grades 9 to 4 ( $\mathrm{A}^{*}$ to C ) including English and maths | $\checkmark$ |  |
| Experience of working with Primary age children aged 4-11 years and their families | $\checkmark$ |  |
| First Aid Qualification |  | $\checkmark$ |
| Experience of working as part of a team providing high quality childcare services | v |  |
|  | v |  |
| Able to establish good professional relationships with others |  |  |
|  | $\checkmark$ |  |
| Able to maintain personal and professional confidentiality | $\checkmark$ |  |
| Able to work closely with members of staff, planning for and feeding back on progress | v |  |
| To be able to contribute to team working in a supportive and professional way | v |  |
| To be able to communicate effectively with a wide range of users, partners, providers and staff |  | v |
| Ability to contribute to ideas for the on-going development and improvement of Services |  | v |
| Able to plan and prioritise in a flexible and informed way | v |  |
| A belief in the importance of effective and inclusive communication with children using a range of verbal and non-verbal techniques | $\checkmark$ |  |
| Qualities \& Attitudes |  |  |
| Ability to develop effective working relationships with a variety of other professionals and agencies in order to provide the best possible support for children and families | $\checkmark$ |  |

Committed to continuing professional development
Sensitivity and understanding, to help build good relationships with pupils

A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school

Commitment to maintaining confidentiality at all times

Commitment to safeguarding pupil's wellbeing and equality

