

Person Specification
Teaching Assistant at Blakedown CE Primary School

	Essential	Desirable	Method of Assessment
Experience:	<ul style="list-style-type: none"> ▪ Has recent experience of working with children aged 4-5 years in an educational or childcare setting. ▪ Experience of supporting learning through play and child-initiated activities. ▪ Experience of working with groups and individuals to support learning, communication and social development. ▪ Experience of supporting children's emotional wellbeing and positive behaviour. 	<ul style="list-style-type: none"> ▪ Experience of working within a Reception or Early Years Foundation Stage classroom. ▪ Experience of supporting children with SEND, including speech and language needs, Autism or SEMH needs. ▪ Experience of intervention programmes that support language, communication, early reading or mathematics. 	Application form Interview References
Education and Qualifications:	<ul style="list-style-type: none"> • Grade 4/C or above (or equivalent) English and Mathematics. ▪ Level 2 Teaching Assistant qualification (or equivalent) or willingness to work towards one. 	<ul style="list-style-type: none"> ▪ Level 3 Early Years Educator, Teaching Assistant or equivalent qualification. ▪ Paediatric First Aid qualification. ▪ Training in safeguarding, SEND, speech and language development, autism awareness, behaviour support or nurture approaches. ▪ Team Teach, Thrive or equivalent training. 	Certificates Application form
Knowledge and Understanding:	<ul style="list-style-type: none"> ▪ Understanding of the Early Years Foundation Stage curriculum and statutory framework. ▪ Understanding of how young children learn through play, exploration and continuous provision. ▪ Knowledge of child development from birth to five years. ▪ Understanding of the importance of communication, language and early literacy development. ▪ Understanding of safeguarding and child protection responsibilities in line with KCSIE. ▪ Awareness of inclusive practice and the SEND Code of Practice. 	<ul style="list-style-type: none"> ▪ Knowledge of Reception Baseline Assessment procedures. ▪ Knowledge of EYFS Profile assessment arrangements. ▪ Understanding of current research relating to early language acquisition and school readiness. 	Interview
Skills and Abilities:	<ul style="list-style-type: none"> ▪ Ability to support and extend children's learning through high-quality interactions and questioning. ▪ Ability to support learning indoors and outdoors across all areas of provision. ▪ Ability to encourage children's 	<ul style="list-style-type: none"> ▪ Ability to contribute to assessment records and learning journals. ▪ Experience of using assessment information to support provision and next steps. 	Application form References Interview

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	<p>independence, curiosity and resilience.</p> <ul style="list-style-type: none"> ▪ Ability to model language, behaviour and positive relationships. ▪ Ability to observe children and share accurate information regarding progress and development. ▪ Ability to support phonics, early reading, writing and mathematical development. ▪ Ability to support children who require additional help with learning, communication or emotional regulation. ▪ Good communication and interpersonal skills. ▪ Ability to work effectively as part of a team and follow teacher direction while showing initiative. ▪ Competent use of ICT to support learning and record observations where required. 	<ul style="list-style-type: none"> ▪ Ability to contribute to planning and preparing engaging learning environments. 	
Personal Qualities:	<ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children. ▪ Warm, caring and nurturing approach. ▪ High expectations of all children. ▪ Patience, flexibility and emotional resilience. ▪ Professional, reliable and trustworthy. ▪ Ability to maintain confidentiality. ▪ Positive attitude towards professional development and lifelong learning. ▪ Ability to build positive relationships with children, families and colleagues. ▪ Willingness to contribute to the wider life of the school. 	<ul style="list-style-type: none"> ▪ Creative, enthusiastic and reflective practitioner. ▪ Understanding of the importance of family engagement in children's learning and development. 	References Interview
Faith Commitment	<ul style="list-style-type: none"> ▪ Supports and upholds the Christian vision, values and ethos of the school. ▪ Demonstrates respect for and commitment to the school's inclusive Christian character. 	<ul style="list-style-type: none"> ▪ Active involvement in a church or faith community. 	Application Form Interview

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Key Expectations for the Role

The successful candidate will:

Support high-quality teaching and learning within a Reception classroom.

Promote children's learning through purposeful play and continuous provision.

Support the implementation of the EYFS curriculum and learning goals.

Contribute to observations and assessment of children's development and progress.

Foster positive behaviour, emotional wellbeing and strong relationships.

Promote inclusive practice and support children with additional needs.

Maintain the highest standards of safeguarding, welfare and child protection.

Work effectively with teachers, parents, carers and external professionals to support children's outcomes