

PERSON SPECIFICATION

EYFS Teaching Assistant

CATEGORY	ESSENTIAL	DESIRABLE
QUALIFICATIONS/ TRAINING	- Completion of a recognised Level 2 Childcare qualification, e.g. Level 2 Certificate for the Children & Young People's Workforce, Level 2 in Children's Care, Learning and Development – or to be working towards completion. - A positive approach to continuing professional development.	- Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children & Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development – or be working towards completion. - Completion of Safeguarding Awareness course. - Health & Safety certificate. - First Aid certificate. - Completion of other relevant courses.
EXPERIENCE	- Worked successfully with children in the Early Years (3-5). - Clear understanding of the Early Years Framework and Development Matrix.	- Worked successfully with children in other phases of Primary School. - Worked successfully with SEN pupils.
KNOWLEDGE AND UNDERSTANDING	- How young children develop. - How to support children who learn differently. - How to motivate pupils to complete directed tasks and make progress. - Comprehensive understanding of Safeguarding pupils. - Some understanding of the importance of Health & Safety in the workplace.	- Knowledge & understanding of strategies used to support pupils with learning difficulties. - Able to use sign language/Makaton.
SKILLS	- Good communication skills, both written and oral, in a variety of situations. - Ability to work co-operatively with others. - Ability to display pupil work. - Work with individual pupils or small groups in mainstream. - Work effectively with teachers and support staff. - Manage children's behaviour in a positive manner. - Good organisational skills. - To be able to support self-help skills (eg toileting) and to administer medication. - Ability to think on your feet. - Make teaching resources. - Encourage and develop communication and pupils' social skills. - Use initiative within ethos of the team. - Apply the school behaviour management system effectively. - Monitor, record and make basic assessments about pupil progress. - Good ICT Skills.	- Willingness to undertake further training. - Work within a team to assess and develop skills, set targets and create opportunities for pupils to make progress. - Differentiate tasks set by class teachers making goals clear and achievable. - Be able to think creatively. - Willingness to undertake activities necessary in pupil's development of social skills.

PERSONAL ATTRIBUTES	• Ability to demonstrate enthusiasm. • Caring and sensitive attitude towards pupils, parents and staff. • Excellent interpersonal skills. • Well organized. • Ability to use initiative. • Sense of humour. • Maintain confidentiality.	• Flexibility and adaptability in order to be able to mix and work with a wide range of people. • A degree of resilience.
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