**Coton in the Elms C o fE Primary School**

**Teaching Assistant Specification**

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|  |  | **ESSENTIAL** |  | **DESIRABLE** |
| SKILLS |  | * Have a good knowledge and understanding of the National Curriculum * Be able to present information effectively, verbally and in writing to others * Be able to take responsibility for planning own work when required * Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience. * Have Computing skills to use in the classroom * Have ability to acquire new skills * Be able to relate well to both children and adults * Be able to lead and support learning in a group situation and one to one * Behaviour management strategies * Have good communication and interpersonal skills particularly when working with colleagues, parents, and children. * Have empathy with pupils, especially those facing challenging circumstances. * Have good listening skills * Be able to work effectively in a team * Be able to take direction but be prepared to take initiative when required * To be able to tailor learning to specific needs Excellent interpersonal skills, both in working relationship with young people and in forming effective professional relationships with a wide range of contacts. * Good organisational and time management skills. * Communicate effectively with others including staff and parents. * Maintain confidentiality * Maths and English skills/ knowledge to GCSE level |  | To have knowledge of  supportive intervention programmes.  Experience of class cover supervision  Experience of working across all year groups  Experience of providing pastoral care and support  Understanding of services to utilise when providing care and support  Experience of working alongside a SENDCo |
| KNOWLEDGE OF |  | * Child development & Pedagogy * Positive behaviour strategies * Health & Safety whilst working with young children * Child protection and Safeguarding * Ability to help devise, implement and evaluate programmes of support. * Ability to plan, facilitate, assess, evaluate and record learning opportunities/progress. |  | Pastoral interventions |
| EXPERIENCE |  | * Meet SEN & TA standards * Training in relevant learning strategies e.g. phonics * Working in a primary setting * Group work * One to one work |  | Having experience of working with SEND children showing an understanding of IEP’s and their use.  Knowledge of the Little Wandle program.  Provided pastoral support and interventions |
| Other |  | Support the Christian ethos of the school  Have the confidence to review own performance  Demonstrate creativity and imagination, showing an ability to adapt teaching styles to the needs of an individual or group of pupils.  Be pro-active in offering ideas  Be flexible and adaptable  Be committed to undertaking appropriate training  Be trustworthy and discreet, maintaining confidentiality  Be able to establish clear boundaries |  |  |
|  |  | Be able to work sensitively with colleagues and a range of professionals, parents and pupils |  |  |
|  |  | Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding. |  |  |
|  |  | A commitment to helping young pupils achieve, through education and learning |  |  |
| Qualifications |  | NVQ Level essential – minimum level 3 |  | Safeguarding/child protection training SEN training (any) |