



### Person Specification Key Stage 2 Teaching Assistant (Grade 5 Enhanced)

	Essential	Desirable
<b>Qualifications and Abilities</b>	<ul style="list-style-type: none"> <li>• NNEB, NVQ 3 or CACHE level 3 or BTEC Level 3 or equivalent qualification in a relevant discipline</li> <li>• 5 GCSE's including Maths and English, grades 9-4 (A-C)</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of a range of software packages</li> <li>• Paediatric First Aid qualification</li> <li>• Team Teach trained</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• An outstanding classroom practitioner</li> <li>• A secure working knowledge of the national curriculum and its assessment procedures</li> <li>• Recent experience of delivering <u>whole class</u> teaching and learning/ provision in KS2</li> <li>• Recent experience of successfully working with children with special educational needs.</li> <li>• Experience in creating and/ or delivering highly differentiated programmes, timetables and targeted intervention</li> <li>• A knowledge and experience of personalising learning to raise standards of</li> </ul>	<ul style="list-style-type: none"> <li>• RWInc. Phonics</li> <li>• Use of a sensory learning environment</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
	<p>attainment for every child, including those pupils with SEND.</p> <ul style="list-style-type: none"> <li>• Demonstrate consistent high standards of classroom practice</li> <li>• Current experience of planning and evaluating learning experiences</li> <li>• Successful experience and evidence of impact when working with children with a range of SEND needs within an EY setting</li> <li>• Knowledge of phonics and early reading</li> </ul>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Outstanding literacy and numeracy skills</li> <li>• An excellent and engaging communicator, with outstanding oral, written and communication skills</li> <li>• An excellent ability to share detailed knowledge of individual children's attainment with the class teacher to aid future planning and assessment</li> <li>• Excellent behaviour management techniques and ways of overcoming barriers to learning</li> <li>• Ability to establish and maintain firm and consistent boundaries</li> <li>• Creativity and imagination – ability to adapt to the needs of every child, including those with the highest level of need</li> </ul>	<ul style="list-style-type: none"> <li>• An up to date knowledge and understanding of the SEND Code of Practice</li> <li>• A commitment to undertake further specialist training as required</li> <li>• Confident use of ICT</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Ability to build and form good working relationships with children, parents/carers colleagues and professionals</li> <li>• Excellent organisational skills and ability to meet deadlines</li> <li>• Willingness to be involved in extra-curricular activities and wrap around provision</li> <li>• Ability to work on own initiative, and prioritise between conflicting demands</li> </ul>	
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• Commitment to the School's Equal Opportunities Policy, Special Needs Code of Practice, Disability Discrimination Act, and Every Child Matters</li> <li>• Commitment to the Safeguarding Practices and Procedures</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Approachable manner, reliable, conscientious, articulate</li> <li>• Sensitive to the needs of vulnerable children and their parents</li> <li>• Commitment to achieve high standards and to continuing personal and professional development</li> <li>• High level of confidentiality and discretion</li> <li>• Enthusiasm, drive and flexibility</li> <li>• Calm and positive approach</li> <li>• Willingness to get involved in all aspects of school life</li> <li>• Willingness to further develop professional knowledge and understanding</li> </ul>	

	Essential	Desirable
	<ul style="list-style-type: none"> <li>• A commitment to equal opportunities and inclusion</li> <li>• To take a full and active role in the life of the whole school</li> </ul>	