**Rimon Jewish Primary School**

**Person Specification: Teacher Assistant**

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|  **Essential**  |

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|  **Desirable**  |

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|  **Qualifications**  |

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| Good basic education to at least GCSE level in literacy and numeracy, or the equivalent. A commitment to further continuous professional development.  |

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|  First aid training. Evidence of continuous professional development. NVQ Level 2 or Level 3 Children’s Care, Learning and Development qualification (or equivalent).  |

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|  **Experience**  |

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|  Working with or caring for young children (not necessarily within an educational environment).  |

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|  Experience of supporting children in primary school including those who have a wide variety of educational needs including SEND. Working in partnership with parents. Working within a team.  |

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|  **Knowledge and understanding**  |

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| A good understanding of the needs of young children. An understanding of how young children learn and develop, and how to motivate them. A developing awareness of issues concerning Equal Opportunities, Health & Safety and Child Protection. Recognise confidentiality of school information.  |

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|  A developing knowledge of the principles and practice of positive behaviour management. Appropriate knowledge of first-aid. An understanding of the different roles and responsibilities of adults working within a classroom. Ability to self-evaluate learning needs and actively seek learning opportunities.  |

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| **Skills**  |

 | Work well within a team, alongside other staff and under their direction, supervision and guidance. Develop good personal relationships within a team. Motivate the pupils and create a happy, challenging and effective learning environment. Explain tasks simply and clearly to children and extend their thinking skills. Work independently with children individually or in small groups, under the guidance of the class teacher Help to maintain an environment which promotes good behaviour and discipline. Model acceptable behaviour. Supervise and control children, using positive behaviour management strategies consistent with the school’s behaviour management policy. Establish and develop close relationships with the pupils, parents, governors and community. Work in partnership with parents to support children’s learning. Liaise and communicate effectively with pupils, colleagues and families. Demonstrate good organisational skills. Excellent verbal and written communication skills. Competent with basic ICT, including e-mail & Internet, & willingness to learn more to use within everyday teaching for supporting pupils using ICT.  | Fluent Ivrit speaker. The ability to play a musical instrument in order to assist within music lessons. Artistic flair and ability. Advanced ICT skills to support teaching and learning.  |
| **Beliefs, Attitudes, Partnership and Community Commitment**  | The ability to be dynamic, creative and committed to the ethos, principles and policies of the school. A strong desire and commitment to be part of a new and expanding team of staff with the shared vision of building a new Orthodox Jewish primary school. Demonstrate a commitment to working closely with all staff in the development of the ethos, values, aims and objectives of the school. High aspirations for and expectations of all pupils and staff, with a low tolerance of underachievement and unacceptable behaviour. A belief in a welcoming and inclusive school with a strong nurturing ethos that engenders trust and confidence whilst promoting achievement and enjoyment. A belief that active parental involvement in the life and work of the school will support the children’s learning and success. A commitment to overcoming any inequalities in education and barriers to learning.  |  |
| **Safeguarding Children**  | Suitable to work with children.  |  |
| **Religious Practice (applicable for staff who will be supporting Jewish studies)**  |  | Fully shomer mitzvot. An active commitment to current and continuous personal growth in Torah learning and orthodox Jewish practice.  |
| **Personal Qualities**  | The natural love and value of young children together with a firm belief of being able to make a difference to their lives. The ability to support and promote the ethos of the school and present a role model to the children. Patient and empathetic to both pupils and colleagues An approachable, supportive and encouraging manner that will bring out the best in children and all those that support their learning. The ability to work well with colleagues as part of a team and develop positive working relationships within the whole school community. The desire to maintain a strong connection with all aspects of school life. Self-reflective with a commitment to personal growth and self-improvement. Excellent communication and inter-personal skills with both children and adults, enabling effective interaction at all levels within the school community. Enthusiastic, organised, flexible and resourceful. A cheerful and pleasant disposition.  |  |