**Level 2 Teaching Assistant Person Specification**

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| **Skills** | **Essential** | **Desirable** |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities |  |  |
| Ability to build and maintain effective working relationships with all pupils and colleagues |  |  |
| Ability to promote a positive ethos and role model positive attributes |  |  |
| Ability to work with children at all levels regardless of specific individual need |  |  |
| Ability to adapt own approach in accordance with specific pupil needs |  |  |
| Ability to continually develop and extend own working practices |  |  |
| Good personal numeracy and literacy skills |  |  |

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| **Knowledge & Understanding** |  |  |
| General understanding of the Primary National Curriculum |  |  |
| General understanding of / experience of specific learning difficulties such as ASD, ADHD, PAD and useful strategies required to support pupils with these conditions. |  |  |
| General awareness of inclusion, especially within a school setting |  |  |
| Experience of resources preparation to support learning programmes |  |  |
| Effective use of technology to support learning |  |  |
| Understanding of other basic technology – laptop, ipad, photocopier, etc. |  |  |

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| **Qualifications** |  |  |
| Hold a recognised qualification (NVQ level 2 or equivalent or higher) relating to working and supporting children. |  |  |
| Demonstrate levels of numeracy and literacy equivalent to GCSE (A-C / 4-9) |  |  |
| Willingness to participate in relevant training and development opportunities |  |  |
| Additional qualifications / courses attended around ASD, ADHD, de-escalation |  |  |

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| **Professional Values & Practice** |  |  |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements. |  |  |
| Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. |  |  |
| Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work. |  |  |
| Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice |  |  |
| Able to liaise sensitively and effectively with parents and carers, recognising role in pupils’ learning. |  |  |
| Able to improve their own practice through observations, evaluation and discussion with colleagues. |  |  |