# Person Specification

 **Level 3 EYFS Teaching Assistant**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

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| --- | --- | --- | --- |
|  | Essential | Desirable | MOA |
|  **Qualifications** |
| Appropriate qualifications, knowledge and skills to Level 3 | **** |  | A/C |
| Other relevant qualifications – e.g. first aid, safeguarding,  |  | **** | A/C |
| Practising Catholic or a commitment to the Catholic teachings of the school | **** |  | A/I |
|  |
|  **Experience** |
| Experience with EYFS age children and covering groups in the absence of the teacher. | **** |  | A/I |
| Experience of cross curricular approach | **** |  | A/I |
|  Experience of working in partnership with parents. | **** |  | A/I |
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| **Skills and Abilities** |
| Good literacy and communication skills – good interpersonal skills | **** |  | A/I |
|  Ability to create a happy, challenging and effective learning environment. | **** |  | A/I |
|  The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies | **** |  | I |
|  Ability to communicate effectively (both orally and in writing) to a variety of audiences. | **** |  | A/I |
| Ability to support good, well planned, organised and innovative lessons  | **** |  | I |
|  Ability to match teaching strategies to different learning styles/needs to engage all pupils | **** |  | I |
|  Conscientious, reliable, flexible. Self-motivated and understands the importance of self-evaluation and professional accountability | **** |  | I |
| Proficiency in the use of ICT and the software programmes used in schools (including interactive whiteboard) | **** |  | A/I |
| The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom  | **** |  | A/I/R |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting, using data to accelerate rate of progress  | **** |  | A/I |
| Ability to remain calm and deal with competing demands on time managing stress levels | **** |  | I |
|  |
| **Knowledge**  |
| Up to date knowledge and understanding of EYFS and EYFS Profile  | **** |  | A |
| The ability to contribute to curriculum development and innovation across a year group | **** |  | A/I |
| Working knowledge of relevant policies and codes of practice – e.g. Every Child Matters, Safeguarding  | **** |  | A/I |
| How children and young people learn, develop and progress through life stages and events | **** |  | A/I |
| How ICT can be used effectively to motivate children to learn | **** |  | I |
| Health and safety practice and the role of the individual in promoting and safeguarding pupil and staffwelfare | **** |  | A/I |
| How to promote and contribute to the implementation of equalities and inclusion policies in schools | **** |  | A/I |
|  |
|  **Personal Qualities** |
| Ability to relate well to children and adults. | **** |  | A/I/R |
| Ability to work effectively as part of a team, understanding classroom roles and responsibilities and your own position within these | **** |  | A/I/R |
| Able to motivate self and others | **** |  | A/I/R |
| Committed to continual improvement. | **** |  | A/I |
| Positive outlook and able to respond positively to feedback | **** |  | A/I/R |
| Willingness to be flexible with working hours to respond to the school’s needs | **** |  | A/I/R |
| Calm under pressure | **** |  | A/I/R |
| Well organised | **** |  | A/I/R |
| Creative | **** |  | A/I/R |
| Enthusiastic | **** |  | A/I/R |
| Assertive and confident | **** |  | A/I/R |
|  |
|  **Safeguarding** |
| Commitment to the protection and safeguarding of children and young people | **** |  | A/I |
| Has an up to date knowledge of relevant legislation and guidance in relation to working with young people |  | **** | A/I |

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate