

Person Specification

TEACHING AND LEARNING ASSOCIATE/PARTNER

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Graduate Status or evidence of training that will lead to registration by the Teaching Regulation Agency. 	<ul style="list-style-type: none"> Evidence of on-going professional development specific to this field of specialist teaching and support.
Professional experience	<ul style="list-style-type: none"> Experience of classroom practice and working as a Teaching and Learning Associate/Teaching Partner/Assistant. 	<ul style="list-style-type: none"> Experience of working within the age range of the post. Successful support of bilingual learners together. Experience of working as part of a team and contributing to whole-school policies. Experience of partnership working and use of learning resources. Experience and skills in strategies to promote positive behaviour management and social inclusion.
Knowledge	<ul style="list-style-type: none"> Knowledge and understanding of safeguarding and child protection statutory requirements and procedures. Ability and genuine aspiration to acquire a good understanding and overview of the National Curriculum. Aspiration to acquire the necessary knowledge and understanding of minority achievement issues and practical strategies to support learners. Aspiration to acquire knowledge of Special Educational Needs and Disability (SEND) and assist with learning difficulties. 	

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Skills and Abilities	<ul style="list-style-type: none"> ▪ The ability to contribute to the writing of progress reports. ▪ Good communication skills with learners, parents, guardians, carers and colleagues. ▪ Ability to contribute to consultations. ▪ Ability to use a range of classroom management and teaching strategies. ▪ High standards and expectations. ▪ Knowledge and understanding of teaching and learning styles. ▪ The ability to challenge and support all learners to achieve their potential. ▪ Understanding and competence in Information and Communication Technology. ▪ Ability to engage in different methods of lesson planning, work preparation, classroom organisation and codes of practice regarding behaviour management, for example. 	<ul style="list-style-type: none"> ▪ The ability to demonstrate organisational and administrative skills appropriate to a role which involves contact with many other professionals and outside agencies.
Personal qualities	<ul style="list-style-type: none"> ▪ Commitment to a broad and balanced education for all learners. ▪ Clear vision, ability to think creatively, plan, monitor, evaluate and review. ▪ Ability to promote positive interactions with all stakeholders within school, the Trust and wider community. ▪ Ability to work under pressure. ▪ Willingness to contribute to the wider life of the School and the Trust. ▪ Willingness to contribute to supervision duties out of lessons – at break time, lunch time, etc., and engage with booster and extra-curricular provision. ▪ Good record of attendance and punctuality. ▪ Professional standards of personal presentation and conduct. 	<ul style="list-style-type: none"> ▪ Demonstrable ambition and potential for further development through training.