



**Coton in the Elms C ofE Primary School
Teaching Assistant Specification**



	ESSENTIAL	DESIRABLE
SKILLS	<ul style="list-style-type: none"> • Have a good knowledge and understanding of the National Curriculum • Be able to present information effectively, verbally and in writing to others • Be able to take responsibility for planning own work when required • Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience. • Have Computing skills to use in the classroom • Have ability to acquire new skills • Be able to relate well to both children and adults • Be able to lead and support learning in a group situation and one to one • Behaviour management strategies • Have good communication and interpersonal skills particularly when working with colleagues, parents, and children. • Have empathy with pupils, especially those facing challenging circumstances. • Have good listening skills • Be able to work effectively in a team • Be able to take direction but be prepared to take initiative when required • To be able to tailor learning to specific needs • Excellent interpersonal skills, both in working relationship with young people and in forming effective professional relationships with a wide range of contacts. • Good organisational and time management skills. • Communicate effectively with others including staff and parents. • Maintain confidentiality • Maths and English skills/ knowledge to GCSE level 	<p>To have knowledge of supportive intervention programmes.</p> <p>Experience of class cover supervision</p> <p>Experience of working across all year groups</p> <p>Experience of providing pastoral care and support</p> <p>Understanding of services to utilise when providing care and support</p> <p>Experience of working alongside a SENDCo</p>

KNOWLEDGE OF	<ul style="list-style-type: none"> • Child development & Pedagogy • Positive behaviour strategies • Health & Safety whilst working with young children • Child protection and Safeguarding • Ability to help devise, implement and evaluate programmes of support. • Ability to plan, facilitate, assess, evaluate and record learning opportunities/progress. 	Pastoral interventions
EXPERIENCE	<ul style="list-style-type: none"> • Meet SEN & TA standards • Training in relevant learning strategies e.g. phonics • Working in a primary setting • Group work • One to one work 	<p>Having experience of working with SEND children showing an understanding of IEP's and their use.</p> <p>Knowledge of the Little Wandle program.</p> <p>Provided pastoral support and interventions</p>
Other	<p>Support the Christian ethos of the school</p> <p>Have the confidence to review own performance</p> <p>Demonstrate creativity and imagination, showing an ability to adapt teaching styles to the needs of an individual or group of pupils.</p> <p>Be pro-active in offering ideas</p> <p>Be flexible and adaptable</p> <p>Be committed to undertaking appropriate training</p> <p>Be trustworthy and discreet, maintaining confidentiality</p> <p>Be able to establish clear boundaries</p> <p>Be able to work sensitively with colleagues and a range of professionals, parents and pupils</p> <p>Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding.</p> <p>A commitment to helping young pupils achieve, through education and learning</p>	

Qualifications	NVQ Level essential – minimum level 2	Safeguarding/child protection training SEN training (any) Level 3 qualification preferable
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