



Teaching Assistant and Mid-Day Assistant Person Specification

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Hold relevant qualifications at a level equivalent to at least NVQ Level 3. • Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 3 (or by test). • Evidence of specialism in specific curriculum areas or areas of learning difficulty. • Good numeracy/literacy skills • Willingness to participate in other development and training opportunities 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development • Pediatric First Aid certificate or willingness to obtain •
Experience	<ul style="list-style-type: none"> • Relevant work experience in a similar background within a Primary/Infant setting (EYFS/KS1) • A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting. • Understanding of relevant policies/codes of practice and awareness of relevant legislation. 	<ul style="list-style-type: none"> • Understanding of the importance of transition between Early Years and Key Stage One • Experience of teaching Read Write Inc phonics • Experience in a school lunchtime setting
Knowledge and understanding	<ul style="list-style-type: none"> • Good organisational and time management skills. • To be able to maintain effective record keeping • Able to form and maintain appropriate professional relationships and boundaries with children and young people. • Ability to deal with sensitive information in a confidential manner. • An understanding of and a genuine commitment to Equal Opportunities. 	<ul style="list-style-type: none"> • Experience of teaching Read Write Inc phonics
Skills	<ul style="list-style-type: none"> • A positive interest in working with children • Adaptability • Ability and willingness to work constructively as part of a team • Ability to work calmly and with patience • To build positive relationships with both children and parents. • Empathy with young people facing barriers to their learning. • A commitment to helping young pupils achieve, through education and learning. • Emotionally literate • Ability to supervise and engage children during lunchtimes 	<ul style="list-style-type: none"> • Ability to initiate play and support social development