

Person specification: Teaching Assistant

| | Essential | Desirable | | | |
|--|---|---|--|---|---|
| Qualifications and training | <ul style="list-style-type: none"> NVQ level 3 or equivalent (eg. NNEB) Early Years Experience | <ul style="list-style-type: none"> Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information | | | |
| AET Trust values | <p>The successful candidate will be able to meet the attributes of the Trusts Values:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p>Aspiration</p> <ul style="list-style-type: none"> Inclusive and respectful to all our colleagues Keen to keep developing and receptive to change Reflective and learn from mistakes Solution focused </td> <td style="vertical-align: top; width: 33%;"> <p>Believe</p> <ul style="list-style-type: none"> Passionate and have a positive outlook Confident to share their opinions and ideas and value those of others </td> <td style="vertical-align: top; width: 33%;"> <p>Community</p> <ul style="list-style-type: none"> Considerate of all Welcoming Adaptable Understanding of the needs of the wider community Look after our own and each other's well being </td> </tr> </table> | | <p>Aspiration</p> <ul style="list-style-type: none"> Inclusive and respectful to all our colleagues Keen to keep developing and receptive to change Reflective and learn from mistakes Solution focused | <p>Believe</p> <ul style="list-style-type: none"> Passionate and have a positive outlook Confident to share their opinions and ideas and value those of others | <p>Community</p> <ul style="list-style-type: none"> Considerate of all Welcoming Adaptable Understanding of the needs of the wider community Look after our own and each other's well being |
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All candidates must be;

- Eligible to work in the UK.
- Open to having the relevant security checks made on them, e.g. an enhanced DBS check.
- Suitable to work with children and young people.

| | Essential | Desirable |
|--|---|---|
| <p>Knowledge, Experience, Skills and Competency</p> | <p>Candidates must demonstrate the ability to:</p> <ul style="list-style-type: none"> • support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning • give feedback in a constructive manner • keep children and young people safe during day-to-day work activities. • assess the balance between safety and risk, challenge and protection, and adjust own behaviour accordingly • praise and encourage children according to their age, needs and abilities • deal sensitively with challenging behaviour (in line with setting/school policy and procedures) • act as a role model for positive behaviour • interact and respond positively to young children and their parents and carers, establishing and maintaining rapport • demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. • communicate clearly and model quality interactions with children in the Early Years environment <ul style="list-style-type: none"> • work effectively with colleagues and other practitioners • take an active role in developing own skills and expertise • help pupils, under the direction of the teacher, to participate in whole class, group and individual learning activities based on the Early Years Framework requirements • value people equally, supporting an inclusive ethos • listen to and observe children in the Early Years and share observational findings effectively to provide accurate assessments and plan next steps • be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures • adapt learning activities to individual pupils' needs and abilities | <ul style="list-style-type: none"> • Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness. • Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions when supporting pupils' learning. • Knowledge and understanding of literacy and numeracy in the Early Years. • Knowledge of the practical application of special educational needs strategies. • Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting. |