



Teaching Assistant – Level 3 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• Experience working with children with complex learning needs
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
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• Understanding of Bucket Therapy and Interventions to support pre-verbal
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	