



## Teaching Assistant – Level 3 Person Specification

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