St Mary Federation
Brancaster and Docking

Diocese of Norwich Education and Academies Trust

Brancaster Church of England Primary Academy
Teaching assistant person specification

	Essential	Desirable	Evidence
Qualifications and experience	• Previous experience working with children. • Education to secondary school level at least. • Knowledge and understanding of child development and children's and families' needs.	• Previous experience working in a school setting. • Relevant qualification with regard to working with children, such as NVQ 3.	A, I, D
Organisation	• Ability to plan and organise. • Ability to recognise and identify problems. • Ability to record and pass on information accurately.	• Ability to cope with many roles/ responsibilities. • Understanding of the importance of parental involvement.	A, I, R
Special skills and interests	• Ability to encourage and enable others to develop their full potential.	• First aid, music, arts and crafts, computing. • Any extra interests related to childcare.	A, I
Disposition and attitudes	• Ability to build relationships and to lead and work as part of a team. • A friendly, helpful, caring and flexible approach. • Open-mindedness and patience. • A commitment to equal opportunities. • Ability to maintain confidentiality in all school matters.	• High levels of self-confidence. • Ability to relate well to other professionals.	I, R
Physical attributes and other circumstances	• Ability to physically fulfil the responsibilities of the post. • Willingness and ability to attend appropriate meetings and training. • Reasonable personal presentation. • Excellent punctuality.	• Flexible approach.	I, R

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Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview

Teaching Assistant

St Mary Federation – Brancaster Primary School

- e, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use.

Support for Pupils

- To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupils' needs. This may include intimate care.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs, promote the inclusion and acceptance of all pupils and encourage pupils to interact with others and engage in activities led by the teacher.

Support for the Teacher

- Prepare classroom as directed for lessons and after clear away and assist with the display of pupils' work
- Be aware of pupil problems, progress and achievements, report to the teacher as agreed and undertake pupil record -keeping as requested
- Support the teacher in managing teacher behaviour, reporting difficulties as appropriate.
- Provide clerical and administrative support by photocopying, typing, fling and collecting money.

Support for the Curriculum

- Support pupils to understand instructions and in undertaking literacy and numeracy tasks as directed by the teacher.
- Prepare and maintain equipment / resources as directed by the teacher and assist pupils in their use, including the use of basic IT as directed.

Support for the School