****Person Specification

Job Title: Teaching Assistant

Salary: Scale 5

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|  | Essential | Desirable |
| Qualifications | Good standard of English and Maths (GSCE A-C or equivalent)  Good standard of both spoken and written English  NVQ level Teaching Assistant Qualification  Minimum of 2 years’ experience working with children  Ongoing record of Professional Development |  |
| Experience | Experience of supporting teaching and learning in a formal setting.  Working as part of a team in an inclusive environment.  Understanding of inclusion, especially within a school setting.  Experience of resources preparation to support learning programmes.  Effective use of ICT to support learning. | Working with pupils with SEND and ASD in the Primary Classroom. |
| Professional Knowledge & Skills | Willingness to participate in relevant training and development opportunities.  Knowledge of child protection and health and safety procedures.  Ability to work with and support the learning needs of individual and/or groups of pupils.  Ability to work effectively within a team environment, understanding classroom roles and responsibilities.  General understanding of national curriculum and other learning programmes within specified age range/subject area.  Ability to build effective working relationships with all pupils and colleagues.  Ability to promote a positive ethos and role model positive attributes.  Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate.  Good communication, interpersonal, time management and organisational skills.  Ability to maintain confidentiality. |  |
| Personal Qualities | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.  Ability to build and maintain successful relationships with pupils, and a total commitment to safeguarding.  Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.  Ability to work with collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice.  Able to liaise sensitively and effectively with parents and carers, recognising the role in pupils’ learning.  Able to improve their own practice through observations, evaluation and discussion with colleagues.  Very good record of attendance and punctuality. |  |
| Disposition and other factors. | High expectations for all.  Enthusiastic with a positive can-do attitude.  Ability to use initiative.  Flexible.  High levels of integrity.  Willingness to be involved in the full life of the school.  Proven commitment to equal opportunities.  Positive approach to behaviour management.  Commitment to promoting the ethos and aims of the school. |  |