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| **Person Specification** | Essential  | Desirable |
| Qualifications | The Teaching Assistant should have: • good basic education to GCSE grade C in English and Mathematics, or the equivalent | In addition, the Teaching Assistant might have experience of: • A relevant qualification in Childcare and/or Education • Other qualifications relevant to a Primary school settingQualifications in relation to mental wellbeing  |
| Experience | The Teaching Assistant should have: • Experience of working with young people in a paid or voluntary environment. | In addition, the Teaching Assistant might have experience of: * being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar.
* Experience of delivering a mental well-being program
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| Knowledge and understanding | The Teaching Assistant should have knowledge and understanding of: • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child’s education; • behaviour management strategies; • equal opportunities • safeguarding |  |
| Skills | The Teaching Assistant will be able to: • help professional staff to achieve their objectives; • assist children on an individual basis, in small group and whole class work; • explain tasks simply and clearly and foster independence; • supervise children, and adhere to defined behaviour management policies; • accept and respond to authority and supervision; • work with guidance, but under limited supervision; • liaise and communicate effectively with others; • demonstrate good organisational skills; • reflect on and develop professional practice; • display work effectively, and make and maintain basic teaching resources. • work supporting individual students on programmes to improve Literacy and /or Numeracy; • support students in learning outside of the classroom including educational trips and visits | In addition, the Teaching Assistant might also be able to: • monitor, record and make basic assessments about individual progress • suggest alternative ways of helping children if they are unable to understand; • describe, in simple terms, the process of behaviour management with children; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience. • contribute to the wider life of the school including extra-curricular activities |