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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 setting  Qualifications 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 |
| 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 |