



## TEACHING ASSISTANT - PERSON SPECIFICATION LEVEL 2

	<b>Essential</b>	<b>Desirable</b>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>▪ Recent relevant experience of working within a primary school setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous Classroom Assistant (or similar role) experience</li> <li>▪ Experience of working with young people with Special Educational Needs and/or Disability</li> </ul>
<b>Qualifications/training/education</b>	<ul style="list-style-type: none"> <li>▪ A good standard of education particularly in English and Mathematics</li> <li>▪ Willing to undertake Professional Development</li> <li>▪ NVQ level 2 qualification or equivalent</li> <li>▪ Understanding best practice principles</li> </ul>	<ul style="list-style-type: none"> <li>▪ GCSE, (or equivalent) in English and Maths</li> <li>▪ Paediatric First Aid</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>▪ Team work – work collaboratively with practitioners to deliver school priorities</li> <li>▪ The ability to communicate effectively -both verbally and in writing and to use language and other communication skills that pupils can understand and relate to</li> <li>▪ The ability to respond calmly and constructively when dealing with all pupils</li> <li>▪ Ability to manage time effectively</li> <li>▪ The ability to seek advice and assistance to meet pupils' needs</li> <li>▪ Willingness to maintain confidentiality on all school matters</li> <li>▪ A willingness to engage in professional development opportunities</li> <li>▪ Ability to provide engaging quality interactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to further children's understanding through higher-order questioning skills</li> </ul>
<b>General and specific knowledge</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of effective principles for teaching and learning</li> <li>▪ To have an understanding of Special Educational Needs and/or Disabilities</li> <li>▪ The ability to learn and use a range of strategies to deal with classroom and individual behaviour</li> <li>▪ An understanding of and commitment to equality of opportunity in day-to-day working practices</li> <li>▪ The ability to work as part of a team</li> <li>▪ Awareness of literacy development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of current best practice and research</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>▪ A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults</li> <li>▪ Upholding school policies and procedures in relation to safeguarding and/or child protection</li> </ul>	