



Person Specification

Experience	<ul style="list-style-type: none">• Proven experience of working with children within a Key Stage 1 and/or Key Stage 2 classroom setting• Experience supporting teaching and learning, either in a classroom-based or small group/intervention setting• Familiarity with a range of learning strategies, including supporting pupils with SEND, EAL, and varying academic abilities• Experience contributing to the planning, delivery, and assessment of learning activities under the guidance of a class teacher• Experience using positive behaviour management strategies in line with whole-school approaches
Qualifications, knowledge and training requirements	<ul style="list-style-type: none">• Level 3 Teaching Assistant qualification (e.g. NVQ Level 3 or equivalent) or substantial relevant experience (or currently working towards)• Completion of the DfES Teaching Assistant Induction Programme or equivalent professional development• Strong understanding of primary pedagogy and child development across Key Stage 1 and Key Stage 2• Commitment to ongoing professional development and participation in training opportunities relevant to the role• Secure knowledge of the national curriculum, including strategies for the teaching of literacy, numeracy, and other key curriculum areas• Good understanding of the factors contributing to behavioural challenges in primary-aged pupils and effective strategies to promote positive behaviour• Understanding of how children learn at primary level and how to adapt approaches to meet a range of learning needs• Ability to work collaboratively as part of a team, with strong interpersonal skills and a professional, proactive approach• Confident literacy and numeracy skills appropriate to the primary curriculum• Training in relevant intervention strategies or curriculum areas (e.g. phonics, reading comprehension, EAL support, SEND strategies, ICT applications, or subject-specific resources)
Knowledge/skills	<ul style="list-style-type: none">• Sound knowledge of the primary national curriculum, with particular strength in supporting literacy and numeracy across KS1 and KS2• Familiarity with recognised phonics programmes – preferably Read Write Inc. – and a clear understanding of phonics progression• Understanding of mastery-based approaches in mathematics, with experience or knowledge of White Rose Maths, Maths Mastery, or equivalent structured schemes• Good understanding of school policies and procedures, including those relating to safeguarding, behaviour, health and safety, and data protection• Appropriate knowledge of First Aid, with willingness to undertake training if not already qualified• Confident use of ICT to support learning and engagement, including interactive whiteboards, learning platforms, and pupil devices

	<ul style="list-style-type: none">• Working knowledge of relevant policies, codes of practice, and statutory guidance, including the SEND Code of Practice and Keeping Children Safe in Education• Secure understanding of child development and learning processes, including how these inform classroom support and intervention• Ability to self-reflect and evaluate learning needs, actively seeking out professional development opportunities• Strong interpersonal skills and the ability to build positive relationships with children and adults• Ability to work constructively as part of a team, understanding classroom dynamics and clearly defined support roles
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