

PERSON SPECIFICATION
Teaching Assistant

Criteria	Essential	Identification
Qualifications and training	- GCSE (graded A-C, or 9-4) or equivalent in English and Maths - A recognised Early Years or teaching assistant qualification (Level 2 or above)	Application
Experience	- Experience of working with children in a primary school setting - Experience working with pupils with a range of abilities and needs - Experience supporting children with personal care routines (e.g. toileting, dressing) - Experience delivering the EYFS curriculum and/or National Curriculum - Experience of contributing to the wider school community	Application Interview References
Knowledge and understanding	- Understanding of the EYFS and primary national curriculum - Knowledge of effective teaching and learning strategies - Understanding of child development and how children learn - Awareness of current educational issues and developments - Understanding of safeguarding policies and procedures	Application Interview References
Skills and abilities	- Ability to engage and motivate children to learn effectively - Ability to plan and deliver small group learning activities - Ability to communicate clearly in a range of contexts and contribute to team meetings - Ability to contribute to a stimulating learning environment - Ability to use ICT skills effectively - Ability to ensure confidentiality and professional protocols - Ability to engage parents in the learning process	Application Interview References
Personal qualities	- Passionate about education and committed to pupils' progress and well-being - High expectations for all children and a commitment to raising achievement - Approachable, flexible, and a team player - Resilient, well-organised, and able to work under pressure - Commitment to safeguarding and promoting the welfare of children	Interview References
Further requirements	- Commitment to upholding the school's values and ethos - Willingness to engage in extracurricular activities and school events	Interview References