*Priory Junior School*

Teaching Assistant Person Specification

| | Essential (E) or Desirable (D) |
|---|---|
| **Personal Qualities** | |
| 1. An empathy for children with Special Educational Needs | E |
| 2. Patience, understanding, care and a sense of humour | E |
| **Qualifications** | |
| 1. Hold a relevant qualification at a level at least equivalent to a NVQ Level 2 in Supporting Teaching and Learning | E |
| 2. Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C). | E |
| **Experience** | |
| 1. Experience of working with children/young people | E |
| 2. Recent experience of working in a school. | D |
| 3. Experience of relevant age group. | D |
| 4. Experience of working with children with special needs. | D |
| **Knowledge** | |
| The Level 2 TA should have knowledge and understanding of: | |
| 1. How to support children with in literacy and numeracy | E |
| **2.** An understanding of the varied needs of children as they develop socially and academically. | E |
| 3. Supporting children with Special Educational Needs | E |
| **4.** An understanding of nurture and the ability to demonstrate this through approach with children | E |
| **Abilities** | |
| 1. Ability and willingness to work constructively as part of a team. | E |
| 2. Ability to guide pupils effectively both in and out of school in line with the school's behaviour policy. | E |
| 3. Ability to deal with sensitive information in a confidential manner. | E |
| 4. Able to be a good role model to children. | E |
| 5. Ability to work in partnership with parents and teachers. | E |
| 6. Ability to use own initiative and work flexibly. | E |
| **Other Attributes** | |
| 1. Understanding of First Aid procedures and relevant certification. | D |
| 2. Understanding of safeguarding. | E |
| 3. A commitment to help children achieve, overcoming barriers to learning. | E |
| 4. An understanding of and genuine commitment to Equal Opportunities. | E |
| 5. Excellent interpersonal skills - both in working relationships with children and professional relationships with a wide range of contacts. | E |
| 6. Good organisational and time management skills. | E |
| 7. Sound IT skills to support in learning and maintain electronic information systems | E |
| 8. Desire to engage in training and CPD sessions. | E |