

## PERSON SPECIFICATION – TEACHING ASSISTANT 1

| CRITERIA                        | ESSENTIAL                                                                                                                                                                                   | DESIRABLE                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>           | Good level of all round education.<br>GCSE or above in Maths and English/or equivalent                                                                                                      | Safeguarding Training<br>First Aid Qualification<br>Teaching Assistant Qualification, or equivalent, or a desire to work towards this |
| <b>Experience and abilities</b> | Experience of working with children                                                                                                                                                         | Experience in delivering intervention programs                                                                                        |
|                                 | Ability to monitor children's responses to learning activities and, where appropriate, modify or adapt the activities with support as appropriate to achieve the intended learning outcomes |                                                                                                                                       |
| <b>Knowledge</b>                | To have knowledge of Safeguarding, Child Protection and Special Educational Needs                                                                                                           | Knowledge of the Early Years Framework and Primary School Curriculum                                                                  |
|                                 | Demonstrate a knowledge of positive behaviour management strategies                                                                                                                         | Experience of supporting children with special educational needs                                                                      |
| <b>Skills</b>                   | Confidentiality                                                                                                                                                                             | Creative ability                                                                                                                      |
|                                 | Ability to liaise effectively with colleagues                                                                                                                                               | Record keeping                                                                                                                        |
|                                 | Ability to maintain positive relationships with children & their parents/carers                                                                                                             | Cheerfulness and sense of humour!                                                                                                     |
|                                 | Patience & flexibility                                                                                                                                                                      |                                                                                                                                       |
|                                 | Good interpersonal & communication skills                                                                                                                                                   |                                                                                                                                       |
|                                 | Work within agreed school policies and procedures                                                                                                                                           |                                                                                                                                       |
| <b>Attitude</b>                 | Excellent interpersonal skills and ability to work as a team member                                                                                                                         |                                                                                                                                       |
|                                 | A positive attitude to ensure that every child reaches their potential                                                                                                                      |                                                                                                                                       |

|                                 |                                         |                                                                       |
|---------------------------------|-----------------------------------------|-----------------------------------------------------------------------|
| <b>Personal Characteristics</b> | Calm, caring, empathetic, patient       | Be adaptable                                                          |
|                                 | Professional, approachable and tolerant | An inspiring Teaching Assistant with a caring and supportive approach |
|                                 | Able to communicate at all levels       |                                                                       |