



Person Specification for a Teaching Assistant at The John Wesley CEM Primary School

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Hold relevant qualifications Good standard of general education (i.e. NVQ level 3 or equivalent) together with good Maths and English skills (GCSE at C/4 and above preferred). 	<ul style="list-style-type: none"> Experience of working with primary aged children/ children that are in KS1 Experience of working with primary aged children/ children that are in SEN Knowledge of Makaton or techniques to support Early Language and listening skills – Intensive Interaction, Verve Technique. Cued Articulation
Training/Skills	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Child development. Supporting children Children's learning and how to support and motivate them in all subjects. Supporting children's personal care Positive, relationship-based behaviour approaches (e.g. PROACT-SCIPr-UK) Visual aids eg PECS/Widgit 	<ul style="list-style-type: none"> Experience in an SRP/SEN school Knowledge and Understanding of different challenges or learning needs children may have for example, dyslexia, Speech, Language and Communication Needs, Social/ Emotional needs and how those children might be supported within a mainstream class ELSA qualification First aid qualifications Safeguarding training Positive Handling/ Positive behaviour management Self-esteem/ managing anxiety
Experience	<ul style="list-style-type: none"> Experience of working with primary aged pupils Confidence and willingness to work in a range of settings with pupils of all ages and abilities to be able to develop the whole child but demonstrate experience with primary school aged children Experience of working with children with SEN Experience of delivering interventions to children Able to identify, build on and record small steps of progress (Portage/Bsquared) 	<ul style="list-style-type: none"> Able to report back to the Class Teacher how an activity went and next steps for children's learning Confident in talking to children about their behaviour and supporting children to make positive decisions Experience with children or have a knowledge of how to support children that have SLCN needs, Autism, ADHD or are minimally speaking
Teamwork	<ul style="list-style-type: none"> Ability to work well within a supportive teamwork structure Be able to take direction but be prepared to take initiative when required 	<ul style="list-style-type: none"> Liaise with parents, SENCo, school staff and outside agencies
Qualities	<ul style="list-style-type: none"> Have a natural authority Nurture children's strengths and interests to develop a positive self-image Energetic Flexible and able to adjust manner with children to promote positive behaviour and good choices Good communicator, with high levels of spoken and written English as well as Computer literate Confidence to review and reflect upon own performance Demonstrate creativity and imagination showing an ability to adapt teaching styles to the needs of pupils Be pro-active in offering ideas Positive, Patience and calm Intuitive and compassionate Willingness to undertake further training to improve practice and develop skills and understanding Willingness to 'go the extra mile' 	