

Person Specification

**Teaching Assistant (1:1)**

Applicants should describe in their application how they meet these criteria. The following outlines the criteria for this post.

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|  | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS** | * Level 1 or 2 Diploma (or equivalent) with proficient practical skills. |  |
| **EXPERIENCE** | * Previous experience of working with children. | * Experience of supporting pupils academic progress and wellbeing |
| **SKILLS AND ABILITIES** | * Numeracy and literacy skills. * Basic IT skills. * Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. * Good influencing skills to encourage pupils to interact with others and be socially responsible. * Excellent communication skills with both adults and children | * Ability to use / willingness to learn a range of IT software and hardware e.g. Interactive Whiteboards, Management Information Systems * Able to recognise when learning is maximised and how the adult role can enhance this |
| **KNOWLEDGE** | * Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and   confidentiality. | * Understanding of the requirements of the National Curriculum for EY and KS1 |
| **PERSONAL ATTRIBUTES** | * Professional conduct at all times and with all staff, pupils, other professionals, visitors etc. * Able to maintain confidentiality * Flexible and responsive to change * Calm under pressure * Self-motivated and pro-active * Appropriate levels of personal presentation * Good sense of humour * Diplomatic and resourceful * Positive/can do approach * Loyalty – act as an ambassador for the Trust with visitors and all members of Trust community |  |

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| **VALUES** | * Commitment to school’s aims and values * Commitment to continuous personal development * Honest and reliable, displays integrity and commitment to the Trust * Champion for children – establish positive relationships with Trust children, their families and staff so that pupils see all staff groups as integral   and vital parts of the school family |  |