

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.
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| **EXPERIENCE** | * Previous experience of working with children.
 | * Experience of supporting pupils academic progress and wellbeing
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| **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
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| **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
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| **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 |  |