



Wateringbury CE Primary School Teaching Assistant Person Specification

The following outlines the criteria that will be used by the school when shortlisting and interviewing applicants. Please give careful consideration to how you can use these criteria demonstrate your suitability for the post in your application and at interview.

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Assistant specific qualification equivalent to NVQ level 2 <input type="checkbox"/> Strong academic record including English and Maths GCSE grade C or above (or equivalent) 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Assistant specific qualification equivalent to NVQ level 3 or higher or a willingness to work towards this <input type="checkbox"/> Training relevant to education, eg literacy, dyslexia, ICT, maths, SEND, etc <input type="checkbox"/> Good further education qualifications <input type="checkbox"/> Paediatric First Aid qualification 	Application form
Knowledge and experience	<ul style="list-style-type: none"> <input type="checkbox"/> Recent experience of volunteering or employment supporting the learning and progress of children within primary phase of education <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Basic IT skills <input type="checkbox"/> Understanding and compliance with policies and procedures relevant to safeguarding, health and safety, equal opportunities and confidentiality 	<ul style="list-style-type: none"> <input type="checkbox"/> Experience of teaching and supporting children with SEND <input type="checkbox"/> Experience of precision teaching and/or delivery of intervention programmes and using records to evidence progress and support planning <input type="checkbox"/> Knowledge and understanding of curriculum and assessment <input type="checkbox"/> Experience of using ICT to support children's learning and progress 	Application form and interview
Personal	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of and respect for the Christian ethos of the school <input type="checkbox"/> Willingness to model the school's Christian values <input type="checkbox"/> Passionate enabling every child to achieve his/her full potential <input type="checkbox"/> Respectful of difference and diversity <input type="checkbox"/> Enjoy working with children and empathy for children with SEND <input type="checkbox"/> Patient, understanding, caring, with a good sense of humour <input type="checkbox"/> Enthusiastic, highly motivated and flexible <input type="checkbox"/> Use language and other communication skills that pupils can understand and relate to <input type="checkbox"/> Ability to demonstrate active listening skills <input type="checkbox"/> Ability to relate well to children and adults, understanding their needs, being able to respond accordingly and establishing positive professional relationships <input type="checkbox"/> Ability to work well as part of a team and/or under own initiative <input type="checkbox"/> Well organised, yet able to adapt to a variety of situations <input type="checkbox"/> Consistent and effective implementation of agreed behaviour management strategies <input type="checkbox"/> Willing to support pupils with personal/intimate care or therapy as needed <input type="checkbox"/> A reflective practitioner, promoting learner independence and a passion for learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Desire to engage in continuous professional development to reflect upon and enhance own practice and contribute to whole school improvement <input type="checkbox"/> Good influencing skills to encourage pupils to interact with others and be socially responsible <input type="checkbox"/> Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs <input type="checkbox"/> Confidence working with small groups, individual children and whole classes <input type="checkbox"/> Experience of following a personalised plan for pupils with barriers to learning <input type="checkbox"/> Good understanding of inclusive practice <input type="checkbox"/> Experience of using talk for learning and questioning to good effect in deepening understanding & developing thinking skills. 	Application form and interview