

## Person Specification - Teaching Assistant (Resource Base)



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Competent to NVQ Level 2 standard in Supporting Teaching and Learning or equivalent</li> <li>• Willing to pursue further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 3 in Supporting Teaching and Learning</li> <li>• A paediatric First Aid qualification (or willingness to achieve one)</li> <li>• Evidence of continuing or further professional development</li> <li>• other relevant national or professional qualifications</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Worked / volunteered within an educational setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting children with special educational needs</li> <li>• Experience of working with and supporting children in an Early Years setting</li> <li>• Experience of working as a Teaching Assistant in a school environment</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• An understanding of special learning needs such as SEND, ASD, ADHD, Global Delay, Attachment, Physical and Speech &amp; Language needs</li> <li>• Good knowledge of how to support learning, with practical ideas on how to achieve this</li> <li>• Understanding of responsibilities in relation to safeguarding and promoting the welfare of children and young people</li> <li>• Understand the pressure and requirement of each child's need to be nurtured and developed through careful and sensitive support and intervention</li> <li>• Able to work with children in an individual, small group or whole class environment</li> <li>• Excellent interpersonal and communication skills, particularly in relating well to children and adults</li> <li>• Able to motivate and encourage to establish a supportive relationship with children, giving praise and positive recognition to help build self esteem</li> <li>• Able to work independently or as part of a team demonstrating initiative, tact and diplomacy</li> <li>• Able to work collaboratively and constructively as part of a highly motivated staff team</li> </ul>	<ul style="list-style-type: none"> <li>• Background knowledge of the EYFS and National Curriculum</li> <li>• Willing to learn from colleagues and act on advice</li> <li>• General understanding of learning programmes and strategies and how children learn</li> <li>• Able to meet children's needs as required whilst encouraging independence / autonomy</li> <li>• Able to use own initiative to develop resources to support children</li> </ul>

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<b>Skills</b>	<ul style="list-style-type: none"><li>• Able to work in a way that promotes the safety and wellbeing of children</li><li>• Excellent organisation and communication skills</li><li>• Excellent consistent use of spoken and written standard English</li><li>• Committed to good and productive working relationships with children, colleagues, parents, and the wider community</li><li>• Flexible and responsive to changing demands with a positive attitude</li><li>• Competent in the use of IT</li></ul>	<ul style="list-style-type: none"><li>• Prepared to undertake specific skills training to support meeting individual needs</li></ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• High standards of personal organisation</li><li>• Resilient, passionate, and hard-working</li><li>• Able to build trust and mutual respect between children, families, and staff</li><li>• A cheerful disposition and good sense of humour</li><li>• Energetic, warm, and caring</li><li>• Able to follow direction and use initiative</li></ul>	