

THE CATHOLIC SCHOOL OF SAINT GREGORY THE GREAT

TEACHING PARTNER - PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualification	<ul style="list-style-type: none"> • NVQ level 2 or equivalent training 	<ul style="list-style-type: none"> ♦ NVQ Level 3 or equivalent training.
Experience	<ul style="list-style-type: none"> ♦ Experience of working in a primary setting. ♦ Experience of working with children who have special educational needs. ♦ Specific experience of working in an Early Years setting 	<ul style="list-style-type: none"> ♦ Experience of running intervention groups. • Experience of working with children on phonics screening preparation.
Knowledge and Understanding	<ul style="list-style-type: none"> ♦ A working knowledge of the way in which English and maths are taught within a primary school. ♦ Able to use ICT to support children's learning. ♦ An understanding of child development and the processes by which children learn. ♦ Understanding of trauma informed relational approaches. 	<ul style="list-style-type: none"> ♦ Be familiar with strategies that would support children with specific learning difficulties. ♦ Knowledge of phonics and the ability to use pure phonics.
Personal and Professional Qualities	<ul style="list-style-type: none"> ♦ Willingness to learn. ♦ The ability to show motivation and initiative when following the planning set by the Class Teacher. ♦ The ability to work co-operatively and flexibly in a team situation actively seeking to strengthen relationships within that team and further afield. ♦ The ability to show patience and understanding and respond appropriately to emotional difficulties. ♦ The ability to assess and monitor pupil's progress and feedback to the class teacher. ♦ The ability to identify and prepare appropriate resources. ♦ To attend to pupils needs including social and health training. ♦ The ability to help children thrive and enjoy learning. ♦ Understand and support distinctive ethos of our school. 	<ul style="list-style-type: none"> ♦ The ability to plan relative activities. ♦ The ability to administer first aid.
Professional Development	<ul style="list-style-type: none"> ♦ A willingness to further develop personal practice. 	<ul style="list-style-type: none"> ♦ Evidence of professional development undertaken.
An understanding of Trauma Informed Relational Practice		<ul style="list-style-type: none"> ♦ An understanding of or experience of using Restorative Practice to build strong and meaningful relationships and help children learn from experiences.
References	<ul style="list-style-type: none"> ♦ 2 fully supported professional references. 	