

Teaching Assistant Person Specification

| | Essential | Desirable |
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| Qualifications | High-quality qualifications demonstrating a commitment to education | Recognised TA qualification at NVQ level 2 or above |
| Experience | Experience of: <ul style="list-style-type: none"> Working in different phases in an infant or primary school Working with parents and carers Working as part of a team under the guidance of other professionals | Experience of: <ul style="list-style-type: none"> working with children with a range of needs Providing support interventions such as: <ul style="list-style-type: none"> Talk Boost Phonics boosters Reciprocal reading |
| Knowledge and understanding | Knowledge and understanding of: <ul style="list-style-type: none"> The National Curriculum How to inspire and engage children Working with children with Special Educational needs, particularly global delay Understanding of safeguarding | Knowledge and understanding of: <ul style="list-style-type: none"> Transition from phase to phase The EYFS curriculum, early learning goals and profiles Effective EYFS teaching and learning strategies |
| Skills | <ul style="list-style-type: none"> Excellent communication skills Outstanding organisation Ability to show initiative and share ideas Ability to follow written guidance Ability to record children's progress against set criteria | |
| Personal Qualities | <ul style="list-style-type: none"> Enjoys working in a team and has a 'can do' attitude Flexibility and adaptability Confidentiality Sense of humour Dedication Professional standards A willingness to learn Punctuality Energy and enthusiasm | |