



### **Teaching Assistant – Level 3 Person Specification**

| Criteria                           | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Desirable                                                                                                                                                                                     |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications and Training</b> | <ul style="list-style-type: none"><li>• Hold relevant qualifications at a level equivalent to at least NVQ Level 3.</li><li>• Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 3 (or by test).</li><li>• Evidence of specialism in specific curriculum areas or areas of learning difficulty.</li><li>• Good numeracy/literacy skills</li><li>• Willingness to participate in other development and training opportunities</li></ul>                                                    | <ul style="list-style-type: none"><li>• Evidence of continuous INSET and commitment to further professional development</li></ul>                                                             |
| <b>Experience</b>                  | <ul style="list-style-type: none"><li>• Relevant work experience in a similar background within a Primary/Infant setting (EYFS/KS1)</li><li>• A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.</li><li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation.</li></ul>                                                                                                                              | <ul style="list-style-type: none"><li>• Understanding of the importance of transition between Early Years and Key Stage One</li><li>• Experience of teaching Read Write Inc phonics</li></ul> |
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"><li>• Good organisational and time management skills.</li><li>• To be able to maintain effective record keeping</li><li>• Able to form and maintain appropriate professional relationships and boundaries with children and young people.</li><li>• Ability to deal with sensitive information in a confidential manner.</li><li>• An understanding of and a genuine commitment to Equal Opportunities.</li></ul>                                                                         | <ul style="list-style-type: none"><li>• Experience of teaching Read Write Inc phonics</li></ul>                                                                                               |
| <b>Skills</b>                      | <ul style="list-style-type: none"><li>• A positive interest in working with children</li><li>• Adaptability</li><li>• Ability and willingness to work constructively as part of a team</li><li>• Ability to work calmly and with patience</li><li>• To build positive relationships with both children and parents.</li><li>• Empathy with young people facing barriers to their learning.</li><li>• A commitment to helping young pupils achieve, through education and learning.</li><li>• Emotionally literate</li></ul> |                                                                                                                                                                                               |