



## HIGH BEECHES PRIMARY SCHOOL

### Teaching Assistant Person Specification – KS1 or KS2

	Essential	Desirable
<b>Experience of</b>	<ul style="list-style-type: none"> <li>Working or volunteering with children of primary school age</li> <li>Supporting children to make progress or development</li> </ul>	<ul style="list-style-type: none"> <li>Worked as TA or practitioner a KS1 or KS2 setting</li> </ul>
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>NVQ Level 2 in relevant subject</li> <li>or GCSE A-C grades in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>NVQ Level 3 or A Levels in Early Years</li> <li>DFE/LA introduction to Teaching Assistant Course</li> <li>Training in the relevant learning strategies/interventions e.g. literacy/numeracy</li> <li>First aid in schools or paediatric first aid</li> </ul>
<b>Knowledge, Skills and Attitudes</b>	<ul style="list-style-type: none"> <li>Support for the vision and values of the school</li> <li>Enhanced DBS disclosure</li> <li>Full support for the school's safeguarding policy and procedure in the interest of the safety and welfare of all children</li> <li>A commitment to inclusion</li> <li>A commitment to continuing professional development</li> <li>Good communication and interpersonal skills</li> <li>Empathy for young children</li> <li>Positive behaviour management strategies</li> <li>High expectations for pupil progress</li> <li>An understanding of child development and learning</li> <li>Good organisational skills, including ability to follow instructions and use initiative, use of IT and photocopier etc</li> <li>Ability to work as part of a team, understanding classroom roles</li> <li>Flexibility</li> <li>A sense of fun and humour</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the teaching of phonics and early reading OR of KS1 or KS2 tests and assessments</li> <li>Experience of undertaking targeted intervention work and/or 1:1 support</li> <li>Effective use of ICT to support learning</li> <li>understanding of areas of SEN and how pupils are supported/enabled</li> </ul>