GADE VALLEY PRIMARY SCHOOL

Person Specification for Teaching Assistant Grade H2		
	Essential	**Desirable**
Qualifications	• GCSE (or equivalent Level 4+) in English and Maths • Commitment to ongoing professional development	• NVQ Level 2 (or equivalent) in Supporting Teaching and Learning • Paediatric First Aid qualification (or willingness to gain) • Relevant training in safeguarding, phonics, or SEND
Experience	• Experience working with children in a primary school or similar setting • Experience supporting learning in small groups or on a one-to-one basis	• Experience supporting early reading, particularly phonics • Experience delivering structured interventions (literacy, numeracy, or social skills) • Experience supporting pupils with Special Educational Needs and Disabilities (SEND), including EHCPs
Professional Knowledge and Understanding	• Understanding of safeguarding and child protection procedures (in line with *Keeping Children Safe in Education*) • Knowledge of the Primary National Curriculum and Early Years Foundation Stage (EYFS) framework • Understanding of child development, including early learning and play-based learning	• Knowledge of phonics teaching and early reading development • Awareness of common SEND needs (e.g. ASD, ADHD, speech and language needs)

	• Awareness of inclusive practice, including barriers to learning and strategies to support all pupils • Ability to support pupils' learning across core subjects (English and Maths) • Ability to adapt support to meet different learning styles and needs • Understanding of positive behaviour management strategies (e.g. praise, de-escalation, restorative approaches) • Ability to maintain accurate records (e.g. observations, intervention tracking) • Awareness of confidentiality, GDPR, and professional boundaries	
Personal Qualities	• Warm, approachable, and able to build positive relationships with children • A positive role model who demonstrates high expectations for behaviour and learning • Team player who works collaboratively with teachers, staff, and parents • Flexible, adaptable, and willing to respond to the needs of the school • Patient, resilient, and calm under pressure • Committed to promoting children's wellbeing and achievement • Good sense of humour and enthusiasm for working with children • Willingness to work across all primary key stages (EYFS, KS1, KS2)	• Creative approach to engaging children in learning
Special Requirement	• Commitment to safeguarding and promoting the welfare of children • Commitment to equality, diversity, and inclusion • Uphold and actively promote the school's vision, values, and ethos	• Willingness to participate in wider school life (e.g. clubs, trips, events)