

PERSON SPECIFICATION TEACHING ASSISTANT – LEVEL 1		
CRITERIA	QUALITIES	ESSENTIAL (E) DESIRABLE (D)
Qualifications and training	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths 	E
	<ul style="list-style-type: none"> Teaching Assistant Qualification – Level 2 or equivalent 	D
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting 	E
	<ul style="list-style-type: none"> An excellent knowledge of teaching phonics and ideally have been trained to teach Little Wandle Letters and Sounds Revised 	D
	<ul style="list-style-type: none"> An innovative phonics specialist with strong language and literacy skills 	D
	<ul style="list-style-type: none"> Experience of assessing pupil progress and supporting the Year 1 phonics test 	D
	<ul style="list-style-type: none"> Experience working with children / young people with special educational needs (SEN) 	E
	<ul style="list-style-type: none"> Experience working with children including intimate care duties 	D
	<ul style="list-style-type: none"> Experience planning and delivering learning activities 	D
Skills and knowledge	<ul style="list-style-type: none"> Good literacy and numeracy skills 	E
	<ul style="list-style-type: none"> Good organisational skills 	E
	<ul style="list-style-type: none"> Ability to build effective working relationships with pupils and adults 	E
	<ul style="list-style-type: none"> Able to confidently deliver specialist phonics intervention sessions to children across EYFS, KS1 and lower KS2 	D
	<ul style="list-style-type: none"> Commitment to complete training to further develop knowledge and understanding in education 	E
	<ul style="list-style-type: none"> Skills and expertise in understanding the needs of all pupils 	D
	<ul style="list-style-type: none"> Knowledge of how to help, adapt and deliver support to meet individual needs 	D
	<ul style="list-style-type: none"> Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils 	D
	<ul style="list-style-type: none"> Excellent verbal communication skills 	E
	<ul style="list-style-type: none"> Ability to work as part of a team and to be flexible in their approach to daily routines 	E
	<ul style="list-style-type: none"> Active listening skills 	E
	<ul style="list-style-type: none"> The ability to remain calm in stressful situations 	E
	<ul style="list-style-type: none"> Knowledge of guidance and requirements around safeguarding children 	E
	<ul style="list-style-type: none"> Good ICT skills, particularly in using ICT to support learning 	E
	<ul style="list-style-type: none"> Enjoyment of working with children 	E

Personal qualities	<ul style="list-style-type: none"> • Sensitivity and understanding, to help build good relationships with pupils 	E
	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school 	E
	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times 	E
	<ul style="list-style-type: none"> • Commitment to safeguarding pupil wellbeing and equality 	E
	<ul style="list-style-type: none"> • Resilient, positive, forward looking and enthusiastic about making a difference 	E
	<ul style="list-style-type: none"> • Capacity to inspire, motivate and challenge children and young people 	E