

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"> • 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
Personal qualities	<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
	<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