

TEACHING ASSISTANT PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	- Hold relevant qualifications at a level equivalent to at least Level 3. - Demonstrable levels of English and Maths equivalent to GCSE (A-C) or NVQ Level 2 (or by test). - Training in relevant learning strategies e.g. phonics - A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting (can be desirable for the right person) - Commitment to professional development	- Evidence of specialism in early years and/or KS1 - Evidence of recent relevant professional development activities - First Aid or Paediatric training
Teaching	- Ability to live the schools' values and vision always is paramount - Able to form and maintain appropriate professional relationships and boundaries with children and young people. - Ability and willingness to work constructively as part of a team - Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy. - Ability to organise the classroom activities e.g. preparing and setting out resources. - Ability to deal with sensitive information in a confidential manner. - Ability to help children and young people to transfer their learning to other parts of their lives. - Ability to provide a good role model to young pupils. - Ability to work in partnership with parents and teachers. - Ability to use own initiative and work flexibly. - Commitment to working 1:1 with	- Experience of a range of teaching different age groups / Key Stages - Have a successful track record in implementing a range of interventions throughout the primary ages - Experience of supporting pupils with special educational needs - Be an outstanding role model to both children and staff in your ability to use positive praise as an effective tool for behaviour.

Clanfield CE Primary School

	pupils	
Knowledge, Understanding & Skills	• Understanding of behaviour management strategies. • Understanding of adaptations needed for pupils with ASD, ADHD, PDA • Understanding of First Aid procedures. • Effective oral and written communication skills. • Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts. • Good organisational and time management skills.	• Knowledge of the requirements of the age-related expectations for children at reception age • Ability to cater for a range of special needs • A willingness to incorporate ICT into lessons. • Experience of using EYFS assessments to inform planning
Personal & Professional Conduct	• To support the Christian ethos and values of the school • To promote Hope, Courage and Compassion in all aspects of school life • Be flexible in a busy village school and offer cover where needed • Use initiative when delivering learning. • Be professional and organised • To have a good health and attendance record and high expectations of him/herself and others • Good sense of humour • Flair, creativity and adaptability • Be responsive to advice • Work collaboratively and understand the need for appropriate confidentiality	• Willingness to participate in extra-curricular life of the school; including a willingness to run an after school activity