|  |
| --- |
| **Part Time Teaching Assistant (Level 3 minimum)** **Person Specification**  |



|  |
| --- |
| **Job Title: Teaching Assistant** |
|  | **Essential** | **Desirable** |
| **Education and Training** |
| GCSE Grade C or above in Maths and English | √ |  |
| NVQ level 3 for Teaching Assistants  | √ |  |
| **Experience & Skills** |
| Previous experience working in a school environment or other educational setting | √ |  |
| Experience of supporting classes across Key Stage 1 and Key Stage 2  | √ |  |
| Understanding of behaviour management strategies | √ |  |
| Basic IT skills | √ |  |
| Certificate in First Aid procedures |  | √ |
| Previous experience as a teaching assistant | √ |  |
| Ability and experience with adapting, thinking through and implementing strategies to enhance pupil’s learning | √ |  |
| Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching & learning. | √ |  |
| Able to clarify and explain instructions to children | √ |  |
| Able to motivate and engage children | √ |  |
| Experience of/ability to contribute to discussions on curriculum delivery and classroom planning |  | √ |
| Able to utilise a variety of strategies to engage children and support children in their learning | √ |  |
| Good literacy and numeracy skills  | √ |  |
| **Personal Attributes** |
| Be an effective communicator.  | √ |  |
| Ability to remain professional and maintain confidentiality at all times.  | √ |  |
| Trustworthy and approachable | √ |  |
| Good time management | √ |  |
| Passionate about positively changing the lives of children | √ |  |
| Ability to use own initiative and work flexibly | √ |  |
| Ability to work in partnership with parents and teachers | √ |  |
| An understanding of and a genuine commitment to Equal Opportunities | √ |  |
| A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school | √ |  |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with Laleham Lea’s Safeguarding and Child Protection policy  | √ |  |

Headteacher/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_