



Person Specification: Teaching and Learning Assistant

| | Essential | Desirable |
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| Qualifications and experience | | |
| <ul style="list-style-type: none"> Good standard of education especially with regard to literacy and numeracy skills. | ✓ | |
| <ul style="list-style-type: none"> GCSE Maths and English grade C or equivalent | ✓ | |
| <ul style="list-style-type: none"> NVQ Level 2 for Teaching Assistants | ✓ | |
| <ul style="list-style-type: none"> NQV Level 3 for Teaching Assistants | | ✓ |
| <ul style="list-style-type: none"> Previous experience of working with primary aged children in an educational environment | ✓ | |
| Knowledge and skills | | |
| <ul style="list-style-type: none"> Ability to communicate clearly orally and in writing appropriate to need and formality. | ✓ | |
| <ul style="list-style-type: none"> Ability to use IT competently and confidently including word processing, spreadsheets and the internet and adapting skills to different software. | ✓ | |
| <ul style="list-style-type: none"> Ability to work within school based systems and specified timelines | ✓ | |
| <ul style="list-style-type: none"> General knowledge of child development in the primary age | | |
| <ul style="list-style-type: none"> Awareness of the EYFS Framework and the National Curriculum for Key Stage 1 and 2. | ✓ | |
| <ul style="list-style-type: none"> The ability to support pupils across all primary phases in all areas of the curriculum. | ✓ | |
| <ul style="list-style-type: none"> Excellent organisational skills with the ability to manage own time and prioritize tasks accordingly. | ✓ | |
| <ul style="list-style-type: none"> Knowledge of effective strategies for supporting pupils and developing independence | ✓ | |
| <ul style="list-style-type: none"> Knowledge of effective strategies for challenging pupils and deepening learning | ✓ | |
| <ul style="list-style-type: none"> Awareness of positive behaviour approaches including positive talk | ✓ | |
| <ul style="list-style-type: none"> Awareness of different challenges facing SEND pupils and strategies to support them. | ✓ | |
| <ul style="list-style-type: none"> Knowledge of effective strategies for the teaching of phonics | ✓ | |
| <ul style="list-style-type: none"> Awareness of restorative approaches to behaviour for learning | | ✓ |
| <ul style="list-style-type: none"> Knowledge of Mastery Maths | | ✓ |
| Personal qualities | | |
| <ul style="list-style-type: none"> Excellent interpersonal skills with the ability to maintain high standards or professionalism and strict confidentiality | ✓ | |
| <ul style="list-style-type: none"> Able to work successfully as part of a team building positive relationships with all | ✓ | |



Shardlow Primary School



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| <ul style="list-style-type: none">• A diplomatic and patient approach | ✓ | |
| <ul style="list-style-type: none">• Able to follow direction and work in collaboration with the leadership team | ✓ | |
| <ul style="list-style-type: none">• Able to work flexibly, adopt a hands on approach and respond to unplanned situations | ✓ | |
| <ul style="list-style-type: none">• Inclusion and a positive, "can do" approach to learning | ✓ | |
| <ul style="list-style-type: none">• Ability to evaluate own development needs and those of others and to address them | ✓ | |
| <ul style="list-style-type: none">• Commitment to the highest standards of child protection and safeguarding | ✓ | |
| <ul style="list-style-type: none">• Recognition of the importance of personal responsibility for health and safety | ✓ | |
| <ul style="list-style-type: none">• Commitment to the school and Trust's ethos, aims and whole school community. | ✓ | |