



Person Specification: Teaching Assistant 1:1

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • NVQ level 3 (or equivalent) for Teaching Assistants or other relevant qualification. • Confident in numeracy and literacy skills 	<ul style="list-style-type: none"> • First Aid qualification • Team teach / Positive Handling training. •
Experience	<ul style="list-style-type: none"> • Experience of working with children with special education needs • 	<ul style="list-style-type: none"> • Evidence of further professional development of themselves and others.
Knowledge & Understanding	<ul style="list-style-type: none"> • A clear understanding of how children learn. • A proven track record as a good practitioner who motivates and excites children. • Ability to adapt a curriculum to suit the needs of the child. 	<ul style="list-style-type: none"> • Enthusiasm/desire to enrich a child's love of learning and wider understanding of topics.
Skills	<ul style="list-style-type: none"> • Ability to work co-operatively with all members of staff. • Ability to use initiative to adapt learning activities and learning styles where necessary. • Ability to work with staff, parents and outside agencies. • Able to promote inclusion (formal and informal settings, e.g. classroom and playground) • Ability to work well under pressure and show resilience. 	<ul style="list-style-type: none"> • Ability to work with small groups of children as well as working 1:1
Personal Characteristics	<ul style="list-style-type: none"> • Superb role model as a learner; committed, excited by learning, enthusiastic and resourceful. • Values children as individuals; can nurture, assess and challenge children to get the best from them. • Committed to ensuring that every child reaches their full potential. • Flexible and shows initiative. • A calm and sensitive manner. • A sense of humour. 	<ul style="list-style-type: none"> • Willingness to contribute to the wider life of the school, possibly by contributing to clubs and trips