



JOB SPECIFICATION

Post: Teaching Assistant (Level 2) – 1:1 Position

This post is linked to external funding and will cease in line with this.

<p>Skills</p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills (GCSE Grade C or equivalent) • Good communication skills and behavioural management strategies 	<p style="text-align: center;">E E E E E</p>
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) • Experience of Primary Education • General awareness of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Experience/awareness/interest in specific special needs • Effective use of ICT to support learning • Understanding of other basic technology – DVD player, photocopier • Experience of working with children needing support with attention difficulties 	<p style="text-align: center;">E E E E E D D D E D</p>
<p>Qualifications and Training</p> <ul style="list-style-type: none"> • Relevant Level 2 Teaching Assistant Qualification • EYFS qualification or experience working within the EYFS • Minimum 3 months experience working as a TA and experience in EYFS • Willingness to participate in relevant training and development opportunities • Recent training in primary literacy and numeracy • Training in special educational needs strategies • Qualifications/training relating to delayed language and social skills and attention difficulties 	<p style="text-align: center;">E E D D E D E D</p>
<p>Professional Values and Practice Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues 	<p style="text-align: center;">E E E E E E</p>