

Person Specification for Teaching Assistant

	Essential	Desirable
Qualifications	<p>The Teaching Assistant should have:</p> <ul style="list-style-type: none"> • good basic education to GCSE level in literacy and numeracy, or the equivalent 	<p>In addition, the Teaching Assistant might have:</p> <ul style="list-style-type: none"> • A relevant qualification in Childcare • NVQ level 2 for Teaching Assistants or equivalent qualifications/experience.
Experience	<p>The Teaching Assistant should have:</p> <ul style="list-style-type: none"> • Experience of working with young children in a paid or voluntary capacity 	<p>In addition, the Teaching Assistant might have experience of:</p> <ul style="list-style-type: none"> • being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar.
Knowledge and Understanding	<p>The Teaching Assistant should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding • of relevant legislation and guidance in relation to working with and the protection of children and young people. 	

Skills

The Teaching Assistant will be able to:

- help professional staff to achieve their objectives;
- assist children on an individual basis, in small group and whole class work;
- explain tasks simply and clearly and foster independence;
- supervise children, and adhere to defined behaviour management policies;
- accept and respond to authority and supervision;
- work with guidance, but under limited supervision;
- liaise and communicate effectively with others;
- demonstrate good organisational skills;
- reflect on and develop professional practice;
- display work effectively, and make and maintain basic teaching resources.

In addition, the Teaching Assistant might also be able to:

- monitor, record and make basic assessments about individual progress
- suggest alternative ways of helping children if they are unable to understand;
- describe, in simple terms, the process of behaviour management with children;
- identify gaps in their own experience that they need help in filling;
- demonstrate the ability to learn and adapt from past experience.
- demonstrate the ability to use Microsoft word and excel and use a school database