**SEDGEFIELD HARDWICK PRIMARY SCHOOL**

**PERSON SPECIFICATION – ENHANCED TEACHING ASSISTANT – LEVEL 3**

|  | **ESSENTIAL** | **DESIRABLE** |
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|  | **ATTRIBUTE** | **Stage Identified** | **ATTRIBUTE** | **Stage Identified** |
| **Qualifications & Education** | *Level 3*1. *Child Care & Education (CACHE)*
2. *Early Years & Education (Welsh Medium) (CACHE)*
3. *Btec National Cert in Early Yrs*
4. *NVQ L3 in Early Years Care & Education*
5. *NNEB plus CPD Evidence*
 |  |  |  |
|  | GCSE A\* – C in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent |  |  |  |
| **Experience & Knowledge** | Experience and knowledge of learning strategies and adapting these to individual pupil needs |  | Qualified / Trained First Aider |  |
|  | Understanding of classroom roles and responsibilities specifically linked to Early YearsExperience of working with wide range of children including those with specific needsUnderstanding of principals of child development and learning processes Experience of developing rich and engaging learning experiencesExperience of supervising group of children and individualsExperienced in using ICT in learning activities and develop pupils’ competence and independence in its use |  |  |  |
| **Skills** | Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development |  |  |  |
|  | Ability to self-evaluate learning needs and seek learning opportunities |  |  |  |
|  | Ability and confidence to assist pupils in all areas of the Early Years curriculum |  |  |  |
|  | Ability to work in a team and independently |  |  |  |
| **Personal** **Attributes** | Ability to promote fairness and be a positive role model to pupilsHave a positive outlook and a commitment to continued professional development Commitment to support all children and families, particularly the most vulnerable |  |  |  |
| **Special Requirements** | Motivation to work with young children |  |  |  |
|  | Ability to form and maintain appropriate relationships and personal boundaries with young children |  |  |  |
|  | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline |  |  |  |
|  | Suitability to work with children | D |  |  |

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory