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**Blackhall Primary School Teaching Assistant Person Specification**

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| **Attributes** | **Essential** | **Desirable** | **How identified** |
| **References** | Fully supported in reference |  | Reference |
| **Education** | TA level 2 or equivalentGCSE English and Maths at Grade C or above or equivalent.  |  | Letter of applicationInterviewReference |
| **Experiences** | Working within a day care or nursery settingEvidence of successfully supporting pupils individually or in groups. | Experience of working with children who have a wide variety of needs. | Letter of applicationInterviewReference |
| **Knowledge and Understanding**  | A sound knowledge of EYFS, child development and early years education Knowledge and understanding of effective observation and progress systems. Understanding of relevant polices/codes of practice and awareness of relevant legislation General understanding of national/foundation stage curriculum and other basic learning programmes/strategies Basic understanding of child development and learning  | An understanding of how children learn and how to motivate them. |  |
| **Skills** | Ability to identify and model high quality practice in EYFS settingsAbility to self-evaluate learning needs and actively seek learning opportunitiesAbility to relate well to children and adultsAbility to work in accordance with local safeguarding policies and procedures.Model acceptable behaviour and encourage good social skills.Liaise and communicate effectively with others. | Effective use of ICT to support learning  | Letter of applicationInterviewReference |
| **Personal Qualities** | EnthusiasmFlexibilityReliabilityAbility to work as part of a teamAbility to build good relationships with pupils and colleagues | Initiative | Letter of applicationInterviewReference |
| **Disclosure of Criminal****Record** | Enhanced DBS check confirming suitability to work with children (school will seek the DBS check)Disqualification by association form required to be completed. |  | Disclosure and Barring Service check |