



Person Specification for an EY Teaching Assistant Post at St. Mary's Church of England Primary School

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced DBS check.

Category	Essential	Desirable	Evidence
Application	<ul style="list-style-type: none"> Fully supported by references Well written, structured and presented application 		<ul style="list-style-type: none"> Application, references
Qualifications	<p>The successful candidate will:</p> <ul style="list-style-type: none"> NVQ Level 2 in supporting Teaching and Learning or recognised DfE recognised early years qualification. GCSE grade A-C in Maths and English or equivalent 	<ul style="list-style-type: none"> NVQ level 3 	<ul style="list-style-type: none"> Application, interview
Experience	<ul style="list-style-type: none"> Demonstrable experience of working as a classroom or teaching assistant within a primary school environment to support children's learning Experience in delivering interventions to children 1:1 or in small groups to accelerate progress. Evidence of experience of working successfully with children with Special Educational Needs Effective oral and written communication skills. Good organisational and time management skills. Experience of working successfully and collaboratively with class teachers. 	<ul style="list-style-type: none"> Experience working in an EYFS class/setting 	<ul style="list-style-type: none"> Letter of application, interview
Professional knowledge and skills	<ul style="list-style-type: none"> Knowledge of relevant school policies, including understanding and following of all current safeguarding procedures. Secure knowledge and understanding of the needs of primary age pupils, including those with special needs. Can demonstrate what constitutes appropriate and successful relationships with children Can demonstrate excellent behaviour management skills Ability to record information regarding child's progress. 	<ul style="list-style-type: none"> An understanding of different teaching and learning styles required when working with children with special educational needs and disabilities. 	<ul style="list-style-type: none"> Application form, lesson observation, interview
Professional Values	<ul style="list-style-type: none"> Able to build successful working relationships. 		<ul style="list-style-type: none"> Application, interview

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	<ul style="list-style-type: none"> • Able to work independently and as part of a team. • Empathetic with those facing barriers to their learning. • Flexible, adaptable and resilient • Demonstrate a commitment to professional development 		
Personal Attributes	<ul style="list-style-type: none"> • Is enthusiastic, highly motivated and committed. • Can demonstrate excellent organisational skills. • Willingness to participate in the full life of the school, including developing extra-curricular activities • Evidence of being able to build and maintain effective working relationships with staff, governors, parents/carers and the wider community. 	<ul style="list-style-type: none"> • Support for an enriched curriculum through out of hours learning/extra-curricular activities. 	<ul style="list-style-type: none"> • Application, references, interview

Investing in
the **UNIQUENESS**
of each individual

"I Am Fearfully And Wonderfully Made"
– Psalms 139 v14

