

Teaching Assistant – Person Specification

Criteria	Essential	Desirable
Qualifications	A relevant Teaching Assistant qualification.	Level 3 qualification in supporting teaching and learning, childcare or a related field.
Experience	Experience of working with children in a school or childcare setting.	Experience in a primary school and of supporting pupils individually or in small groups.
Supporting learning	Understanding of the Teaching Assistant's role in supporting learning, participation and independence under the direction of a teacher.	Experience of delivering planned interventions and sharing observations about pupils' progress.
Child development	Understanding of children's development and the importance of adapting support to individual needs.	Experience of supporting children across different primary age groups.
Inclusion and SEND	Commitment to inclusive practice and helping all children access learning and school life.	Experience of supporting pupils with special educational needs and/or disabilities.
Medical support	Willingness to undertake training to support a pupil with Type 1 diabetes,	Previous experience of supporting a child with Type 1 diabetes or other medical needs.
Safeguarding	Understanding of safeguarding responsibilities and a commitment to following school procedures and reporting concerns promptly.	Recent safeguarding training and experience of applying safeguarding procedures in a school.
Relationships and behaviour	Ability to build positive relationships, support emotional wellbeing and promote positive behaviour consistently.	Experience of using strategies to support pupils' emotional regulation and engagement.
Communication	Clear verbal and written communication skills and the ability to share information sensitively and professionally.	Experience of communicating with families and external professionals within an agreed role.

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Teamwork	Ability to work collaboratively, follow guidance and contribute positively to the school team.	Experience of working alongside teachers, support staff and specialist professionals.
Personal qualities	A caring, patient, reliable and adaptable approach, with initiative and a willingness to learn.	Ability to bring creative ideas to activities and learning opportunities.
Confidentiality	Ability to handle personal and sensitive information discreetly and follow school confidentiality procedures.	Experience of maintaining confidential pupil records.
School ethos and development	Commitment to the school's values, children's wellbeing and ongoing professional development.	Interest in contributing to wider school activities, including outdoor learning.