

## Person Specification

Post Title: Reception Class Teaching Assistant (Level 3)

Salary: Grade E, SCP 8 - 11

| Qualifications & Training |                                                                                                                       |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Essential</b>          |                                                                                                                       |
| <b>E1</b>                 | Level 3 Teaching Assistant Qualification, or equivalent.                                                              |
| <b>E2</b>                 | GCSEs at Grade C/4 or above, in English and Maths.                                                                    |
| <b>E3</b>                 | Paediatric First Aid Qualification, or a willingness to obtain.                                                       |
| <b>E4</b>                 | Positive Handling and Physical Intervention Training, or a willingness to obtain.                                     |
| <b>E5</b>                 | Evidence of relevant professional development.                                                                        |
| <b>Desirable</b>          |                                                                                                                       |
| <b>D1</b>                 | Training in supporting pupils with SEND (e.g., ASD, speech and language, SEMH).                                       |
| <b>D2</b>                 | Early Years Educator qualification or relevant EYFS training.                                                         |
| <b>D3</b>                 | Experience of supporting early language, reading and phonics development, using the Read Write Inc phonics programme. |
| Experience                |                                                                                                                       |
| <b>Essential</b>          |                                                                                                                       |
| <b>E6</b>                 | Recent experience of working as a Teaching Assistant within an Early Years or primary school setting.                 |
| <b>E7</b>                 | Working knowledge of relevant policies, procedures and legislation.                                                   |
| <b>Desirable</b>          |                                                                                                                       |
| <b>D4</b>                 | Experience of supporting transition into Reception or Key Stage 1.                                                    |
| <b>D5</b>                 | Experience of observing, assessing and recording children's learning and development within EYFS.                     |
| <b>D6</b>                 | Experience of supporting pupils with Special Educational Needs.                                                       |
| Skills & Abilities        |                                                                                                                       |
| <b>Essential</b>          |                                                                                                                       |
| <b>E8</b>                 | Ability to work effectively as part of a team.                                                                        |
| <b>E9</b>                 | Ability to support pupils to work towards individual targets set by teaching staff.                                   |
| <b>E10</b>                | Effective communication skills - both oral and written.                                                               |
| <b>E11</b>                | Good organisational and planning skills.                                                                              |
| <b>E12</b>                | Ability to work independently when supporting pupils with SEND.                                                       |
| <b>E13</b>                | Confident in the use of ICT to support learning.                                                                      |
| <b>E14</b>                | Ability to engage children in purposeful play and learning conversations.                                             |
| <b>E15</b>                | Ability to support children's communication and language development through high-quality interactions.               |
| <b>E16</b>                | Ability to build positive and professional relationships with children, parents/carers and colleagues.                |
| Knowledge & Understanding |                                                                                                                       |
| <b>Essential</b>          |                                                                                                                       |
| <b>E17</b>                | Knowledge of the Early Years Foundation Stage Statutory Framework and effective early years practice.                 |
| <b>E18</b>                | Understanding of child development from ages 4-5 years and how children learn through play.                           |

|                                      |                                                                                                                             |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>E19</b>                           | Understanding of the importance of communication and language development in the early years.                               |
| <b>Desirable</b>                     |                                                                                                                             |
| <b>D7</b>                            | Experience of supporting outdoor learning and continuous provision in an EYFS setting.                                      |
| <b>D8</b>                            | Knowledge of early intervention strategies to support children with emerging SEND needs.                                    |
| <b>Personal Attributes</b>           |                                                                                                                             |
| <b>Essential</b>                     |                                                                                                                             |
| <b>E20</b>                           | Conscientious, reliable, and committed to high standards.                                                                   |
| <b>E21</b>                           | Commitment to supporting all pupils to achieve the highest possible standards.                                              |
| <b>E22</b>                           | Ability to show initiative and can respond flexibly to changing needs.                                                      |
| <b>E23</b>                           | Demonstrates patience, empathy, and a pupil-centred outlook.                                                                |
| <b>E24</b>                           | Professional, respectful, and able to maintain confidentiality.                                                             |
| <b>Safeguarding &amp; Compliance</b> |                                                                                                                             |
| <b>Essential</b>                     |                                                                                                                             |
| <b>E25</b>                           | Commitment to safeguarding and promoting the welfare of children and young people.                                          |
| <b>E26</b>                           | Understanding of and ability to comply with data protection and confidentiality principles.                                 |
| <b>E27</b>                           | Ability to comply with Equal Opportunities Policies, the Trust/school Code of Conduct, and all other Trust/school policies. |
| <b>E28</b>                           | Ability to comply with health and safety policies, rules and regulations.                                                   |
| <b>E29</b>                           | Ability to support and uphold the Catholic ethos of the school and respect its distinctive mission.                         |

**October 2026**