|  |  |  |
| --- | --- | --- |
| Teaching and Learning AssistantPerson Specification | | |
|  | Essential | Desirable |
| Qualifications and experience | GCSE qualifications or equivalent, including GCSE English and Maths at Grade C or above.  Some experience of working in a school setting to support individual or groups of children  Have good communication and expressive skills (both written and verbal) | Experience of working with children who have a wide variety of educational needs  To have been involved in intervention work to support learning.  Experience of working with children with social an emotional needs  Experience of maintaining SEN records.  Experience and knowledge of working with One Plans and personalised target. |
| Knowledge and understanding | **The TA should have knowledge and understanding of:**  the Primary school curriculum  how to support children in literacy and numeracy;  supporting children with Special Educational Needs;  how children learn and how to motivate them;  the roles played by various adults in a child’s education. |  |
| Personal characteristics | Calmness  Confidentiality  Empathy  Enthusiasm  Dedication  Flexibility  Initiative  Reliability  Ability to work in team  Ability to build good relationships with pupils and colleagues | An interest in developing a long term career in an educational setting |
| Skills | **The TA will be able to:**  help professional staff to achieve their objectives;  model acceptable behaviour; supervise and control children, encourage good social skills and adhere to defined standards;  liaise and communicate effectively with others;  demonstrate good organisational skills;  work with an individual or a group;  reinforce teaching points during teacher input;  clear up misunderstandings and sort out misconceptions;  teach new concepts as agreed with the class teacher;  implement strategies for developing writing, reading, and number skills;  extend children’s thinking skills;  assess children’s understanding of text and reading skills;  assess children’s understanding of maths concepts;  discuss with children their understanding of learning objectives;  suggest ways of developing their learning;  take an active involvement in planning;  learn how to deliver learning support interventions to groups or individual children and deliver these regularly  maintain records of learning support interventions  be able to use common computer/software applications eg Microsoft Office, digital cameras | In addition, TA might also be expected to:  get involved in professional development, and attend courses. |