



## Person Specification

### 1:1 Learning Support Assistant/Teaching Assistant

| 1. Qualifications and Experience   | Essential | Desirable |
|--|-----------|-----------|
| Successful experience working with children in a school/early years environment                      | ✓         |           |
| Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience | ✓         |           |
| GCSE Grade C and above (or equivalent) in English and Maths.   | ✓         |           |
| Basic knowledge of First Aid and understanding of School   | ✓         |           |
| Good reading and writing skills  | ✓         |           |
| Good numeracy skills   | ✓         |           |
| Knowledge of basic ICT to support learning   | ✓         |           |
| 2. Communication   | Essential | Desirable |
| Ability to write basic reports   | ✓         |           |
| Ability to use clear language to communicate information unambiguously                               | ✓         |           |
| Ability to listen effectively  | ✓         |           |
| Overcome communication barriers with children and adults   | ✓         |           |
| Consult with children and their families and carers and other adults                                 | ✓         |           |
| 3. Working with children   | Essential | Desirable |
| Understand and implement the school's behaviour management policy                                    | ✓         |           |
| Ability to understand and support children with developmental difficulty or disability               | ✓         |           |
| Good understanding of the school curriculum  | ✓         |           |
| Knowledge of literacy/numeracy strategies  | ✓         |           |
| Good understanding of the general aspect of child development  | ✓         |           |
| Ability to assess progress and performance   | ✓         |           |



|  |                  |                  |
|--|------------------|------------------|
| Understand and support the importance of physical and emotional wellbeing  | ✓                |                  |
| <b>4. Working with Others</b>  | <b>Essential</b> | <b>Desirable</b> |
| Understand the role of others working in and with the school   | ✓                |                  |
| Understand and value the role of parents and carers in supporting children   | ✓                |                  |
| Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | ✓                |                  |
| Ability to work effectively with a range of adults   | ✓                |                  |
| Ability to follow instructions accurately  | ✓                |                  |
| Know when, how and with whom to share information  | ✓                |                  |
| <b>5. Responsibilities</b>   | <b>Essential</b> | <b>Desirable</b> |
| Good organisational skills   | ✓                |                  |
| Ability to remain calm under pressure  | ✓                |                  |
| Ability to support the work of volunteers and other teaching assistants in the classroom   | ✓                |                  |
| Ability to manage own time effectively   | ✓                |                  |
| Demonstrate creativity and an ability to resolve routine problems independently  | ✓                |                  |
| <b>6. General</b>  | <b>Essential</b> | <b>Desirable</b> |
| Awareness of and commitment to equality  | ✓                |                  |
| Basic understanding of Health & Safety   | ✓                |                  |
| Understand and implement child protection procedures   | ✓                |                  |
| Understand procedures and legislation relating to confidentiality  | ✓                |                  |
| Be prepared to develop and learn in the role   | ✓                |                  |