

Person Specification

Job Title: Early Years Teaching Assistant
Line Manager: Headteacher
Grade: Level 3



	Essential	Desirable
Qualifications	The Teaching Assistant should have: • good basic education to GCSE level in literacy and numeracy, or the equivalent • NVQ level 3	In addition, the Teaching Assistant might have: • Qualification to degree level
Experience	The Teaching Assistant should have: • Experience of working with young children in an Early Years setting	In addition, the Teaching Assistant might have experience of: • being a paid worker in another primary school, play scheme, crèche, midday supervision, after-school clubs or similar. • Acted as a key worker
Knowledge and Understanding	The Teaching Assistant should have knowledge and understanding of: • how to motivate children • Support with behaviour or emotional issues • Excellent knowledge of the EYFS framework	The Teaching Assistant should have knowledge and understanding of: • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding • be familiar with Tapestry or a similar online assessment/communication tool.

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Skills	The Teaching Assistant will be able to: • help professional staff to achieve their objectives; • assist children on an individual basis, in small group and whole class work; • explain tasks simply and clearly and foster independence; • supervise children, and adhere to defined behaviour management policies; • accept and respond to authority and supervision; • work with guidance, but under limited supervision; • liaise and communicate effectively with others; • demonstrate good organisational skills; • reflect on and develop professional practice; • display work effectively, and make and maintain basic teaching resources. • forge good relationships with parents	In addition, the Teaching Assistant might also be able to: • monitor, record and make basic assessments about individual progress • suggest alternative ways of helping children if they are unable to understand; • describe, in simple terms, the process of behaviour management with children; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience.
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