



Personal Specification

Teaching Assistant

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Hold a recognised and relevant qualification (e.g. NVQ Level 2/3 in Supporting Teaching and Learning or equivalent) or a degree-level qualification • Alternatively, have significant relevant experience working with children in an educational setting • Good standard of English and Mathematics (GCSE level or equivalent) 	<ul style="list-style-type: none"> • Evidence of ongoing professional development • Training in SEND, ASD, communication and interaction or emotional regulation approaches • First aid training
Experience	<ul style="list-style-type: none"> • Experience of working with children in a primary school or similar setting • Experience supporting children's learning, including pupils with Special Educational Needs and Disabilities (SEND) • Experience of supporting pupils' emotional wellbeing, behaviour and engagement in learning 	<ul style="list-style-type: none"> • At least one year's experience working with children with SEND • Experience of implementing structured interventions and supporting individual education or support plans (e.g. EHCPs) • Experience of working with pupils with social, emotional and mental health needs • Experience of supporting learning across Early Years and Key Stage 1 or Key Stage 2
Skills, knowledge, aptitude	<ul style="list-style-type: none"> • Ability to support, motivate and engage children to achieve their full potential • Understanding of inclusive practice and the ability to adapt learning to meet individual needs • Ability to follow structured plans and deliver interventions accurately and consistently • Good literacy, numeracy and communication skills • Competent ICT skills to support learning and record keeping • Ability to work independently and as part of a team, using initiative appropriately • Ability to build trusting and positive relationships with pupils, including those who may present with challenging behaviour 	<ul style="list-style-type: none"> • Knowledge and understanding of Therapeutic Thinking approaches or restorative practice • Ability to observe, assess, record and report pupil progress clearly and accurately • Understanding of safeguarding responsibilities in a school setting • Experience of supporting emotional regulation, de-escalation and positive behaviour strategies • Willingness to undertake further training relevant to the role
Teamwork and Professional Conduct	<ul style="list-style-type: none"> • Ability to work collaboratively within a team structure, following guidance from class teachers and senior leaders • Ability to contribute positively to a whole-school approach to behaviour, inclusion and safeguarding • Ability to take direction while also using initiative to support learning and wellbeing effectively 	<ul style="list-style-type: none"> • Experience of working alongside external professionals (e.g. SENDCo, therapists, social care or health professionals) • Experience of contributing to team meetings, reviews or pupil progress discussions
Personal Qualities	<ul style="list-style-type: none"> • Commitment to supporting the learning, wellbeing and development of all pupils • Calm, consistent and nurturing approach in line with Therapeutic Thinking principles 	<ul style="list-style-type: none"> • Ability to develop strong and effective relationships with families and carers • Confidence to contribute ideas to improve provision and practice

	<ul style="list-style-type: none"> • Ability to remain professional and emotionally regulated in challenging situations • Positive attitude with high expectations for all pupils • Flexible, adaptable and proactive approach • Reflective practitioner who is willing to learn and develop • Punctual, reliable and organised • Good sense of humour and ability to build positive relationships 	
Personal Characteristics	<ul style="list-style-type: none"> • Empathetic and understanding of children's individual needs and experiences • Resilient and able to remain calm under pressure • Enthusiastic and committed to inclusive education • Strong communication skills with children and adults • Professional, discreet and trustworthy • Positive role model for pupils at all times 	



Eversholt Lower School is fully committed to safer recruitment.