



# PERSON SPECIFICATION

## EYFS TEACHING ASSISTANT/TEACHING ASSISTANT 1-1 (Level 2)

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

	Essential	Desirable	Assessed
<b>Qualifications and Professional Development</b>			
<ul style="list-style-type: none"><li>• NVQ 2 or equivalent in childcare or relevant subject OR experience of working with or caring for children of a relevant age range</li></ul>	✓		
<ul style="list-style-type: none"><li>• GCSE English and Maths (Grade A – C or 4-9)</li></ul>		✓	
<ul style="list-style-type: none"><li>• First aid training.</li></ul>		✓	
<b>Experience</b>			
<ul style="list-style-type: none"><li>• Proven ability to carry out allocated tasks under supervision</li></ul>	✓		
<ul style="list-style-type: none"><li>• Experience working within the EYFS environment, either in a Nursery setting or Reception class.</li></ul>	✓		
<ul style="list-style-type: none"><li>• Experience working with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and providing feedback to the teacher</li></ul>	✓		
<ul style="list-style-type: none"><li>• Experience providing support to pupils in understanding instructions; supporting independent learning and inclusion of all pupils; and supporting the teacher in behaviour management and keeping pupils on task.</li></ul>	✓		
<ul style="list-style-type: none"><li>• Previous experience assisting with break time supervision including facilitating games and activities and escorting pupils on educational visits</li></ul>	✓		
<ul style="list-style-type: none"><li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li></ul>		✓	

Skills and Knowledge			
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		
• Motivation to work with children and young people.	✓		
• Good numeracy/literacy skills.	✓		
• Training in the relevant learning strategies e.g. English, Maths, Phonics			✓
• Effective use of ICT to support learning.			✓
• Use of other equipment technology – video, photocopier.			✓
• Ability to support children with EAL needs			✓
• Willingness to support children with an intimate care plan			✓
Personal Qualities and Ethos			
• Communicate well with pupils to support learning and development and encourage acceptable behaviour	✓		
• Competent in the exchange of information with staff, parents/carers and build and maintain effective working relationships to ensure the appropriate level of service is provided.	✓		
• Demonstrate own duties to new or less experienced staff when required.	✓		
• A positive attitude and openness to new ideas	✓		
• A belief that children should be treated as individuals and a commitment to equal opportunities	✓		
• A cheerful disposition and good sense of humour	✓		
Equal Opportunities			
• A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		

<b>Safeguarding</b>			
<ul style="list-style-type: none"> <li>Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.</li> </ul>	✓		
<ul style="list-style-type: none"> <li>Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.</li> </ul>	✓		
<b>Health and Safety</b>			
<ul style="list-style-type: none"> <li>Aware of Health &amp; Safety and Safeguarding as appropriate to role</li> </ul>	✓		

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

**Please note that it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.**

#### **Equal Opportunities statement**

*The school actively and positively supports and encourages policies, which stress the importance of equality of opportunity irrespective of gender, sexuality, ethnic origin, religious background, or special educational needs.*

*We aim, through our work, to challenge prejudice and stereotyping to promote mutual respect and tolerance. All pupils should have opportunities to succeed in a caring environment in which they feel valued.*

#### **Safeguarding statement**

In line with our school safeguarding policy, all appointments are subject to an enhanced Disclosure and Barring Service (DBS) check. The successful applicant will also be expected to complete a medical questionnaire.

In line with the governments code of practice for workers in the public sector (Nov 2016) applicants in a customer-facing role must be able to speak English fluently.