



Melbourn Primary School

Growing, Exploring and Achieving Together

Melbourn Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

An enhanced DBS check is required for this post.

PERSON SPECIFICATION

Teaching Assistant Level 2

Criteria to be assessed at the following stage:

A: Application

R: Reference

I: Interview

Key Criteria	Essential	Desirable
Qualifications & Training	<p>English GCSE at grade 4 or above (previously a grade C) (A)</p> <p>Maths GCSE at grade 4 or above (previously a grade C) (A)</p>	<p>A relevant qualification in child care, supporting learning or education (A)</p> <p>3 years minimum satisfactory experience as a TA with evidence of INSET undertaken (A/I)</p> <p>Educated to a minimum of A 'level. (A)</p> <p>First aid training (A)</p> <p>Safeguarding training (A/I)</p> <p>Five GCSE's including English and Maths or equivalent at grade 4 or above (previously a grade C). (A)</p>
Experience	<p>Experience of working with children – voluntary or paid (A/I/R)</p> <p>Experience of working through play with either very young children or those with additional needs (A/I)</p>	<p>Experience of working in an educational environment (A/I/R)</p> <p>Experience of using a therapeutic approach to behavior management (A/I)</p>

	<p>Experience of record keeping and monitoring (A/I)</p> <p>Effective oral and written communication skills (A/I)</p> <p>Demonstrable levels of numeracy and literacy (I)</p> <p>Effective problem solving skills (A/I)</p> <p>The ability to remain calm under pressure (A/I)</p> <p>The ability to be proactive in seeking solutions (A/I)</p> <p>The ability to work in a professional manner (A/I/R)</p>	<p>Experience of working on a one-to-one basis (A/I/R)</p> <p>Good organisation skills and time management (R)</p> <p>Experience working with children and young people with additional needs (A/I/R)</p>
Knowledge	<p>Knowledge of child development and the ways in which children learn (A/I)</p> <p>Aware of safeguarding procedures and how to provide a safe environment for children (A/I)</p> <p>Knowledge of autism and/or communication needs in children (A/I)</p>	<p>Knowledge of the primary curriculum with particular reference to English and Maths (A/I)</p> <p>Knowledge of phonics and the development of early reading (A/I)</p> <p>Knowledge of legislation and statutory guidance specific to mainstream primary education. (A/I)</p> <p>Knowledge of how to motivate children and encourage independent learning (A/ I)</p> <p>Knowledge of positive behaviour strategies (A/ I)</p>
Personal Traits	<p>Able to work independently but also as part of a team (A/I/R)</p> <p>Willingness to learn new approaches and adapt practise to meet children's needs (A/I)</p> <p>Ability to adapt to each child's</p>	

	<p>individual needs and provide appropriate support (A/I)</p> <p>Dedicated to their practice (A/I)</p> <p>Punctual and professional (R)</p> <p>Able to maintain successful working relationships with colleagues (R)</p> <p>Reliable and able to be flexible in their approach to work (R)</p> <p>Positive and engaging (A/I)</p> <p>Able to plan and take control of situations (A/I)</p> <p>Capable of handling demanding workload and successfully prioritising work (A/I)</p> <p>Empathetic to those who face barriers to their learning (A/I)</p> <p>Patient with pupils who take longer to understand information. (A/I)</p>	
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