



Temporary Teaching Assistant Level 2 (1:1 support) – Reception Class Person Specification

Criteria	Essential (E) or Desirable (D)
Skills - Ability to work effectively within a team environment, understanding classroom roles and responsibilities - Ability to build effective working relationships with all pupils and colleagues - Ability to promote a positive ethos and role model positive attributes - Good personal numeracy and literacy skills - Some experience with working with a child with additional needs	E E E E D
Knowledge and Understanding - General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) - General awareness of inclusion, especially within a school setting - Experience of resources preparation to support learning programmes - Effective use of ICT to support learning - Understanding of other basic technology – video, photocopier	E E D E D
Qualifications and Training - Minimum 2 years experience of working with and/or caring for children within specified age range/subject area or NVQ II or equivalent in teaching assistance - Above within an educational setting - Willingness to participate in relevant training and development opportunities - Training in the literacy/numeracy strategy - Training in special educational needs strategies - Willingness to undertake appointed person certificate in first aid administration	E D E D D D
Professional Values and Practice Must be able to demonstrate the following: - High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements - Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners - Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work - Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice - Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning - Able to improve their own practice through observations, evaluation and discussion with colleagues	E E E E E E