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| **JOB TITLE:** | LEVEL 2 TEACHING ASSISTANT | | | |
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| **Qualities** | | **Essential** | **Desirable** | **Evidence** |
| **Qualifications and Experience** | | | | |
| **Education and Training** | |  | | |
| English and Maths GCSE A-C or equivalent | | X |  | A |
| Teaching Assistant NVQ Level 3 or equivalent in child care | | X |  | A |
| HLTA status or equivalent | |  | X | A |
| Specialist skills/training in curriculum or learning e.g. bi-lingual, sign language, ICT, First Aid etc. | |  | X | A |
| Level 3 Sports Coaching Qualification | |  | X | A |
| **Experience** | |  | | |
| Previous Teaching Assistant experience or evidence of voluntary help in the classroom. | | X |  | A/I |
| Good overall ICT competency. | | X |  | A/I |
| **Specific Skills** | | | | |
| **Communication** | |  | | |
| Ability to form and maintain appropriate professional relationships with children, teachers, support staff, parents/carers, governors, external professionals and agencies. | | X |  | A/I |
| Excellent Communication skills both written and spoken | | X |  | A/I |
| Ability to support bilingual/multilingual pupils/parents if required. | |  | X | A/I |
| **Support for Pupils** | |  | | |
| Ability to contribute towards planning and preparation for individuals, group or class. | | X |  | A/I |
| Ability to deliver approved specified work/activities to adapt and modify according to circumstances under direction and supervision of a qualified teacher. | | X |  | A/I |
| Contribute to assessing and developing plans to meet the needs of children with additional needs | | X |  | A/I |
| **Support for Teachers** | |  | | |
| Ability to work effectively and to be able to use initiative in supporting teachers, TA colleagues, children | | X |  | I |
| Ability to report on pupil performance and development oral or written | | X |  | I |
| Ability to maintain pupil records as required by the teacher | | X |  | A/I |
| **Support for the curriculum** | |  | | |
| Ability to prepare and use ICT resources effectively to support learning. | | X |  | A/I |
| Good overall ICT Skills | | X |  | A/I |
| **Communication** | |  | | |
| Excellent communication skills both written and spoken. | | X |  | A/I |
| Ability to liaise with parents, other professionals and outside agencies. | | X |  | A/I |
| **Professional Development** | |  | | |
| Constantly improve own practice/knowledge through self-evaluation, appraisal and learning with/from others. | | X |  | A/I |
| Willingness to participate in all forms of professional development. | | X |  | A/I |
| **Personal qualities** | |  | | |
| Friendly, professional, smart and flexible. | | X |  | A/I |
| A commitment to improving the academic standards of all children. | | X |  | A/I |
| Commitment to equalities issues and to social inclusion. | | X |  | A/I |
| Ability to work independently (with appropriate supervision) and as part of a team. | | X |  | A/I |
| Ability to work effectively with TA’s / Teachers /other adults and children within the school and external agencies | | X |  | A/I |
| **Other** | |  | | |
| Being available for attending whole school events such as sports days, parent evenings and performances as required. | | X |  | I |
| Ability to encourage participation in structured and unstructured learning activities, including play (timetabled and during break times) | | X |  | I |
| Being responsible for the safeguarding, health, safety and welfare of self, staff, visitors and children under your care and supervision. | | X |  | A/I |
| **Good work record**  Satisfactory references  DBS clearance | | X |  |  |