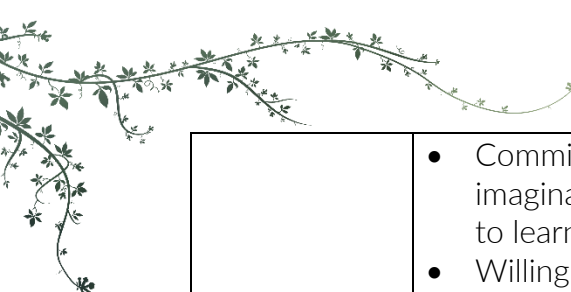


Teaching Assistant Person Spec

Requirements	Essential	Desirable
Qualifications	• A relevant Level 2 qualification (or equivalent) in childcare, early years or supporting teaching and learning • GCSE Grade 4 or above (or equivalent) in English and Mathematics, or willingness to work towards these • Willingness to undertake training related to the role, including safeguarding, SEND and EYFS practice • Experience or training in working with children in the EYFS	• Level 3 qualification in Childcare, Early Years or Supporting Teaching and Learning • Additional relevant qualifications or training in early years education
Experience	• Experience of supporting children's learning within the EYFS, particularly in a Reception or early years classroom • Experience supporting learning through play, exploration and practical, hands-on activities • Experience of working collaboratively as part of a classroom team under the direction of the class teacher • Ability to observe children's learning and development and contribute to assessment and next steps using EYFS approaches • Ability to work effectively under direction while using initiative to respond flexibly to classroom needs • Experience supporting children's personal, social and emotional development using positive, developmentally appropriate strategies • Previous experience working in a Reception class or nursery setting	• Previous work in a primary school environment • Experience supporting children with additional needs within a whole-class or small-group context
Skills	• Excellent communication skills with both children and adults	• Willingness to share strengths or interests (for example creative play, early language or

	• Calm, adaptable and resilient when working in a busy classroom environment • Patience and the ability to break learning down into small, achievable steps • Ability to enthuse, motivate and engage young children • Ability to support high-quality child-initiated and adult-led learning across the classroom • Ability to help maintain a well-organised, stimulating indoor and outdoor learning environment • ICT skills appropriate to early years practice, including contributing to learning observations • Effective time-management skills and the ability to respond to changing priorities during the school day • Strong teamwork skills and the ability to work collaboratively with teachers and colleagues • Ability to support learning while encouraging independence, confidence and resilience • Ability to act as a positive and consistent role model for children and colleagues	outdoor learning) to enrich classroom practice
Knowledge	• Knowledge and understanding of the EYFS Statutory Framework and early years principles • High expectations for all children and a commitment to inclusive practice • Understanding of how to support a wide range of developmental stages and learning needs within a class • Secure understanding of safer working practices and professional boundaries	• Sound knowledge of Reception expectations and the early learning goals
Qualities	• Approachable, warm and professional manner when working with children, families and colleagues	




	• Commitment to creativity, imagination and play as central to learning in the EYFS • Willingness to learn and engage in ongoing professional development • Reflective and open to guidance and feedback • Belief in the power of praise and positive reinforcement • Ability to maintain confidentiality and professionalism at all times • Commitment to promoting equality, diversity and inclusion	
Safeguarding	• Commitment to safeguarding and promoting the welfare of children • Understanding of the importance of appropriate professional relationships and personal boundaries • Ability to follow school safeguarding policies and procedures to maintain safe and supportive learning environments	
Physical & Practical requirements	• Ability to work at floor level, move around the classroom and outdoor areas, and support physical, play-based learning • Willingness to support outdoor provision in all weather conditions, in line with school expectations	

This is a part-time, in-class role within the Reception team. Duties may vary day-to-day in response to classroom needs.

In addition to a candidate's ability to perform the duties of the post, the interview will explore:

- Motivation to work with young children in an early years setting
- Attitudes to teamwork, inclusion and behaviour support
- Understanding of safeguarding responsibilities

The successful applicant will be required to undertake an Enhanced DBS check and complete a medical questionnaire. Appointment will be subject to satisfactory clearance.