

Twiss Green Community Primary School
Person Specification
EYFS Teaching Assistant - Level 2
Grade 4



QUALIFICATIONS & EXPERIENCE
• Hold a full and relevant level two Early Years qualification (essential) The qualification must be listed on the DfE's Early Years qualifications list: https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england • Hold a full and relevant level three Early Years qualification (desirable) The qualification must be listed on the DfE's Early Years qualifications list: https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england • Hold a current paediatric first aid qualification (desirable), or be willing to undertake training (essential). • Hold GCSEs or equivalent qualification in at least English and Maths of grade 4/C equivalent • Evidence of a minimum of two years' experience of working with children as a Teaching Assistant level 2 or equivalent (either paid or unpaid capacity) in an EYFS setting. • Evidence of recent professional development in safeguarding and the EYFS. • Experience of supporting with the delivery of phonics.
KNOWLEDGE & UNDERSTANDING
• Knowledge & understanding of the EYFS Framework. • Understanding of behaviour management strategies. • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Good written and verbal communication skills. • Knowledge of child protection and safeguarding procedures. • Knowledge of intervention and support strategies, including those in relation to behaviour and SEND. • Understanding the principles of child development and learning processes. • Knowledge of the importance of high-quality interactions with our youngest pupils to support and develop their communication and language skills.
SKILLS
• Developed level of oral and written communication skills. • Effective interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with colleagues. • Good organisational and time management skills. • Sound IT skills to support learning and maintain electronic information systems. • Effectively work as part of a team, as well as independently, as and when required under the direction of the class and EYFS leads. • Demonstrate ability to adapt activities as directed to ensure they are inclusive. • Collate and summarise information and data • Be proactive in the protection of children in reference to safeguarding procedures and protocols • Effectively liaise with both parents and carers and external agencies as required. • Support the implementation of effective support strategies. • Identify triggers of poor behaviour and barriers to learning. • Maintain accurate and up-to-date records. • Effective use of ICT to support learning. • Effective classroom management.
ABILITIES
• Demonstrate professional relationships and boundaries with children, young people, parents & carers. • Ability and willingness to work constructively as part of a team. • Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy and under the direction of the class/EYFS lead. • Ability to support the organisation of classroom activities e.g. preparing and setting out resources and implementing strategies for teaching & learning.

- Ability to deal with sensitive information in a confidential manner.
- Ability to support and help children and young people to transfer their learning to other parts of their lives.
- Ability to provide a good role model to young pupils.
- Ability to use own initiative whilst following guidance and processes and work flexibly.
- A commitment to work within the framework of the school's equal opportunities policy.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- An ability to motivate self and colleagues.

PERSONAL QUALITIES

- Good time management and the ability to prioritise tasks effectively.
- A well-developed sense of empathy.
- A good attendance and punctuality record.
- High expectations of self and professional standards.
- A commitment to working as part of a team.
- High levels of drive, energy and integrity.
- Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
- Build positive and productive relationships with staff members, pupils and parents.
- Consistently promote good behaviour throughout the school.
- Effectively motivate and encourage pupils.
- Work flexibly, attending and contributing towards meetings and training outside of their specified work hours if requested.
- Commit to contributing to the wider school and its community.
- The flexibility to adapt to changing workload demands and new school challenges.
- Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities.

OTHER

- Willingness to attend school training sessions.
- Team Teach (or equivalent) trained or willing to undertake the training.
- WellComm training (desirable) or willingness to attend training.
- Empathy with young people facing barriers to their learning.
- A commitment to helping young pupils achieve, through education and learning.
- An understanding of and a genuine commitment to Equal Opportunities.