

PERSON SPECIFICATION
EYFS Teaching Assistant - Level 2
Grade 4



EDUCATION & EXPERIENCE
• Hold a full and relevant EYFS Level 2 qualification • Demonstrable levels of numeracy & literacy equivalent to GCSE Level 4 or NVQ Level 2 (or by test) • Minimum of two years' experience in an EYFS setting • Paediatric first aid qualification, or willingness to undertake
KNOWLEDGE & UNDERSTANDING
• Knowledge & understanding of Early Years Foundation Stage Statutory Framework. • Knowledge and understanding of SEND needs and inclusive strategies to support all pupils • Understanding of behaviour management strategies • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Good written and verbal communication skills • An ability to motivate self and colleagues • Knowledge of child protection and safeguarding procedures • Knowledge of intervention strategies, including those in relation to behaviour and SEND • Understanding the principles of child development and learning processes
SKILLS
• Developed level of oral and written communication skills • Effective interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts • 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 teacher • 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 partners and 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, parents & carers and colleagues • 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 teacher • 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 work in partnership with parents and teachers • Ability to use own initiative whilst following guidance and processes and work flexibly • A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service

• 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
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 • The ability to maintain successful working relationships with other colleagues • 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 • Commit to contributing to the wider school and its community. The flexibility to adapt to changing workload demands and new school challenges
OTHER
• Willingness to attend school training sessions • Empathy with pupils 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