PERSON SPECIFICATION

GRADE 3 TEACHING ASSISTANT

JESSE GRAY PRIMARY SCHOOL

Category	Essential	Desirable
1. Qualifications / Professional Development	• NVQ Level 3 for Teaching Assistants (or equivalent qualification/experience). • Good literacy and numeracy skills gained from general education to GCSE (Grade A*–C / 4–9) / Adult Literacy and Numeracy Level 2 / NVQ Level 2 standard or equivalent. • Working knowledge of national curriculum, Early Years Foundation Stage (EYFS), and other relevant learning strategies. • Knowledge and understanding of school Child Protection and Safeguarding procedures. • Ability to identify own learning needs and commitment to ongoing personal development.	• Evidence of continuing professional development in specific learning/behaviour support interventions (e.g., phonics, speech and language, ELSA). • First Aid qualification (or willingness to undertake training).
2. Experience	• Experience of working with children of primary school age within an educational or childcare setting. • Experience of delivering structured small group or 1:1 learning activities/teaching programmes under teacher guidance. • Experience implementing positive behaviour strategies and dealing promptly with conflict in line with school policy.	• Experience working across multiple primary key stages or Early Years settings. • Experience preparing and administering routine tests or invigilating examinations.
3. Strategic Support & School Ethos	• Commitment to supporting the overall vision, values, ethos, and aims of Jesse Gray Primary School. • Understanding of and commitment to promoting and safeguarding the welfare and safety of pupils. • Ability to promote inclusion, equality, and acceptance of all pupils within the school community. • Ability to encourage pupil independence, self-esteem, and engagement in learning activities.	• Experience supporting smooth educational transitions between key stages or year groups. • Participation in extra-curricular activities, school events, or out-of-school trips.
4. Teaching & Learning Support	• Ability to use strategies, in liaison with the teacher, to support pupils to achieve specific learning goals. • Experience in accurately monitoring, recording, and feeding back on pupil achievements and progress.	• Experience of supporting outdoor learning and play activities. • Knowledge of specific literacy and numeracy intervention programs.

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	• Skill in using ICT effectively to support learning activities and develop pupils' competence and independence in its use. • Ability to assist with the safe organisation, preparation, and maintenance of physical teaching spaces, equipment, and resources (e.g., PE and practical activities).	
5. Working with Staff & Colleagues	• Ability to work constructively and collaboratively as part of a classroom and wider school team. • Ability to take direction from teaching and senior staff while showing initiative in routine tasks. • Understanding of the role of other professionals within the school environment and commitment to supporting them.	• Experience of assisting or mentoring new colleagues or volunteers within the classroom setting.
6. SEND & Vulnerable Pupils	• Experience supporting pupils with Special Educational Needs and Disabilities (SEND), complex physical needs, or barriers to learning. • Ability to assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. • A values-based approach to interacting with vulnerable children and their families in a respectful and professional manner.	• Experience working alongside external agencies (e.g., Speech & Language Therapists, Educational Psychologists, Occupational Therapists). • Training or practical experience in specialist physical care or mobility support techniques.
7. Communication & Accountability	• Ability to communicate effectively, orally and in writing, with pupils, teaching staff, and parents/carers. • Ability to maintain strict confidentiality regarding home/pupil/teacher/school matters. • Willingness to attend relevant meetings, participate in training, and engage in performance development processes as required.	• Experience providing detailed written and verbal feedback to class teachers regarding pupil progress, barriers to learning, and behaviour.