

### PERSON SPECIFICATION- Early Years Teaching Assistant Level 3

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

<b>Qualifications &amp; Training</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> A full and relevant EYFS Qualification at level 3 or above	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> GCSE English and Maths grade C or above or accepted equivalent	<b>E</b>	
<input type="checkbox"/> First Aid Qualification or a willingness to undertake paediatric First Aid training and implement when required	<b>E</b>	
<input type="checkbox"/> Read, Write Inc and Talk Boost trained	<b>D</b>	
<input type="checkbox"/> Worked with children with SEND	<b>D</b>	
<b>Knowledge &amp; Experience</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Experience supporting individuals and leading groups and classes in the EYFS for children.	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Experience of providing in class support to students aged 2-5 years	<b>E</b>	
<input type="checkbox"/> Positive behaviour management strategies	<b>E</b>	
<input type="checkbox"/> Knowledge of the national/revised Early Years foundation stage curriculum	<b>E</b>	
<input type="checkbox"/> Clear understanding of child development and learning	<b>E</b>	
<input type="checkbox"/> An understanding of assessing and tracking progress	<b>E</b>	
<input type="checkbox"/> Experience and knowledge in planning and delivering targeted intervention	<b>D</b>	
<input type="checkbox"/> Willingness to train/support across other key stages in the future	<b>D</b>	
<b>Skills &amp; Key Criteria</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> The ability to contribute to a range of teaching, learning and pastoral activities	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	<b>E</b>	
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	<b>E</b>	
<input type="checkbox"/> Demonstrate good communication skills, both written and oral	<b>E</b>	
<input type="checkbox"/> Able to use technology to a basic level e.g., computer, video, photocopier etc.	<b>E</b>	
<input type="checkbox"/> Work independently and part of a team	<b>E</b>	
<input type="checkbox"/> Have the ability to work effectively and network with a wide variety of support services	<b>E</b>	
<input type="checkbox"/> Participate in INSET days and attend courses for professional development	<b>E</b>	

<input type="checkbox"/> Ability to undertake observations of individual pupils and complete records under the direction of a teacher	E	
<input type="checkbox"/> Ability to work with and support parents/carers in their child's learning.	E	
<input type="checkbox"/> Model acceptable behaviour	E	
<input type="checkbox"/> Take responsibility, with minimum supervision, for delivering programmes to groups of children with special educational needs	D	
<b>Personal Attributes</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Ability to build strong personal relationships based on integrity and trust with all stakeholders and with our children	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment and determination to ensuring high-quality learning for all	E	
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Able to respond effectively to problems	E	
<input type="checkbox"/> Able to respond positively to change	E	
<input type="checkbox"/> Excellent time management	E	
<input type="checkbox"/> Flexible in approach to meet the needs of the pupils and staff	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
<input type="checkbox"/> A supportive and co-operative team member	E	
<input type="checkbox"/> Committed to achieving further professional development including improving own practice/knowledge	E	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	
<input type="checkbox"/> Able to use own initiative	E	
<b>Equal Opportunities</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Safeguarding</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	

