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**Personal specification for the role of Level 2 Teaching Assistant**

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Qualifications	<ul style="list-style-type: none"> <li>• Minimum of a Level 2 Award (or equivalent) with proficient practical skills.</li> <li>• Minimum of GCSE Grade C or higher (or equivalent) in English and Mathematics</li> <li>• Further CPD in relation to SEND (desirable)</li> <li>• Further CPD in relation to reading/ early phonics.</li> </ul>
Experiences	<ul style="list-style-type: none"> <li>• Previous experience of working or volunteering with children in the Early Years, Key Stage 1 or 2.</li> <li>• Desirable to have worked with children with SEND.</li> <li>• Experience of leading and planning small group lessons/ activities.</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Good spoken and written English</li> <li>• Numeracy and literacy skills</li> <li>• Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.</li> <li>• Good influencing skills to encourage pupils to interact with others and be socially responsible.</li> <li>• Ability to work under the direction of the SENCO/ class teacher but also to work independently and use initiative appropriately.</li> <li>• Personal care skills including openness to supporting dressing and toileting needs.</li> <li>• Specialist training or experience of speech and language support programmes, using Makaton or other similar skills (desirable), MAPA training.</li> <li>• IT skills.</li> <li>• Effective communication with parents</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.</li> <li>• Knowledge of the Early Years Foundation Stage, Key Stage 1 or 2</li> <li>• Knowledge of SEND, e.g. ADHD, Autistic Spectrum, Speech and Language needs or similar (desirable)</li> <li>• Knowledge of supporting children with Down's Syndrome.</li> <li>• Knowledge of how to support pupils with SEND and to be able to signpost to external professionals.</li> <li>• Knowledge of safeguarding procedures in school and what to do in the event of a concern.</li> </ul>

