



Employee Specification Form

Post Number	E229/82/02
Job Title	Teaching Assistant – Level 2
Department	Park Primary School
Prepared by and date	MM - June 2025

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description (M03)

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications <ul style="list-style-type: none"> GCSE Grade 4 (C) or above in English and Maths (or equivalent) NVQ Level 2 for Teaching Assistants or equivalent qualification Willingness to participate in relevant training and CPD 	App App App	<ul style="list-style-type: none"> Additional training in one or more of the following areas: Speech and Language, SEMH, Behaviour, MLD, Autism, or Trauma-Informed Practice First Aid qualification 	App App/Int App/Int
Experience <ul style="list-style-type: none"> Experience of working with children in a classroom setting Experience supporting pupils with a range of special educational needs, including those with SEMH, SLCN, or MLD Experience of adapting learning tasks in collaboration with the class teacher to meet individual pupil needs Experience maintaining positive behaviour and engagement in class or group settings 	App/Int App/Int App/Int	<ul style="list-style-type: none"> Experience of leading small group or 1:1 interventions linked to speech and language or emotional regulation Experience supporting phonics and early reading development 	App/Int App/Int
Knowledge and skills <ul style="list-style-type: none"> Awareness of relevant policies and legislation including safeguarding, child protection and data protection Understanding of child development and how children learn Awareness of the barriers faced by pupils with additional needs including Autism, SEMH, and speech and language difficulties Understanding of inclusive practice and trauma-informed approaches Understanding of English and Maths curriculum expectations in primary education Strong communication and interpersonal skills Ability to build positive relationships with children, colleagues, and families Confidence in managing behaviour calmly and positively Ability to work collaboratively as part of a team while using initiative Enthusiasm, flexibility, and a passion for supporting all learners Commitment to safeguarding and promoting children's welfare 	App/Int	<ul style="list-style-type: none"> Familiarity with statutory assessments in KS1 and KS2 Awareness of SEND Code of Practice and EHCP processes Understanding of national strategies such as Zones of Regulation, ELSA, NELI or similar Ability to support or run extra-curricular clubs or parent workshops Confidence in using simple assessment tools to monitor progress and feedback to teachers A willingness to share expertise and support the development of colleagues in specialist areas 	App/Int App/Int App/Int App/Int
Special Requirements <ul style="list-style-type: none"> Commitment to upholding the school's vision, values and inclusive ethos Willingness to participate in school life beyond the classroom, including events, trips, or wider pastoral work 	App/Int App/Int	<ul style="list-style-type: none"> Interest in pursuing further qualifications in specialist areas of SEND support (e.g. Level 3 TA, HLTA, or relevant CPD certificates) 	