Aspire
Educational Trust

A - Aspiration
We aspire to lead the way and achieve success for all

B - Believe
We have faith and confidence in the Trust our schools our colleagues and ourselves

C - Community
We work as a team - getting stuck in getting the Job done!

Person specification: Teaching Assistant

	Essential	Desirable
Qualifications and training		- Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information
AET Trust values	The successful candidate will be able to meet the attributes of the Trusts Values: **Aspiration** - Inclusive and respectful to all our colleagues - Keen to keep developing and receptive to change - Reflective and learn from mistakes - Solution focused **Believe** - Passionate and have a positive outlook - Confident to share their opinions and ideas and value those of others **Community** - Considerate of all - Welcoming - Adaptable - Understanding of the needs of the wider community - Look after our own and each other's well being	

All candidates must be;
- Eligible to work in the UK.
- Open to having the relevant security checks made on them, e.g. an enhanced DBS check.
- Suitable to work with children and young people.

	Essential		Desirable
Knowledge, Experience, Skills and Competency	• Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner. • Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection and adjust own behaviour accordingly. • Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. • Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. •	• Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. • Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities. • Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information. • Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. • Value people equally, supporting an inclusive ethos. • Ability to listen and observe children/young people and share observational findings effectively. •	• Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures • Ability to adapt learning activities to individual pupils' needs and abilities • Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness. • Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions, to use when supporting pupils' learning. • Knowledge and understanding of ICT materials, sources of information and advice, and how to adapt the use of ICT for pupils of different ages, needs and abilities. • Knowledge and understanding of literacy and numeracy strategies and resources • Knowledge of the practical application of special educational needs strategies • Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting