

Teaching Assistant Person Specification

Criteria	Essential	Desirable
Qualifications & Training	Relevant Teaching Assistant qualification or equivalent appropriate qualifications.	Recent ELSA (Emotional Literacy Support Assistant) training.
Teaching Assistant Experience	Experience of working effectively as a Teaching Assistant in a primary school.	Experience across different primary age groups and key stages.
SEND Experience	Commitment to inclusive practice and to valuing and respecting every child's individual needs. Experience of supporting children with SEND, including adapting support to meet individual needs. Ability to promote children's participation and sense of belonging.	Experience implementing individual support strategies or plan targets.
ELSA & Pastoral Support	Ability to support children's emotional and social development and build positive, trusting relationships.	Recent experience of delivering ELSA interventions. Previous experience of delivering or supporting pastoral, emotional wellbeing or social skills programmes.
Phonics	Knowledge and understanding of phonics and the ability to support children with phonics learning to decode and encode.	Experience of delivering phonics interventions or working with the school's chosen systematic synthetic phonics programme: Little Wandle.
Supporting Learning	Ability to support children's learning effectively under the direction of the class teacher, including 1:1, small-group and classroom support.	Experience of delivering targeted learning interventions to support pupils. Experience of recording and monitoring intervention outcomes and identifying next steps.
Relationships	A calm, caring, patient and nurturing approach. Ability to establish positive relationships while maintaining high expectations for children's learning, behaviour and independence.	Experience supporting children who may find learning, relationships or emotional regulation challenging.
Communication & Teamwork	Effective communication and interpersonal skills. Ability to work positively and collaboratively with teachers, teaching assistants, the SENCO and other colleagues.	Experience of working with external professionals or multi-agency teams to support children.
Safeguarding	Strong commitment to safeguarding and promoting the welfare of children. Understanding of professional boundaries, confidentiality and the responsibility to report safeguarding concerns.	Recent safeguarding and child protection training.
Personal Qualities	Caring, enthusiastic, reliable and professional. Demonstrates patience, resilience, empathy and a positive attitude.	Brings additional interests, strengths or talents that could enrich children's experiences and contribute to the wider life of the school.
Professional Development	Willingness to reflect on practice, respond positively to guidance and feedback, and participate in relevant professional development.	Evidence of recent relevant CPD relating to SEND, emotional wellbeing, interventions or primary education.
School Values	Commitment to demonstrating Hermitage's thrive values: Teamwork, Helpfulness, Resilience, Innovation, Value All and Excellence.	Evidence of contributing positively to the wider life and ethos of a school.