



## Employee Specification Form

Post Number	
Job Title	Teaching Assistant – Level 3
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
<b>Qualifications</b> <ul style="list-style-type: none"><li>NVQ Level 3 for Teaching Assistants or equivalent (e.g. CACHE Level 3 Diploma, Level 3 Supporting Teaching &amp; Learning in Schools)</li><li>Good literacy, numeracy, and ICT skills (GCSE Grade C/4+ or equivalent)</li></ul>	App	<ul style="list-style-type: none"><li>Evidence of further CPD related to supporting learning in KS1 or KS2</li><li>Paediatric First Aid qualification</li><li>Relevant training in specific interventions</li></ul>	App
<b>Experience</b> <ul style="list-style-type: none"><li>Experience of working with primary-aged children, preferably within KS1 or KS2</li><li>Experience supporting groups and individuals to accelerate progress in English and Maths</li><li>Experience managing behaviour in line with school policy</li><li>Experience delivering learning activities under teacher guidance</li></ul>	App/Int	<ul style="list-style-type: none"><li>Experience of leading whole class cover sessions</li><li>Experience delivering evidence-based interventions</li><li>Experience supporting children with a range of SEND needs (e.g. ASD, ADHD, SEMH)</li></ul>	App/Int
<b>Knowledge and skills</b> <ul style="list-style-type: none"><li>Good understanding of the KS1 and/or KS2 curriculum and age-related expectations</li><li>Awareness of safeguarding responsibilities and procedures</li><li>Understanding of positive behaviour management strategies</li><li>Knowledge of effective strategies to support children with barriers to learning</li><li>Confident in supporting whole class learning and stepping in for short-term teacher absence</li></ul>	App/Int	<ul style="list-style-type: none"><li>Awareness of current educational initiatives relevant to primary education</li><li>Understanding of trauma-informed or attachment-aware approaches</li><li>Familiarity with assessment for learning (AfL) techniques</li><li>Confident in leading small group interventions and tracking their impact</li><li>Ability to adapt learning tasks to suit different abilities</li></ul>	App/Int

<ul style="list-style-type: none"> <li>• Able to deliver planned learning to groups or individuals effectively</li> <li>• Effective use of IT to support learning</li> <li>• Strong communication skills with adults and children</li> <li>• Ability to reflect on practice and respond positively to feedback</li> <li>• Able to work collaboratively within a team and show initiative</li> </ul>			
<b>Special Requirements</b> <ul style="list-style-type: none"> <li>• Warm, nurturing, and patient approach</li> <li>• High expectations for children's learning and behaviour</li> <li>• Flexible, proactive, and organised</li> <li>• Committed to inclusion and equality of opportunity</li> </ul>	App/Int	<ul style="list-style-type: none"> <li>• Keen to develop professionally and take on new responsibilities</li> <li>• Willingness to contribute to the wider school life (e.g. clubs, trips, enrichment)</li> </ul>	App/Int