



## Employee Specification Form

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

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