



Thames View Infants Person Specification

E=Essential, D=Desirable.

Has demonstrated experience of, or the ability to:

1. Classroom Preparation

- Plan and prepare in co-operation with other staff programmes of work and activities and the materials, equipment and resources for a group of or individual children. (E)
- Prepare and develop additional resources to support learning as appropriate. (E)
- Assist with the presentation of the children's work, interest areas and displays. (D)
- Maintain and service resources and equipment i.e. books, imaginative play resources, sand, water, plants, towels, dressing up. (E)

2 Classroom Records

Has demonstrated experience of, or the ability to:

- Observe, monitor and assess individual children and fully contribute to the teacher's written records in line with the School's Assessment Policy. (D)

3 Working with pupils

Has demonstrated experience of, or the ability to:

- In consultation with the class teacher, take responsibility for the planning, initiating and facilitating of programmes of work and activities for a group of/individual children, including social skills work. (E)
- To share and at times take responsibility for children in areas, inside and outside, where a variety of activities may be available, facilitating and enabling them by providing appropriate levels of support and interaction. (D)
- Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people. (E)
- Provide toilet training and related personal care.(E)
- Within a supportive context, teach pre-prepared whole-class lessons. (D)



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4 Support for Colleagues

Has demonstrated experience of, or the ability to:

- Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role. (D)
- Have excellent communication skills. (E).
- Value the importance of honesty and openness. (D).
- Take advice and value self-reflection as a pre-requisite to bettering their own practice. (D).

5 Personal Development

Has demonstrated experience of, or the ability to:

- To attend and participate in meetings, as required, by the Head Teacher/class teacher whenever possible. (D)
- To participate in school reviews, development of policies and ethos of the school. (E)
- To develop a knowledge and appreciation of the range of activities, courses, organisations and individuals that could be drawn upon to provide extra support for pupils including those with special educational needs. (E)

6. Support literacy and numeracy activities in the classroom

Has demonstrated experience of, or the ability to:

- Keep up to date in recent teaching strategies/pedagogy and work in line with them. (D)
- Use ICT as a teaching resource. (E)
- Use ICT for display and administrative work. (E)
- Obtain up to date information from the teacher on;
 - the learning objectives of the activity;
 - the types of support you are to give;
 - the teacher's expectations of the pupil's current literacy or numeracy skills as appropriate. (E)



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- Offer the required types of support as and when needed by the pupil e.g. 'fifteen minutes a day programme', 'Additional Literacy Strategy' or school-based specific intervention strategies. (D)
- Implement programmes of work devised by SENCO/outside agencies and take responsibility for reporting progress and attainment to class teacher. (D)
- Give encouragement and feedback using appropriate mathematical language and vocabulary which the pupil is likely to understand. (E)
- Provide the teacher with relevant feedback on the progress of the activity and the pupil's response to it. (D)

7. Personal Qualities:

- Has undertaken relevant child care training and/or has experience of working with children within the autism spectrum. (D)
- Can work flexible hours – including working additional hours to support the school's breakfast and after-school clubs. (D)