



## Grade 4 ASA - PERSON SPECIFICATION

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>		<b>List code/s*</b>
<b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b> <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
<b>1.</b>	<b>Qualifications:</b>			
	NVQ 2 for Teaching Assistants or equivalent (or equivalent experience)	X		AF/CQ
	GCSE A-C in English and Maths (or equivalent)	X		AF/CQ
	Hold at least a full and relevant qualification to work within early years in accordance with Children's Workforce Development Council (CWDC) qualification list	X		AF/CQ
	Appropriate first aid training		X	AF/CQ
	Safeguarding Level 1		X	AF/CQ
	Team Teach training or similar		X	
<b>2.</b>	<b>Relevant Experience:</b>			
	Experience of working within a primary school setting	X		AF/R
	Experience of working with and supporting children in a learning environment who have SEN.		X	AF/R
	Experience of delivering sign-supported programmes e.g. Makaton		X	AF/R
	Experience of delivering speech and language programmes		X	AF/R
	Experience of working with pupils with social and emotional mental health		X	AF/R/I
	Experience of assisting with the planning and implementing of learning activities which are appropriate to the needs of the pupils		X	AF/R
	Experience of providing clerical/admin support to the teacher and assisting in the display of pupils work		X	AF
	Experience of establishing constructive relationships and communication with pupils, parents and staff, agencies and professionals	X		AF
	Experience of working with children who present with behavioural challenges		X	
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children, young people and/or vulnerable adults.	X		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	X		R/I

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	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	X		R/I
	Good communication skills: a) Numeracy b) Literacy c) Oral	X		R/I
	Good ICT skills and ability to use them effectively to support the learning of pupils.	X		R/I
	Ability to support pupils learning consistently whilst recognising and responding to their individual needs.		X	R/I
4.	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		R/I
	Knowledge of Autistic Spectrum Disorder and associated traits		X	AF/I
	Knowledge of the role and responsibilities of a Teaching Assistant.	X		R/I
	General knowledge of the national curriculum and basic learning strategies which support the development of pupil's skills.	X		R/I
	Knowledge of relevant policies/codes of practice/legislation		X	R/I
	Knowledge of Child Protection procedures and issues		X	R/I
	Awareness of Health and Safety issues		X	R/I
	Knowledge of developing and implementing IEP's (Individual Education Plans).		X	R/I
5.	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children, young people and/or vulnerable adults.	X		R/I
	Basic understanding of child development and learning processes.	X		R/I
	Ability to self-evaluate your own learning needs and learn new skills.	X		R/I
	Ability to relate well to children and adults	X		R/I
	Ability to work effectively as part of a team	X		R/I
	<b>Written Skills</b>			
	Excellent written skills required	X		R/I
6.	<b>Other:</b>			
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	X		AF,R,I

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The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	<b>Additional Requirements:</b>			
	None		N/A	
8.	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)