|  | **Essential** | **Desirable** | **Method of Assessment** |
| --- | --- | --- | --- |
| General Qualifications & Training |  |  |  |
| 5 GCSEs including English & Mathematics at Grade C (or equivalent Level 2) | ✓ |  | AF / D / I |
| Evidence a good standard of literacy / numeracy | ✓ |  | AF / D / I |
| Relevant qualification for Teaching Assistants at Level 3 (or equivalent) | ✓ |  | AF / D |
| Previous training on the relevant learning strategies, e.g. literacy, ASD, ADHD etc. |  | ✓ | AF /D / I |
| Commitment to attend appropriate training and development, taking ownership of personal development and being willing to pursue development opportunities | ✓ |  | AF / I |
| **Experience** |  |  |  |
| Experience of working with secondary age children in any setting – paid, unpaid, voluntary etc. | ✓ |  | AF / I / R |
| Training in relevant learning strategies e.g. literacy and/or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, maths, English, etc. | ✓ |  | AF / I |
| General understanding of national/foundation stage curriculum and other basic learning programmes | ✓ |  | AF / I |
| Recent relevant experience of an educationally inclusive environment | ✓ |  | AF / I |
| Experience of working in a school environment | ✓ |  | AF / I |
| An understanding of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. | ✓ |  | AF / I / R |
| **Skills, Knowledge & Aptitudes** |  |  |  |
| Able to remain calm under pressure | ✓ |  | AF / I |
| Ability to contribute effectively to the planning and preparation of lessons | ✓ |  | AF / I |
| Ability to plan and prepare lessons |  | ✓ | AF / I |
| Ability to direct and lead the work of other Teaching Assistants to support learning and teaching within the classroom | ✓ |  | AF / I |
| Ability to identify training needs for Teaching Assistants |  | ✓ | AF / I |
| Ability to monitor student’s progress, providing feedback to teachers and students, whilst maintaining and analysing accurate records | ✓ |  | AF / I |
| Basic knowledge and ability in use of standard Microsoft office software applications such as Word, Excel, email and internet | ✓ |  | AF / I |
| Commitment to the promotion of positive values, attitudes and behaviour | ✓ |  |  |
| Knowledge of SEN code of practice and Statutory Frameworks relating to SEN |  | ✓ | AF / I |
| Personal Attributes |  |  |  |
| A mature and flexible outlook with a ‘can-do’ attitude | ✓ |  | AF / I |
| Excellent oral and written communication skills | ✓ |  | AF / I |
| Well-developed interpersonal skills - able to deal effectively with a wide range of people at all levels | ✓ |  | AF / I / R |
| Discrete when dealing with sensitive and / or confidential matters | ✓ |  | AF / I / R |
| Excellent time management / prioritisation skills | ✓ |  | AF / I |
| Able to engage, interest and motivate young people | ✓ |  | AF / I |
| Able to work independently and as part of a team | ✓ |  | AF / I / R |
| Listens to others’ points of view, seeks feedback and deals with it constructively, shares knowledge and good practice, adaptable to change for improvement. | ✓ |  | AF / I / R |
| **Other Requirements** |  |  |  |
| A pragmatic ‘can-do’ and flexible approach to tasks with an ability to ensure work is completed to the appropriate standards required. | ✓ |  | AF / I / R |
| A good sense of humour and perspective | ✓ |  | I / R |
| No serious health problem which is likely to impact upon job performance  (which cannot be accommodated by reasonable adjustments) | ✓ |  | AF / I / R |
| Full driving licence |  | ✓ | AF |
| Appointment of the successful applicant will be subject to satisfactory DBS disclosure at an enhanced level (further information can be found at www.disclosure.gov.uk). | ✓ |  |  |

AF – Application Form I – Interview D – Certificate or documentary evidence to be supplied at interview R – References

**All adults in school have a responsibility to safeguard and promote the welfare of children**