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| **General heading** | **Detail** | **General Examples** | **Specific examples** |
| **Qualifications & Experience** | Specific qualifications & experience | QTS or equivalent |  |
| Knowledge of relevant policies and procedures | Health and safety understanding. Child Protection |  |
| Literacy | To GCSE grade C or equivalent |  |
| Numeracy | To GCSE grade C or equivalent |  |
| Technology | Ability to uses ICT and interactive whiteboard and relevant equipment . |  |
| **Communication** | Written | Form filling, letter writing, report writing, action plans, IEPs | Ability to write detailed reports  Ability write routine letters |
| Verbal | Ability to exchange information clearly, good presentation skills, | Listening Skills  Ability to exchange routine verbal information clearly with children and adults  Ability to exchange complex and sensitive information in a firm and non-ambiguous way  Ability to express own views and opinions |
| Negotiating | Requirement for consultation, and negotiation | Ability to consult effectively with children and adults  Ability to motivate/encourage/empower children/adults |
| **Working with children** | Behaviour Management | Good Knowledge of behaviour management techniques and classroom management strategies | Ability to manage a while class, ensuring pupils remain on task  Understanding and implementation of school behaviour management policy |
| SEN | General - understand and support the differences in people  Any specific skills, knowledge or qualification | Understand and support the differences in children and adults and respond appropriately |
| Curriculum/School organisation | Knowledge level of the school curriculum  Additional specific skills, knowledge or qualification in relation to teaching | General understanding of the school curriculum  Working knowledge and experience of implementing the national curriculum and other learning programmes  Understanding of statutory framework relating to teaching |
| Child Development | Level of understanding required of the way in which children develop | Basic understanding of the way in which children develop  Understanding of different developmental stages and the impact of experience on these developments  Understand the way in which play and games can support child development  Understand and support children in transition |
| Health & Well being | General and any specific requirements to promote and support physical and emotional wellbeing | Understand and promote the value of emotional and physical wellbeing in adults and children  Take responsibility for own wellbeing |
| **Working with others** | Working with partners | Ability to forge networks/links, internal and external partners | Understand and value the role of parents and carers in supporting children  Know when, where and how education and support services can be accessed |
| Relationships | Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc. | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles  Ability to build open and honest relationships |
| Team work | Requirements to work within team and/or independently | Work effectively as part of a team  Ability to work independently  Know when and how to seek support  Know when and how to hand over control  Knowledge of own position within a team environment and the boundaries which apply |
| Information | Following/giving instructions, requirements to provide information | Knowledge of CAF (if/when appropriate)  Ability to record and report observations in an appropriate manner  Ability to distinguish between option and fact |
| **Responsibilities** | Organisational skills | Good classroom organisation | Ability to be proactive and initiate action |
| Line Management | Direct support staff working in the classroom |  |
| Time Management | Evidence of good time management |  |
| Creativity | Requirements for initiative, original thinking, creativity, innovation etc. |  |
| **General** | Equalities | Following national and school policies and procedures | Demonstrate commitment to treating all people fairly |
| Health & Safety | Following national and school policies and procedures s |  |
| Child Protection | Following national and school policies and procedures | Understand what is mean by safeguarding and the different way in which children can be harmed  Understand and comply with children protection procedures |
| Confidentiality/Data Protection | Following national and school policies and procedures | Understand and comply with procedures and legislation relating to confidentiality |
| CPD | Demonstrate commitment to CPD  Evidence of self initiated CPD |  |