

Person Specification: Curriculum Support Assistant



	Minimum Essential Requirements	Desirable	How Identified
Application	<ul style="list-style-type: none"> Fully supported by 2 references Well-structured supporting statement outlining skills, knowledge and expertise that has prepared the candidate for this post. High standard of presentation 		Application
Qualifications	<ul style="list-style-type: none"> Willingness to participate in relevant training and development opportunities Hold an appropriate Level 3 qualification Qualifications at GCSE (A-C) or equivalent level in Maths and English First Aid training or willingness to undertake appointed person certificate in First Aid 	<ul style="list-style-type: none"> Child Protection training Training in the literacy/numeracy strategy Training in Special Educational Needs strategies 	Application
Experience	<ul style="list-style-type: none"> Good level of understanding of how young children learn and of child development. Experience of working in an EYFS and Key Stage 1 learning environment, supporting children with a range of needs 		References/ Application/Interview
Knowledge	<ul style="list-style-type: none"> Good level of understanding of the national curriculum and other statutory frameworks relating to teaching & learning Working knowledge of SEN policies/codes of practice/legislation Understanding of principles of child development, learning styles and independent learning Knowledge of strategies, including behaviour management strategies, to enable children to make good progress, particularly those in vulnerable groups. 	<ul style="list-style-type: none"> Experience of developing children's spiritual, moral, social & cultural development 	Application/ Interview

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Skills & Abilities	<ul style="list-style-type: none"> • Ability to demonstrate a good level of knowledge in regard to supporting phonics/letters and sounds. • The ability to manage behaviour of children in a positive and supportive manner • Ability to relate well to children and adults, building effective working relationships • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to promote a positive ethos and role model positive attributes • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Good time management skills • Be able to maintain confidentiality 	<ul style="list-style-type: none"> • Excellent and effective communication skills with the ability to communicate with pupils, staff, parents, and other stakeholders 	Application/ Interview
Personal qualities	<ul style="list-style-type: none"> • To constantly develop, evaluate and extend own working practices and knowledge through self-evaluation, reflection and learning from others • A willingness to contribute to the delivery of a curriculum that will motivate children and staff • A strong sense of responsibility and professionalism. • A commitment to young children with a passion for their learning and development. • A willingness and desire to commit to the ethos, life, policies and practices of the school • Being flexible, reliable and having a good measure of integrity • A good health and attendance record 	<ul style="list-style-type: none"> • A cheerful personality • Demonstrate enthusiasm and sensitivity whilst working with others. • Empathy • Sense of humour 	Application/ Interview