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|  |  **EAL****Person Specification** |

Essential (E) -Essential to be considered for appointment Desirable (D)- Beneficial for the successful applicant

**How assessed:**

AF - Application form SS - Supporting statement I – Interview

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| --- | --- | --- |
| **Criteria** | **Essential/Desirable** | **How assessed** |
|  **Personal**  |  |  |
| 1. A genuine desire to help children to do the best that is possible
 | E | AF |
| 1. Patience and empathy with children and other adults
 | E | AF |
| 1. Optimism, enthusiasm, vision and creativity
 | E | AF |
| 1. Determination and a ‘can do’ approach
 | E | AF |
| 1. Reliability and consistency
 | E | AF |

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| 1. Ability to work well as part of a team and individually
 | E | AF/I |
| 1. Adaptability and resilience
 | E | AF/I |
| 1. Ability to take the initiative
 | E | AF/I |
| 1. Ability to relate to and inspire young people
 | E | AF/I |
| 1. Ability to communicate clearly both verbally and in written form
 | D | AF/I |
| 1. Ability to develop good working relationships with all staff members
 | D | AF/I |
|  **Experience** |  |  |
| 1. 1. Successful experience of working with young people.
 | E | I/ AF/SS |
| 1. An understanding of the diverse learning and social needs of young people
 | D | I/ AF/SS |
| 1. Previous experience of supporting the learning of pupils
 | D | AF/SS/I |
| 1. Good ICT skills
 | D | AF |
|  **Qualifications**  |  |  |
| 1. 5 A\* –C Grades GCSE including English
 | E | AF/SS/I |
| 1. HLTA
 | D | AF/SS/I |
| 1. Experience working within a school environment
 | D | AF/SS/I |
|  **Specialist Knowledge and Skills** |  |  |
| 1. 1. Excellent communication skills
 | E | SS/I |
| 1. Excellent ability to model grammatically correct English
 | D |  SS/I |
| 1. An understanding of how children learn
 | D | AF/SS/I |
| 1. The ability to explain English useage to non-native speakers.
 | D | AF/SS |
|  **Service** |  |  |
| 1. A commitment to working for the benefit of others
 | E |  SS/I |
| 1. A commitment to ‘going the extra mile for the pupils in our care
 | E |  SS/I |