

Please ensure your application includes examples of how you meet the essential criteria.

No.	Area	Essential	Desirable
1	Qualifications and Training		
1.1	Have HLTA status (or intention to gain HLTA status upon appointment) or equivalent qualification or experience.	✓	
1.2	Minimum 'C' grade or better in Maths and English at GCSE or equivalent.	✓	
1.3	Specialist training in an appropriate curriculum or learning area (e.g. speech and language)		✓
1.4	Training in Read Write Inc and other relevant teaching and learning strategies.		✓
1.5	Trained in Level 3 in Safeguarding		✓
2	Experience		
2.1	Minimum 2 years' experience working with or caring for children of a relevant age in an educational setting.	✓	
2.2	General understanding of the National Curriculum and other basic learning programmes and techniques.	✓	
2.3	Basic understanding of child development and learning	✓	
2.4	Awareness of inclusion and vulnerable groups in a school setting.	✓	
2.5	Track record of positive outcomes when working with children with SEN issues or cognition and learning difficulties or behaviour difficulties.		✓
2.6	Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.		✓
2.7	Experience of teaching whole classes.		✓
2.8	An interest in PE including inclusion in PE		✓
2.9	Experience of supporting children/adults with social, emotional, mental health needs and experience of strategies and approaches both individual and small group that remove barriers to learning.		✓
2.10	Experience of supporting across the primary age range		✓
2.11	Understanding of trauma-informed approaches		✓
2.12	Minimum 2 years' experience working with families, vulnerable people or children.	✓	
3	Knowledge and job-related abilities		
3.1	The ability to provide support for all pupils, including those with special needs, ensuring their safety and access to learning activities.	✓	
3.2	Adept at using a range of strategies to promote and improve, behavior and attendance through the establishment of effective relationships	✓	
3.3	The ability to undertake pupil record keeping as requested and to produce accurate reports for internal and external use.	✓	
3.4	The ability to plan and deliver structured teaching and learning activities.	✓	
3.5	Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	✓	
3.6	Understanding of statutory frameworks relating to teaching.		✓

3.7	Experience in using CPOMs or similar safeguarding record systems		✓
3.8	Ability to plan effective actions for pupils at risk of underachieving		✓
3.9	Understanding a range of support services, including Early help and other agencies as appropriate, including those available for families locally		✓
4	Personal qualities and attributes		
4.1	Establish good working relationships with pupils and other adults.	✓	
4.2	Act as a role model to others in school.	✓	
4.3	Provide detailed and regular feedback to teachers and pupils on achievements and progress.	✓	
4.4	Establish excellent communication skills, with children and colleagues.	✓	
4.5	Show patience, reliability and trustworthiness	✓	
4.6	Demonstrate a positive approach to inclusive practice, with children and colleagues.	✓	
4.7	Demonstrate enthusiasm for working with young children.	✓	
4.8	Support the use of ICT in learning activities and develop pupil's competence and independence in its use.	✓	
4.9	Work as part of a team, appreciating and supporting the role of other members of the team.	✓	
4.10	Ability to direct the work, where relevant, of other adults in supporting learning.	✓	
4.11	Support the change process; remain positive during times of change.	✓	
4.12	Be self-reflective identifying and celebrating successes and recognising areas for further development.	✓	
4.13	Be flexible.	✓	