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| Person Specification  |
| Role  | Inclusion and Pastoral Teaching Assistant  |
| Grade  | 8 |
| Hours | 25 hours per week, term time only |
| Location  | St John’s CofE Primary School |



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| INCLUSION AND PASTORAL TEACHING ASSISTANTPERSON SPECIFICATION |
|  |  | **Essential**  | **Desirable** |
| **APPLICATION FORM / INTERVIEW** | **QUALIFICATIONS/TRAINING**A Diploma in Childcare and Education; NVQ in Children’s Care, Learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning or equivalent qualification is essential.  | √ |  |
| **APPLICATION FORM / INTERVIEW** | **Training in the relevant strategies**, e.g., Literacy/numeracy or in a particular curriculum or learning area e.g., bi-lingual, sign language, dyslexia, ICT | √ |  |
| **APPLICATION FORM/ INTERVIEW** | **EXPERIENCE**Substantial experience of working with children (within a specified age range or subject area) within an educational setting.Experience of the successful use of behaviour management strategies and engaging learners with challenging behaviours.Experience of mentoring/supporting children and working with familiesExperience of working with children with Specific learning difficulties. | √√√√ |  |
| **APPLICATION FORM / INTERVIEW** | **SKILLS**Ability to work effectively within a team environment, understanding classroom roles and responsibilities | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to promote a positive ethos and role model positive attributes | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to build effective working relationships with all pupils and colleagues | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to adapt own approach in accordance with pupil needs | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to work with children at all levels regardless of specific individual need | √ |  |
| **APPLICATION FORM / INTERVIEW** | Computer literate and able to use Technology | √ |  |
| **APPLICATION FORM / INTERVIEW** | Very good personal numeracy and literacy skills | √ |  |
| **APPLICATION FORM / INTERVIEW** | **KNOWLEDGE**Working knowledge and understanding of national curriculum and other relevant learning programmes/strategies. | √ |  |
| **APPLICATION FORM / INTERVIEW** | Working knowledge and general understanding of principles of child development, learning styles and independent learning | √ |  |
| **APPLICATION FORM / INTERVIEW** | Working knowledge of relevant policies/codes of practice and awareness of relevant legislation | √ |  |
| **APPLICATION FORM / INTERVIEW** | Understanding of inclusion especially within a school setting | √ |  |
| **APPLICATION FORM / INTERVIEW** | Experience of resources preparation to support learning programmes | √ |  |
| **APPLICATION FORM / INTERVIEW** | Can use ICT effectively to support learning | √ |  |
| **APPLICATION FORM / INTERVIEW** | **PROFESSIONAL VALUES AND PRACTICE**High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | √ |  |
| **APPLICATION FORM / INTERVIEW** | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | √ |  |
| **APPLICATION FORM / INTERVIEW** | Able to improve their own practice through observations, evaluation and discussion with colleagues | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | √ |  |
| **APPLICATION FORM / INTERVIEW** | Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils’ learning | √ |  |
| **APPLICATION FORM / INTERVIEW** | Willingness to participate in relevant training and development opportunities | √ |  |