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| Role-related knowledge, skills and experience | Essential | Desirable |
| * Empathy with children and sympathetic to their needs
* Good level of education to at least GCSE standards or equivalent
* Experience of working with young children, perhaps as a parent or voluntary work
* Good communication skills and able to clarify and explain instructions clearly
* Professionally discrete and able to respect confidentiality on particular issues
* Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
* Team Worker
 | * A relevant qualification in Childcare and/or Education
* Being a paid worker in a school, play schemes, crèches, midday supervision, after-school clubs or similar
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| Professional Characteristics | * Sensitive and effective approach towards children’s behaviour, especially where pupils may have additional needs.
* Able to act on instructions from the class teacher
* Good organisational ability
* Able to monitor and record pupil progress
* Competent in working with group of children with some supervision from the teacher
* Ability to apply knowledge and skills from training in practical classroom context
* Flexible in relation to tasks undertaken and groups/children allocated
* Ability to motivate and encourage children appropriately
* Ability to work independently and with initiative
* Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)
 | * Able to work at a basic level with the teacher in planning and delivery of teaching activities for those with Special Educational Needs.
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| Personal Qualities | * Passionate about Children’s learning
* Willing to engage in continuing professional development
* Displays warmth, care and sensitivity in dealing with children
* Open minded, self-evaluative and adaptable to changing circumstances and new ideas
* Able to enthuse and reflect upon experience
* Willingness to be involved in the wider life of the school
* Ability to prioritise
* Good interpersonal/communication skills
* A good sense of humour
* Patience – especially when dealing with more vulnerable children
* Fully compliant with the statutory requirements of legislation concerning ‘Safeguarding’ - including Child Protection, Equal Opportunities, Health and Safety, Disability and Inclusion
* Willingness to work within the team of support staff
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