



Person Specification

Essential Criteria

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge	Method of Assessment
Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning.	AF/I
Ability to give feedback in a constructive manner.	AF/I
Ability to listen and observe children/young people and share observational findings effectively.	AF/I
Ability to keep children and young people safe during day-to-day work activities.	AF/I
Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly.	AF/I
Ability to praise and encourage children/young people according to their age, needs and abilities.	AF/I
Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures).	AF/I
Act as a role model for positive behaviour.	AF/I
Ability to interact and respond positively to children, young people and adults.	AF/I
Ability to establish and maintain rapport with pupils.	AF/I
Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners.	AF/I
Ability to become an effective member of staff.	AF/I
Ability to work effectively with colleagues and other practitioners.	AF/I

Ability to take an active role in developing own skills and expertise.	AF/I
Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities.	AF/I
Ability to operate ICT resources safely and effectively as a learning resource.	AF/I
Ability to access and use learning programmes and information.	AF/I
Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response.	AF/I
Value people equally, supporting an inclusive ethos	AF/I
Excellent numeracy and literacy skills	AF/I
Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for his/her age, needs and abilities	AF/I
In consultation with other, ability to adapt activities and experiences to enable a child or young person to take part, feeding back on progress to the child, other adults and family as required	AF/I
Understanding of roles and responsibilities for supporting pupils' learning and implications for the support you can provide.	AF/I
Knowledge and understanding of children and young people's development in relation to the ages covered by the setting/school	AF/I
Awareness of safeguarding principles and safe working practices	AF/I
Displays commitment to the protection and safeguarding of children and young people.	I
Knowledge and understanding of importance of consistent behaviour management	AF/I
Knowledge and understanding of the key features of effective communication.	AF/I
Knowledge and understanding of appropriate software packages	AF/I
Experience of working with and/or caring for children within specified age range/subject area	AF/I
Awareness and understanding of a range of integration and inclusion strategies	AF/I
Awareness of codes of practice and information or instructions in place for children with disabilities and special educational needs	AF/I
Awareness of assessment and intervention framework for children with special educational needs	AF/I

Experience, Qualifications and Training	Method of Assessment
Holder of, working towards or willing to work towards an NVQ Level 2, BTEC Level 2 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	AF/I

Work Related Circumstances	Method of Assessment
To attend staff training days, twilight training sessions and relevant out of hours training and events.	AF/I
This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service	AF/I

Desirable Criteria

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge	Method of Assessment
Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	AF/I
Ability to adapt learning activities to individual pupils' needs and abilities	AF/I
Ability to identify the purpose of learning displays and devise design and content accordingly.	AF/I
Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness.	AF/I
Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions, to use when supporting pupils' learning.	AF/I
Knowledge and understanding of ICT materials, sources of information and advice, and how to adapt the use of ICT for pupils of different ages, needs and abilities.	AF/I
Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information	AF/I
Knowledge and understanding of literacy and numeracy strategies and resources	AF/I
Knowledge of the practical application of special educational needs strategies	AF/I

Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting	AF/I
Knowledge of specialist aids and equipment available for children/young people with disabilities and special educational needs	AF/I

Experience, Qualifications and Training	Method of Assessment
Experience of planning for each or young person's individual requirements in partnership with other colleagues	AF/I