**Person Specification - Pupil Reflection Mentor**

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|  | Attributes | Essential | Desirable | How assessed |
| **Qualifications** | Minimum of 2 years’ experience of working with and/or caring from children or NVQ 111 or equivalent in teaching assistance | √ |  | A/R |
|  | As above within an educational setting |  | √ | A/R |
|  | Ongoing record of professional development |  | √ | A/R |
|  | Willingness to participate in relevant training and development opportunities | √ |  | A/I |
|  | Willingness to undertake appointed person certificate in first aid administration |  | √ | I |
| **Experience** | Understanding of inclusion, especially within a school setting | √ |  | A/I |
|  | Understanding of SEMH and appropriated support for pupils  | √ |  | A/I |
|  | Experience of leading SEMH interventions |  | √ | A/I/R |
|  | Experience of resources preparation to support learning programmes |  | √ | I/R |
|  | Effective use of ICT to support learning | √ |  | I/R |

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|  | Attributes | Essential | Desirable | How assessed |
| **Professional knowledge & skills** | Ability to work with and support the learning needs of individual and/or groups of pupils | √ |  | A/I |
|  | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | √ |  | A/I/R |
|  | General understanding of national curriculum and other learning programmes within specified age range/subject area | √ |  | I |
|  | Ability to build effective working relationships with all pupils and colleagues and external agencies | √ |  | A/I/R |
|  | Ability to promote a positive ethos and role model positive attributes | √ |  | I/R |
|  | Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate | √ |  | A/I/R |
|  | Excellent personal numeracy and literacy skills |  |  |  |
|  | Demonstrate a clear understanding of preventative work through the use of tools such as the common assessment framework and  |  |  |  |