**Person Specification – Senior Teaching and Learning Support Practitioner**

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

**Essential**

|  |  |
| --- | --- |
| 1 | Experience of working with children of relevant age in a learning environment. |
| 2 | Ability to plan, prepare, and deliver engaging and practical catering lessons. |
| 3 | Ability to demonstrate safe and hygienic food preparation practices. |
| 4 | Specialist skills or training in the relevant curriculum or learning area, e.g. behaviour management, SEN, individual subject areas as indicated |
| 5 | Ability to assess student progress and provide constructive feedback. |
| 6 | Training in relevant learning strategies. |
| 7 | Relevant qualification in Catering, Hospitality or a related field (e.g. NVQ Level 2 or above). |

**Desirable**

|  |  |
| --- | --- |
| 8 | Experience teaching catering or a related subject. |
| 9 | Qualification in teaching or a related field. |
| 10 | Experience working with students with additional needs. |

**Part B: Assessment Stage**

Items 1, 2, 4 and 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

|  |  |
| --- | --- |
| 1 | Able to demonstrate professional competencies within the STLSP standards |
| 2 | Good understanding of child development and learning process. |
| 3 | Good working knowledge of relevant policies, codes of practice and legislation within a classroom setting and a good understanding of the statutory framework relating to children’s learning and wellbeing. |
| 4 | Able to take a lead role in coordinating reviews of pupil’s progress including liaising with other agencies as appropriate |
| 5 | Commitment to promoting healthy eating habits. |
| 6 | Excellent written and oral communication skills. |
| 7 | Excellent ICT skills and the proven ability to use them effectively to support learning. |
| 8 | Able to organise, lead and motivate a team and to work constructively as part |

|  |  |
| --- | --- |
|  | of a team. |
| 9 | Able to relate well to children and adults and in particular able to establish positive relationships with pupils. |
| 10 | Able to respond positively and effectively to unexpected problems and situations. |
| 11 | Able to take a responsive approach to children’s needs to help address barriers to learning and well-being. |
| 12 | Able to work with minimal supervision. |
| 13 | Committed to achieving further professional development. |
| 14 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:   motivation to work with children and young people   ability to form and maintain appropriate relationships and personal boundaries with children and young people   emotional resilience in working with challenging behaviours   attitude to use of authority and maintaining discipline.   able to work in partnership with other agencies |
| 15 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

**Desirable**

16 Invigilating internal and external examinations, under supervision.

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Task | Yes | Other (specify) | No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Criminal Records Bureau |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | List 99 and/or POCA List (residential establishments only) check |
| 4 | Medical clearance |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |