

## Person Specification

### Senior Teaching Assistant – National C of E Academy

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process.

All members of staff employed by MITRE must support and promote the Trust's aims:

1. Raising the aspiration of all within MITRE to achieve the very best for all members of its learning communities.
2. Working within MITRE and with the wider community to design and deliver an inclusive, innovative and stimulating curriculum for children.
3. Creating a culture and environment where safeguarding and wellbeing are paramount.
4. Developing and nurturing a collective approach to raising achievement through appropriate challenge and support and a commitment to early intervention.
5. Providing a teaching and learning environment and culture where all feel safe to take measured risks in order to learn and grow.
6. Equipping and developing all professionals engaged in delivering the curriculum with excellent knowledge and skills, through high quality leadership and management so that we grow highly effective staff at all levels to ensure there is strength across the Trust.
7. Sharing our teaching and learning environments whilst enabling each school to develop its own culture, beliefs and ethos as appropriate within the overall MITRE framework.
8. Maximising opportunities to share outstanding resources that underpin the teaching and learning environments across MITRE.
9. Creating development plans (Trust and school) to support the strategic vision which is agreed, shared and consistently applied across MITRE.
10. Ensuring Church Schools are run in accordance with the principles and practices of the Church of England.

In addition to supporting and promoting the Trust's aims, members of the National Church of England Academy community also commit to support, uphold, promote and embody the academy's vision:

**'Life in all its fullness' (John 10:10)**

Enabling all members of the academy community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life through the academy's ARCH values:

- ◆ Achievement
- ◆ Respect
- ◆ Charity
- ◆ Humility

## Attributes & Requirements



	<i><b>Essential</b></i>	<i><b>Desirable</b></i>
<b><i>Education &amp; Training</i></b>	<ul style="list-style-type: none"> <li>• NVQ 3 for Teaching Assistants or equivalent qualification up to a degree level or experience (W, D).</li> <li>• Literacy and numeracy skills equivalent to Level 2 of the National Qualification and Credit Framework (W, D).</li> </ul>	<ul style="list-style-type: none"> <li>• Training in relevant learning strategies (W).</li> </ul>
<b><i>Knowledge and Experience</i></b>	<ul style="list-style-type: none"> <li>• Up to date knowledge and understanding of secondary school settings and education (W, I).</li> <li>• Understanding of the principles of child development and learning processes (I).</li> <li>• Understanding of equal opportunities and inclusion and how to apply in a school setting (I).</li> <li>• Experience of working with children in an educational setting who may have different individual needs and learning styles (W).</li> <li>• Experience of preparing/contributing to resources to support learning programmes (W).</li> <li>• Current/recent experience working directly with young people (I).</li> <li>• Experience in working with young people who have challenging behaviour or identified behaviour needs that required support (W).</li> <li>• Experience in teaching or working with small groups of teenagers or on a one to one basis (W).</li> <li>• Experience of managing safeguarding issues (I).</li> <li>• Ability to respect confidentiality requirements (I).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of relevant regulations, guidance and procedures – code of practice and legislation (I).</li> <li>• Experience of contributing to Individual Education Plans and Behaviour Plans (W).</li> <li>• Experience in working with families in need of additional guidance and support (I).</li> <li>• Experience in mentoring or counselling (W).</li> <li>• Prior experience of working in a secondary education setting and/or youth work (I).</li> <li>• Experience of leading a team (W)</li> </ul>



<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"><li>• Good written and verbal communications (W, I)).</li><li>• Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives (I).</li><li>• Ability to negotiate and empathise with others (I).</li><li>• Ability to implement the academy behaviour policy in a calm manner (I).</li><li>• A confident and competent user of ICT (W).</li><li>• Ability to embrace and utilise the latest technology to improve efficiencies (I).</li><li>• Ability to engage effectively with others including parents/guardians and outside agencies as well as young adults (W).</li><li>• Ability to establish a rapport and respectful and trusting relationships with young adults, their families, parents/guardians, carers and other adults (W).</li><li>• Ability to work collaboratively with colleagues, understanding classroom roles and responsibility and your own position within these (I).</li><li>• Ability to meet deadlines and to manage own time effectively (I).</li><li>• Good organisational skills (I).</li><li>• To promote a positive ethos and good role model (I).</li><li>• Self-reliance, resourcefulness and the ability to work on own initiative and to meet deadlines.</li><li>• To continually improve own practice/knowledge through self-evaluation and learning from others (I).</li></ul>	<ul style="list-style-type: none"><li>• Ability to input, analyse and use data effectively to bring about successful outcomes (I).</li></ul>
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<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, commitment and positive outlook (I).</li> <li>• Possess a willingness to try new approaches and ideas (I).</li> <li>• A positive commitment to further professional development (I).</li> <li>• High standards of self and others (I).</li> <li>• Effective leadership skills (I).</li> </ul>	
<b>Other Conditions</b>	<ul style="list-style-type: none"> <li>• Able to fulfil all aspects of the Job Description (I).</li> <li>• Conduct yourself in a professional manner and abide by our code and conduct (I).</li> <li>• Must satisfy relevant pre-employment checks (D).</li> <li>• This post will involve contact with vulnerable groups (Children, young people, and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 And subject to an Enhanced DBS check (D).</li> </ul>	
<b>Equal Opportunities &amp; Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities (I).</li> <li>• Commitment to safeguarding students with full adherence to; Child Protection, Safeguarding and staff code and conduct policies (I).</li> <li>• Must be able to recognise discrimination and its many forms, and be willing to put equality policies into practice (I).</li> </ul>	

**Evidence key:** Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.