



PERSON SPECIFICATION – Speech and Language Therapy Assistant

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> NVQ Level 3	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> GCSE qualifications in Maths and English	E	
<input type="checkbox"/> Worked with children with SEND	D	
<input type="checkbox"/> Training in the use of specialist computer software e.g writing with symbols, Boardmaker Makaton training	D	
<input type="checkbox"/> Training in the use of specific speech and language therapy assessments	D	
<input type="checkbox"/> First Aid qualification	D	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Some knowledge of child development	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Some knowledge of speech and language development and difficulties in children	E	
<input type="checkbox"/> An understanding of the role of a Speech and Language Therapist and other professionals working with children with speech and language difficulties	E	
<input type="checkbox"/> An understanding of confidentiality	E	
<input type="checkbox"/> Knowledge of standards of record keeping	E	
<input type="checkbox"/> Experience as a SLT assistant or similar role, including working with children	D	
<input type="checkbox"/> Working within a range of educational settings	D	
<input type="checkbox"/> Working with groups	E	
<input type="checkbox"/> Working to programmes set by a SLT	D	
<input type="checkbox"/> Basic knowledge of the Children Act, 1993 Education Act, the Code of Practice and current issues within education	D	
Key Skills & Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Adapting/making equipment	E	

<input type="checkbox"/> Good spoken and written communication skills	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Good organisation and time management skills	E	
<input type="checkbox"/> Car driver	D	
<input type="checkbox"/> Good computer skills	D	
<input type="checkbox"/> Developed auditory and perceptual skills	D	
<input type="checkbox"/> Participate in INSET days and attend courses for professional development	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> Ability to build strong personal relationships based on integrity and trust with all stakeholders and with our children	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Ability of work collaboratively as part of a team	E	
<input type="checkbox"/> Ability of work both under supervision and independently	E	
<input type="checkbox"/> Flexible and motivated	E	
<input type="checkbox"/> Enthusiastic and motivated	E	
<input type="checkbox"/> Committed to providing a high-quality service	E	
<input type="checkbox"/> Empathetic and sensitive to the needs of others	E	
<input type="checkbox"/> Committed to achieving further professional development including improving own practice/knowledge	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	