

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE &amp; QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of classroom roles and responsibilities and own position within these.</li> <li>• Basic, relevant and up to date knowledge of the relevant curriculum and associated safeguarding approaches.</li> <li>• Understand relevant policies, guidance and legislation with a commitment to keeping abreast of developments, including latest safeguarding guidance.</li> </ul> <p>Good literacy and numeracy competency (evidenced by GCSE Maths and English at grade C or above, equivalent qualifications or experience).</p> <ul style="list-style-type: none"> <li>• Commitment to undertake relevant qualifications, e.g. relevant NVQ Level 2/ 3 in supporting teaching and learning or equivalent, first aid qualification, and to ensure ongoing professional development.</li> <li>• Able to demonstrate ability to work at a minimum of NVQ Level 2 in supporting teaching and learning or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ for Teaching Assistants level 2 or above, or equivalent.</li> <li>• First aid qualification.</li> </ul>
<b>SKILLS &amp; EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Able to communicate effectively both orally and in writing. Demonstrates an ability to understand and convey complex information.</li> <li>• Able to engage students and manage behaviour on a one to one or small group basis.</li> <li>• Strong interpersonal skills, in particular demonstrates empathy and active listening.</li> <li>• Good planning and organisational skills, specifically with regard to learning activities and support materials.</li> <li>• Effective use of IT for own planning and to support students.</li> <li>• Works collaboratively to ensure best outcomes for children.</li> <li>• Adapts practice to meet individual needs and ensure an inclusive approach, including with SEND students, students with additional needs/ disabilities.</li> <li>• Works effectively with parents/ carers and external stakeholders.</li> <li>• Self-evaluates learning needs and seeks professional development opportunities.</li> <li>• Adheres to strict confidentiality requirements.</li> </ul> <p>Willingness to work at different CLF sites and attend meetings off site if required.</p>	<ul style="list-style-type: none"> <li>• Experience of or willingness to train, in order to offer personal care support to students with a physical disability (where relevant).</li> </ul>
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• A keen interest in working with children and commitment to inclusion and acceptance of all.</li> <li>• Patient, calm and able to work under pressure.</li> <li>• Caring and understanding attitude, sensitive and responsive to the needs of children and their parents/ carers.</li> <li>• Emotional intelligence and resilience.</li> <li>• Hard working, flexible and reliable.</li> <li>• Commitment to continuous improvement through professional development, self-evaluation and awareness.</li> <li>• Role model the positive values, attitudes and behaviour expected of students.</li> <li>• Commitment to and able to work in a way that promotes and respects equal opportunities and diversity.</li> </ul> <p>Commitment to and able to work in a way that promotes the safety and well-being of children and young people.</p>	