## Person Specification – Teaching and Learning Support Practitioner Level 3

# Part A: Application Stage

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

# Essential

|  |  |
| --- | --- |
|  | Full Driving Licence and relevant Mini Bus training |
|  | Experience of working with and/or caring for children of a similar age group, preferably within an education setting |
|  | NVQ Level 2 or equivalent qualification in relevant discipline OR appropriate experience |
|  | Recent and relevant experience of working with and/or caring for children within a specified age range/subject area, preferably within an education setting |
|  | Ability to work effectively within a team environment, understanding classroom roles and responsibilities |
|  | Ability to build effective working relationships with all pupils and colleagues |
|  | Good numeracy and literacy skills |
|  | Ability to promote a positive ethos and role model positive attributes |
|  | The ability to manage behaviour of children in a positive and supportive manner |
|  | Friendly, approachable and professional manner with a calm approach |
|  | A commitment to working as part of the whole school team and supporting the vision and aims of the school |
|  | High expectations of all pupils, respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements |
|  | Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners |
|  | Able to improve their own practice through observations, evaluation and discussion with colleagues. |

# Desirable

|  |  |
| --- | --- |
|  | Relevant knowledge of First Aid |
|  | Experience of working with 1:1  |
|  | Ability to communicate well with a range of audiences |
|  | Experience of integrated working  |

# Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

|  |  |
| --- | --- |
| 1 | Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes |
| 2 | Understanding of classroom roles and responsibilities. |
| 3 | Excellent ICT skills and the proven ability to use them effectively to support learning. |
| 4 | Able to relate well to children and adults and in particular able to establish positive relationships with pupils. |
| 5 | Able to respond positively and effectively to unexpected problems and situations. |
| 6 | Able to work with minimal supervision. |
| 7 | Able to work constructively as part of a team and with a flexible approach to work. |

|  |  |
| --- | --- |
| 8 | 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.
 |
| 9 | No disclosure about criminal convictions, No driving convictions or safeguarding concerns that makes applicant unsuitable for this post. |
| 10 | Tenacity and resilience |
| 11 | Good sense of humour |
| 12 | Excellent listening, verbal communication and writing skills |

# Desirable

|  |  |
| --- | --- |
| 13 | Awareness of relevant legislation relating to child protection. |
| 14 | Understanding of principles of child development and learning processes. |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Written 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 from Disclosure & Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | Medical clearance |
| 4 | (For qualified teachers only) Professional registration with the General Teaching Council for England |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |

**Guidance Notes**

**General**

* The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
	+ Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
	+ Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can’t justify, as other evidence of ability may be just as relevant. If you can’t justify the inclusion of a criterion, don’t use it:
	+ Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE’s, degree level.
	+ Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can’t justify why it is essential.
	+ Do not use age as a condition or indicator of experience or maturity.
	+ Avoid unjustifiable physical requirements that could exclude people with a disability.

**Part A: Application Stage**

* + Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

# Part B: Assessment Stage

* + Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

# Part C: Additional Requirements

* + Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.