



## PERSON SPECIFICATION

ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>EDUCATION AND TRAINING:</b> <ul style="list-style-type: none"> <li>Good general education and GCSE passes in Maths and English (A-C).</li> </ul>	<ul style="list-style-type: none"> <li>NVQ qualification - Supporting Teaching &amp; Learning.</li> <li>Support Work in Schools Vocational Qualification - Level 2.</li> <li>Suitable training in phonics and/or interventions.</li> <li>First Aid Qualification.</li> </ul>
<b>EXPERIENCE:</b> <ul style="list-style-type: none"> <li>Relevant experience of working with children of Early Years or Primary school age - leading small groups and working as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in an Early Years setting or primary school environment.</li> <li>Experience of working with children with Special Educational Needs.</li> </ul>
<b>CURRICULUM BASED SKILLS:</b> <ul style="list-style-type: none"> <li>Ability to use ICT to effectively support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Good general knowledge and ability to set tasks into contexts of pupil interests.</li> <li>Knowledge of the requirements of the Early Years Foundation Stage Curriculum</li> </ul>
<b>COMMUNICATION AND TEAMWORK SKILLS:</b> <ul style="list-style-type: none"> <li>Good oral and written communication skills.</li> <li>Ability to work effectively and professionally within a team of adults.</li> <li>Ability to efficiently understand and follow direction from the Class Teacher or Special Needs Coordinator, using initiative.</li> <li>Ability to relate well to children, establishing empathy and a good rapport.</li> <li>Ability to motivate pupils and to use positive behaviour management strategies with individuals, groups and whole classes.</li> </ul>	<ul style="list-style-type: none"> <li>Supportive of colleagues.</li> <li>Capability to analyse tasks and how they may be best achieved.</li> </ul>
<b>WORKING SKILLS</b> <ul style="list-style-type: none"> <li>Able to work under pressure and multitask.</li> <li>Has a solution-based approach to problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to plan and prioritise a range of regular and irregular tasks with specific deadlines.</li> </ul>
<b>ATTRIBUTES</b> <ul style="list-style-type: none"> <li>Hardworking with a positive attitude,</li> <li>Resilient and patient.</li> <li>Adaptable and able to cope with a range of tasks.</li> <li>Willingness to become fully involved in school life.</li> </ul>	<ul style="list-style-type: none"> <li>Friendly and sociable with a good sense of humour.</li> <li>Flexible approach, enjoys a varied workload.</li> <li>Creative.</li> </ul>

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<p><b>PROFESSIONAL UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Ability to maintain confidentiality inside and outside the school.</li> <li>• Understanding of the need to maintain positive, professional and respectful relationships with all colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound understanding of safeguarding issues.</li> <li>• Able to demonstrate commitment to Equal Opportunities and other key school policies.</li> </ul>
<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>• Understanding that it is everyone's responsibility to safeguard and promote the welfare of children and that everybody has a role to play in identifying concerns, sharing information and taking prompt action.</li> <li>• Ability to provide a safe environment in which children can learn.</li> </ul>	<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>• Recent, relevant safeguarding training including Working Together and Prevent.</li> </ul>