|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Application** | * **Fully supported in reference. (R)** * **Well written, structured and presented application. (A)** |  |
| **Qualifications** | * **HLTA qualification or higher (A) (I)** | * **Relevant training in safeguarding children (A)** * **ELSA qualification (A)(R)** |
| **Experience** | * **Experience of working across the primary age range (A) (I)** * **Experience of planning and assessing (A) (I)** * **Experience of engaging and working effectively with primary aged children, demonstrating a positive impact. (A) (R)** * **Experience of engaging and working effectively with parents/carers, demonstrating a positive impact. (A) (R)** | * **Experience of effective communication and liaison with agencies linked to education e.g. CAMHs, SALT, Education Welfare Team (A)** |
| **Skills and abilities** | * **Excellent communication and interpersonal skills (I) (R)** * **Ability to take the lead and have effective outcomes (I) (R)(A)**   **Competence in IT and use effectively in lessons (R)(A)**   * **Good organisational skills (I) (R)** * **Demonstrate the qualities needed to build positive and effective relationships with primary aged children and adults. (R) (I)** * **Ability to effectively manage children’s behaviour, using positive approaches, being firm, fair and consistent. (R) (I)** * **Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. (I) (R)** * **Ability to support and model good practise to support staff and volunteers (R)(I)(A)** | * **Experience of developing learning areas within the classroom (A) (I)** |
| **Special Knowledge** | * **Knowledge of the range of potential barriers to learning for children (A) (I)** * **Knowledge of specific interventions to support underachievement / SEN pupils / more able (A) (I) (R)** * **Ability to plan effective lessons and deliver them to a high standard (A) (I) (R)** * **Ability to identify areas for development during lessons and through marking / feedback as appropriate.** * **Working knowledge of appropriate and effective teaching strategies and interventions to support children’s learning (A) (R) (I)** * **Understand and support the needs of particular children presenting with special educational needs and Social Emotional mental health concerns (A) (I) (R)** * **Knowledge of how to safeguard children and recognise signs of abuse. (I)** | * **An area of subject specialism which could support develop and enhance the curriculum** |
| **Personal Attributes** | * **Demonstrate a commitment to CPD and participation in training opportunities. (A) (R)** * **High expectations of self and others (R) (I)** * **Self- reflective, continually reflecting on own practice (I) (R)** * **Responsive to feedback, challenge and support (R)** * **Flexible and adaptable in approach (I) (R)** * **Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders (R) (I)** * **Ability to manage pressure effectively and deal with challenging situations in a calm manner (I) (R)** * **Enthusiasm for working with children and as part of a wider school team.** | * **Outside interests (A)** * **Outside interests that could be utilised in school for after school club /curriculum (A)** |
| **Professional philosophy and commitment** | * **Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (R) (I)** * **Commitment to the school and wanting the best for all stakeholders.** |  |