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|  | **Essential** | **Desirable** |
| **Application** | * **Fully supported in reference. (R)**
* **Well written, structured and presented application. (A)**
 |  |
| **Qualifications** | * **NVQ Level 3 - or equivalent or higher (I) (A)**
 | * **Relevant training in safeguarding children (A) (R)**
* **Relevant training in EYFS (A) (R)**
* **ELSA or SEMH training (A) (R)**
 |
| **Experience** | * **Experience of working in KS1 and KS2. (A) (I) (A)**
* **Experience of engaging and working effectively with primary aged children, demonstrating a positive impact. (A) (R) (I)**
* **Experience of engaging and working effectively with parents/carers, demonstrating a positive impact. (A) (R) (I)**
 | * **Experience of planning and assessing children in EYFS (A) (I) (R)**
* **Experience of instigating adult led and child initiated activities and experiences (A) (I)**
* **Experience working in EYFS (A) (R)**
* **Experience of effective communication and liaison with agencies linked to education e.g. CAMHs, SALT, Education Welfare Team (A) (R)**
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| **Skills and abilities** | * **Excellent communication and interpersonal skills (I) (R)**
* **Good organisational skills (I) (R) (A)**
* **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) (A)**
* **Good keyboard/computer skills (A) (R)**
* **Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. (I) (R) (A)**
 | * **Experience of developing learning areas within the classroom (A) (I)**
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| **Special Knowledge** | * **Knowledge of the range of potential barriers to learning for children (A) (I)**
* **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 / EAL. (A) (I)**
* **Knowledge of how to safeguard children and recognise signs of abuse. (I)** (A) (R)
 | * **Experience of running specific interventions to support underachievement / SEN pupils / more able**
* **Understanding of the key areas of learning and development in EYFS (A) (I)**
* **Specialism that would support and enhance the curriculum**
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| **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)**
* **Willingness to support the wider life of the school**
* **Willingness to support the wellbeing of staff and children (A) (R) (I)**
 | * **Outside interests (A)**
* **Outside interests that could be utilised in school for after school club /curriculum (A)**
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| **Professional philosophy and commitment** | * **Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (R) (I)**
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