

PERSON SPECIFICATION- Support Assistant Level 1

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> Level 2 Teaching Assistant qualification or equivalent and appropriate to the role	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Committed to achieving further professional development including Basic Skills (Literacy and Numeracy)	E	
<input type="checkbox"/> Training in Thrive or Team Teach Approach	D	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience in early years	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> A good standard of personal numeracy skills	E	
<input type="checkbox"/> A good standard of spoken English	E	
<input type="checkbox"/> Experience of working with children with SEN	D	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	
<input type="checkbox"/> Able to use technology to a basic level e.g., computer, video and photo copier	E	
<input type="checkbox"/> Able to use language and other communication skills that children can understand and relate to	E	
<input type="checkbox"/> Able to supervise groups of pupils	E	
<input type="checkbox"/> Able to undertake observations of individual pupils and complete records under the direction of a teacher	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview/
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	

<input type="checkbox"/> Flexible in approach to meet the needs of the pupils/staff	E	Task (if applicable)
<input type="checkbox"/> Able to work within and apply all relevant school policies and schemes of work	E	
<input type="checkbox"/> Able to work effectively as part of a team and as an individual	E	
<input type="checkbox"/> Motivation to work with children and young people	E	
<input type="checkbox"/> Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Emotional resilience in working with challenging behaviours	E	
<input type="checkbox"/> Attitude to use authority and maintaining discipline	E	
<input type="checkbox"/> Able to work in partnership with other agencies	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	