

## PERSON SPECIFICATION- Primary Curriculum Support Worker

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.

<b>Qualifications &amp; Training</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Relevant Level 2/3 Qualifications e.g., Level 2 Support Work in Schools Level 2 Supporting Teaching and Learning in Schools Level 3 Qualification in Childcare	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> First Aid Qualified (or willing to qualify)	<b>E</b>	
<input type="checkbox"/> Degree or Equivalent	<b>E</b>	
<b>Knowledge &amp; Experience</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Experience of working successfully as a team member	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Experience of a team approach to problem solving	<b>E</b>	
<input type="checkbox"/> Experience of working with parents/carers to support the needs of young people aged 3–11	<b>E</b>	
<input type="checkbox"/> Recognised and relevant level 3 in Childcare	<b>E</b>	
<input type="checkbox"/> Experience of working with young children in Key Stage 2	<b>E</b>	
<input type="checkbox"/> Good standard of literacy and numeracy (both written and oral)	<b>E</b>	
<input type="checkbox"/> Having a clear understanding of the primary curriculum for upper Key Stage 2	<b>D</b>	
<input type="checkbox"/> Experience of working with young people in schools or similar setting	<b>E</b>	
<input type="checkbox"/> Experience of working with teachers to plan and assess	<b>D</b>	
<input type="checkbox"/> Ability to engage positively and relate well to primary aged children	<b>E</b>	
<input type="checkbox"/> Ability to take the initiative and to work flexibly	<b>D</b>	
<input type="checkbox"/> Good understanding of the expectations at the end of Year 2 and Year 6	<b>D</b>	
<b>Skills &amp; Key Criteria</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> A commitment to raising standards for all young people at Excelsior Academy	<b>E</b>	Application form/Interview/
<input type="checkbox"/> Ability to motivate and manage young people of all abilities	<b>E</b>	

<input type="checkbox"/> Ability to communicate effectively with adults and young people through written and verbal communication	<b>E</b>	Task (if applicable)
<input type="checkbox"/> Ability to work sympathetically yet purposefully with challenging young people	<b>E</b>	
<input type="checkbox"/> Ability to take initiative	<b>E</b>	
<input type="checkbox"/> An excellent team member	<b>E</b>	
<b>Equal Opportunities</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<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	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	<b>E</b>	
<b>Safeguarding</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	<b>E</b>	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	<b>D</b>	