

Model Person Specification – Support Assistant Level 3

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

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| 1 | Experience of supporting pupils in a learning environment |
| 2 | Knowledge of national or foundation stage curriculum |
| 3 | Experience of classroom organisation |
| 4 | Experience of administrative and clerical duties in a school or office environment |
| 5 | NVQ Level 3 for Teaching Assistants or equivalent qualification or experience |
| 6 | Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency |

Desirable

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| 7 | Experience of advancing progress of pupils of relevant age within a learning environment |
| 8 | Experience of working with children who have English as an additional language. |
| 9 | Intervention experience with a variety of year groups |
| 10 | Supervision of staff |
| 11 | First Aid Training |

Part B: Assessment Stage

Items 1 and 2 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

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| 1 | Experience of using ICT to support pupils in the classroom |
| 2 | Able to take an active role in co-ordinating reviews of pupil's progress including liaising with other agencies as appropriate |
| 3 | Able to produce accurate and up to date records and reports. |
| 4 | Able to undertake observations and assessments of pupils including those with special educational needs. |
| 5 | Able to undertake routine invigilation and marking |
| 6 | Able to work within and apply all relevant school policies and schemes of work |
| 7 | Able to contribute effectively to the planning of the teaching programme |
| 8 | Able to lead, organise and motivate a group of Support Assistants Levels 1 and 2 |
| 9 | Committed to achieving further professional development |
| 10 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> motivation to work with children and young people ability to form and maintain appropriate relationships and personal boundaries with children and young people |

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| | <ul style="list-style-type: none"> ▪ emotional resilience in working with challenging behaviours ▪ attitude to use of authority and maintaining discipline. ▪ able to work in partnership with other agencies |
| 11 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

Desirable

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| 12 | Knowledge of SEN Code of Practice |
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The following methods of assessment will be used:

| Method | | Method | |
|--------------------|--------|-----------------------------------|--------|
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Other (specify) | Yes/No | Other (specify) | Yes/No |

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| 1 | Enhanced Certificate of Disclosure from the Criminal Records Bureau |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | List 99 and/or POCA List (residential establishments only) check |
| 4 | Medical clearance |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |