**SMART Multi Academy Trust**

**Person Specification - Support Assistant, Level 2**

**Part A: Application Stage**

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

**Essential**

|  |  |
| --- | --- |
| 1 | Experience working in EYFS/KS1/KS2 |
| 2 | Ability to work independently with pupils |
| 3 | Experience of supporting pupils in a learning environment |
| 4 | Knowledge of the Early Years Foundation Stage Framework |
| 5 | Experience of classroom organisation |
| 6 | NVQ Level 2 or 3 for Teaching Assistants or equivalent qualification or experience |
| 7 | Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency |
|  |  |

**Desirable**

|  |  |
| --- | --- |
| 8 | Experience of advancing progress of pupils within a learning environment |
| 9 | Experience working across the whole primary age range (EYFS, KS1 and KS2) |
| 10 | A good working knowledge of phonics and recent training |
| 11 | Experience working one-to-one with SEND pupils |
| 12 | Experience working 1-to-1 with SEN pupils |
| 13 | Experience assessing and recording attainment and progress |
| 14 | Paediatric/Emergency First Aid qualification |
|  |  |

**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**

|  |  |
| --- | --- |
| 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 marking where appropriate |
| 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 | Committed to achieving further professional development |
| 9 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:   * + - motivation to work with children and young people     - ability to form and maintain appropriate relationships and personal boundaries with children and young people     - emotional resilience in working with challenging behaviours     - attitude to use of authority and maintaining discipline.   able to work in partnership with other agencies |
| 10 | * + - No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |
|  |  |

**Desirable**

|  |  |
| --- | --- |
| 12 | Knowledge of SEN Code of Practice |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Other (Observed Task with Pupils) | Yes |  |  |

**Part C: Additional Requirements**

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

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Disclosure and Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | Barred List check |
| 4 | Right to Work Check |
| 5 | Medical clearance |
| 6 | Two references from current and previous employers (or education establishment if applicant not in employment) |