

**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

|  |  |
| --- | --- |
| 1  | Experience of supporting pupils in a learning environment  |
| 2  | Knowledge of national and EYFS stage curriculum  |
| 3  | Experience of classroom organisation  |
| 4  | Experience of administrative and clerical duties in a school or office environment  |
| 5  | NVQ 3 for Teaching Assistants or equivalent qualification or experience  |
| 6  | Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency  |
| 7  | Experience supporting SEND pupils on either 1:1 basis or small group  |

# Desirable

|  |  |
| --- | --- |
| 8  | Experience of advancing progress of pupils of relevant age within a learning environment  |
| 9  | Catholic  |
| 10  | Supervision of staff  |
| 11  | First Aid Training  |
| 12  | SEND 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

|  |  |
| --- | --- |
| 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: ▪ 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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|  |  |
| --- | --- |
|  | * 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

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

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method**  |  | **Method**  |  |
| Interview  | In person  | Presentation  | Yes  |
| Lesson Observation  | Yes  | Structured discussion with pupils  | No  |

# 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 within the 5 years prior to appointment  |
| 3  | Barred list check  |
| 4  | Medical clearance  |
| 5  | Two references from current and previous employers (or education establishment if applicant not in employment)  |