## 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 of supporting children in a learning environment |
| 2 | Knowledge of national/foundation stage curriculum |
| 3 | Experience of classroom organisation |
| 4 | Experience of administrative and clerical duties in a school or office environment |
| 5 | Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency |

# Desirable

|  |  |  |
| --- | --- | --- |
| 6 | First Aid Training |  |

# Part B: Assessment Stage

Items1, 2, and 3 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 use language and other communication skills that children can understand and relate to. |
| 3 | Able to empathise with the needs of children and in particular able to establish positive relationships with pupils. |
| 4 | Able to consistently and effectively implement agreed behaviour management strategies. |
| 5 | Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs |
| 6 | Able to work within and apply all relevant school policies and schemes of work |
| 7 | Able to supervise groups of pupils. |
| 8 | Able to carry out and report on systematic observations of pupils’ knowledge, understanding and skills. |
| 9 | Able to undertake routine invigilation and marking |
| 10 | Able to work effectively as part of a team |
| 11 | Committed to achieving further professional development |
| 12 | 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 |
| 13 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

# Desirable

|  |  |
| --- | --- |
| 14 | Knowledge of SEN Code of Practice |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Task | Yes | Structured discussion 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 | Medical clearance |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |