**Person Specification – Support Assistant – Level 4**

**Part A: Application Stage**

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

**Desirable**

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| **1** | Experience of advancing progress of pupils of relevant age within a learning environment. |
| 2 | Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working. |
| **3** | Training in relevant learning strategies and specialist knowledge in a particular curriculum area. |
| 4 | Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency |
| 5 | NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience. |
| **7** | Understanding of classroom roles and responsibilities. |

**Part B: Assessment Stage**

**Essential**

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| **1** | Excellent ICT skills and the proven ability to use them effectively to support learning. |
| **2** | Able to relate well to children and adults and in particular able to establish positive relationships with pupils. |
| **3** | Able to respond positively and effectively to unexpected problems and situations. |
| **4** | Able to work with minimal supervision. |
| **5** | Able to work constructively as part of a team and with a flexible approach to work. |
| **6** | 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
 |
| **7** | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

**Desirable**

|  |  |
| --- | --- |
| **1** | Working knowledge of national or foundation stage curriculum and other relevant learning programmes/strategies. |
| **2** | Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes. |
| **3** | Awareness of relevant legislation relating to child protection. |
| **4** | Understanding of principles of child development and learning processes. |
| **5** | Experience of administering, assessing and marking tests. |
| **6** | Experience of integrated working |
| **7** | Supervision of classroom support staff. |
| **8** | Appropriate first aid training |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson observation |  | Structured discussion with pupils  |  |
| 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:

|  |  |
| --- | --- |
| **1** | Enhanced Certificate of Disclosure from the Disclosure and Barring Service |
| **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** | At least two references from current and previous employers (or education establishment if applicant not in employment |
| **6** | Right to work in the UK |