

**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 providing support to all learners, individually or in groups, so they can access the curriculum, engage in learning and experience a sense of achievement |
| 2 | Experience of teaching Read Write Inc (RWi) Phonics |
| 3 | Good teamwork skills and the ability to communicate their knowledge and understanding of learners to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision |
| 4 | NVQ Level 3 for Teaching Assistants or equivalent qualification or experience |
| 5 | Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of learner performance and progress as required |
| 6 | Able to take an active role in liaising with the class teacher regarding pupils’ progress |
| 7 | Support learners with Educational Health Care Plans, in line with their educational programmes. |

**Desirable**

|  |  |
| --- | --- |
| 8 | Experience of advancing progress of pupils of relevant age within a learning environment |
| 9 | Use allocated time to devise clearly structured activities that interest and motivate learners to progress their learning |
| 10 | To provide cover for colleagues when required |
| 11 | First Aid Training |

**Part B: Assessment Stage**

Items 1, 2, 5 and 6 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

|  |  |
| --- | --- |
| 1 | Promote learners’ independence, self-esteem and social inclusion |
| 2 | Provide high quality learning resources for all students though the use of adaptations and differentiation |
| 3 | Liaise with parents/carers/outside agencies where appropriate |
| 4 | Able to work within and apply all relevant school policies and schemes of work |
| 5 | Able to effectively follow the planning of the teaching programme |
| 6 | Committed to achieving further professional development |
| 7 | 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
 |
| 8 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

**Desirable**

|  |  |
| --- | --- |
| 9 | Knowledge of SEN Code of Practice |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Observation of activity with children | Yes | Structured discussion with pupils | No |
| Other (specify) | No | Other (specify) | 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  | 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)  |