

# Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.

Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** **A** = Application Form, **I** = Interview, **R** = Reference.

|  | Essential | Desirable | Evidence |
|--|-----------|-----------|----------|
| <b>Qualifications and Professional Development</b>   |           |           |          |
| GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths                               | X         |           | A        |
| Level 2 qualification  | X         |           | A        |
| <b>Experience</b>  |           |           |          |
| Experience working in a school environment or other educational setting.   | X         |           | A, R     |
| Experience working with children/young people with special educational needs (SEN)   |           | X         | A, R, I  |
| <b>Professional Knowledge and Understanding</b>  |           |           |          |
| Good literacy and numeracy skills  | X         |           | A        |
| Good organisational skills   | X         |           | A,R, I   |
| Ability to build effective working relationships with pupils and adults  | X         |           | R, I     |
| Skill and expertise in understanding the needs of pupils   | X         |           | A,I      |
| Knowledge of how to help adapt and deliver support to meet needs   | X         |           | R,I      |
| Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils | X         |           | R,I      |
| Excellent verbal communication skills  | X         |           | R,I      |
| Ability to work as part of a team and to be flexible in their approach to daily routines                                       | X         |           | R,I      |
| Active listening skills  | X         |           | R,I      |

|   |   |   |       |
|---|---|---|-------|
| The ability to remain calm in stressful situations  | X |   | R,I   |
| Knowledge of guidance and requirements around safeguarding children                                       | X |   | R,I   |
| Good ICT skills, particularly in using ICT to support learning  | X |   | R,I   |
| <b>Personal Skills and Attributes</b>   |   |   |       |
| Enjoyment of working with children  | X |   | R,I   |
| Sensitivity and understanding, to help build good relationships with pupils                               | X |   | R,I   |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | X |   | R,I   |
| Commitment to maintaining confidentiality at all times  | X |   | R,I   |
| Commitment to safeguarding pupil wellbeing and equality   | X |   | R,I   |
| Resilient, positive, forward looking and enthusiastic about making a difference                           | X |   | R,I   |
| Capacity to inspire, motivate and challenge children and young people                                     | X |   | R,I   |
| Ability to have positive interactions with adults and children of all ages                                | X |   | A,R,I |
| Ability to deal effectively with minor accidents and injuries   |   | X | A,I   |
| <b>Other</b>  |   |   |       |
| A willingness to promote the ethos of the school  | X |   | I     |
| Commitment to the School's Equal Opportunities Policy and Acceptance                                      | X |   | I     |