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| Job Title | SEND Learning Support Assistant |
| Salary Range | CPS Salary Scale 13 - 17 |
| Responsible to | Head Teacher |

| Key Criteria | Essential | Desirable | Assessed By |
|--------------------------------------|---|---|-------------|
| Qualifications and Experience | Evidence of relevant Professional Development | Level 3 or equivalent childcare | A |
| | Experience with primary age children | Other relevant qualifications (e.g. Foundation Degree in Education) | A |
| | Experience of working with children who have additional needs | National Vocational Qualifications in Supporting Teaching and Learning | A |
| | Team Teach/Positive Handling trained or willing to undergo training | Experience of writing, monitoring and supporting IEPs for pupils, staff and parents | A |
| | | Experience of supervising others | A |
| | | First Aid qualifications | A |
| | | Minimum of 3 year experience in a childcare setting, within the last 5 years | A |

| Key Criteria | Essential | Desirable | Assessed By |
|------------------|--|---|-------------|
| Knowledge | Knowledge and understanding of the requirements of the National Curriculum | Knowledge and understanding of Key Stage 1 and 2 curriculum | A, I, O |
| | Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting | Knowledge and understanding of current research into effective learning strategies, educational trends and issues | I, O |

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|--|---|--|------|
| | Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion | | I |
| | Knowledge and understanding of safeguarding and child protection legislation and guidance | | A, I |

| Key Criteria | Essential | Desirable | Assessed By |
|----------------------------|---|--|-------------|
| Skill and Abilities | Ability to contribute to planning and preparation of lessons and teaching materials | Understanding of assessment tracking systems | I, R |
| | Ability to contribute to assessment and monitoring of pupil progress | High level ICT skills | I, O |
| | Ability to form positive, warm relationships with pupils | | I, R |
| | Ability to prioritise and manage time and workload | | A, I, R |
| | Ability to work as part of a team | | A, I |
| | Ability to communicate with a wide range of audiences, including parents, colleagues and others | | A, I |
| | Ability to be creative, innovative and tenacious | | A, I, O |
| | Clear and courteous communication skills | | A |

| Key Criteria | Essential | Desirable | Assessed By |
|----------------------------|--|-----------|-------------|
| Personal Attributes | Passionate approach to teaching and learning | | A, I |
| | Commitment to the ethos and values of Cathedral Primary School | | A |
| | Caring nature | | O, R |
| | Ability to inspire learners. Desire to provide the best possible education to all learners | | A, O |

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|--|--|--|---------|
| | Ability to enthuse and motivate others | | A, R |
| | Positive approach to change and development | | A |
| | Flexibility and adaptability | | A, R |
| | Strong commitment to personal CPD | | A, R |
| | Professional approach | | A, I, O |
| | Innovative, creative and willing to take appropriate risks | | A, I |
| | Able to inspire confidence in pupils, parents, carers and colleagues | | A, I, R |

| Key Criteria | Essential | Desirable | Assessed By |
|---------------------|--|-----------|-------------|
| Safeguarding | Evidence of suitability to work with children (enhanced DBS check) | | R |
| | Evidence of commitment to the safeguarding, health and welfare of children | | A |

A **Application Form**
I **Interview**
O **Observation**
R **References**