|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications**  |
| A relevant education, health or social care qualification at level 3 (e.g. Supporting Teaching & Learning in Schools) | 🗸 |  | Application form |  |  |
| Level 2/GCSE grade C or above in English and maths and ICT  | 🗸 |  | Application formCertificates checked at Interview |  |  |
| **Experience** |
| Experience working in a school or similar environment | 🗸 |  | Application form |  |  |
| Experience working in a special school | 🗸 |  | Application form |  |  |
| Experience working with children or adults with disabilities/SLD/ASD/PMLD | 🗸 |  | Application form&Interview |  |  |
| Experience working with people who display challenging behaviour | 🗸 |  | Application form&Interview |  |  |
| **Knowledge and Skills** |
| A working knowledge of the national curriculum. | 🗸 |  | Application form & Interview |  |  |
| Understands the needs of students with learning difficulties | 🗸 |  | Interview |  |  |
| Understands the needs of autistic pupils | 🗸 |  | Interview |  |  |
| Able to use teaching methods; TEACCH, sensory approaches  | 🗸 |  | task |  |  |
| Able to use communication approaches; PECs, Makaton, AAC,  | 🗸 |  | task |  |  |
| Able to, speak and write in grammatically correct English  | 🗸 |  | Interview & task |  |  |
| Ability to speak more than one language |  | 🗸 | Interview |  |  |
| Able to drive a minibus |  | 🗸 | Interview |  |  |
| Understands safeguarding procedures relating to the role | 🗸 |  | Interview |  |  |
| Able to guide learning support assistants and apprentices in using teaching techniques | 🗸 |  | Task |  |  |
| **Personal Qualities** |
| The candidate is willing to put our students needs at the centre of all they do at work.  | 🗸 |  | Interview |  |  |
| Excellence record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference |  |  |
| Able to work in a team, taking a leading role and supporting less experienced team members | 🗸 |  | Interview |  |  |
| Able to work under own initiative when the situation demands this | 🗸 |  | Task  |  |  |
| Sensitivity to the challenges faced by students, staff and families | 🗸 |  | Task  |  |  |
| Approachable, polite and professional | 🗸 |  | Interview  |  |  |
| Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required | 🗸 |  | Interview |  |  |
| Flexible. Able to manage last minute changes when required | 🗸 |  | Interview |  |  |
| Physically fit enough to carry out all aspects of the role which includes hoisting pupils and carrying out physiotherapy programmes and providing personal care and toileting older children and young people | 🗸 |  | Interview |  |  |
| High expectations of self and others | 🗸 |  | Interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | Interview |  |  |
| Discretion in everyday working life and in particular in dealing with confidential pupil information | 🗸 |  | Interview |  |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role | 🗸 |  | Interview |  |  |
| Committed to the principle of encouraging young people to progress and work towards independence | 🗸 |  | Interview |  |  |
| Willing to participate in full range of curriculum activities  | 🗸 |  | Interview |  |  |
| Sense of humour and positive attitude to daily challenges | 🗸 |  | Interview |  |  |
| Committed to equality of opportunity for all | 🗸 |  | Interview |  |  |