The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

|  |  |  |
| --- | --- | --- |
| **QUALIFICATIONS AND TRAINING** | **ESSENTIAL ON APPOINTMENT** | **DESIRABLE ON APPOINTMENT (**If not attained, development may be provided for successful candidate) |
| NVQ level 3 for Teaching Assistants or equivalent qualifications or experience. | **√** |  |
| Very good standard of Mathematics/English skills. | **√** |  |
| **EXPERIENCE** | **ESSENTIAL ON APPOINTMENT** | **DESIRABLE ON APPOINTMENT** |
| Working with children in the Primary school setting. | **√** |  |
| Experience of supporting children in aclassroom environment | **√** |  |
| Working with a range of year groups |  | **√** |
| Working with children with special educational needs. |  | **√** |
| Planning and delivering intervention groups. |  | **√** |
| First Aid Trained |  | **√** |
| **KNOWLEDGE AND UNDERSTANDING** | **ESSENTIAL ON APPOINTMENT** | **DESIRABLE ON APPOINTMENT** |
| Understanding of relevant policies, codes of practice and legislation including safeguarding and confidentiality. | **√** |  |
| Ability to work with individual and groups of children, both in and out of the classroom. | **√** |  |
| Ability to assess pupils’ progress. | **√** |  |
| Can manage the behaviour of pupils in a reasonable manner. | **√** |  |
| Experience of supporting English and Mathematics teaching. | **√** |  |
| Effective use of ICT to support learning. |  | **√** |
| **SKILLS** | **ESSENTIAL ON APPOINTMENT** | **DESIRABLE ON APPOINTMENT** |
| To relate well to children and adults. | **√** |  |
| Ability to work as part of a team. | **√** |  |
| Good communication skills. | **√** |  |
| Ability to relate well to parents/carers | **√** |  |
| Organisational skills. | **√** |  |
| **PERSONAL ATTRIBUTES** | **ESSENTIAL ON APPOINTMENT** | **DESIRABLE ON APPOINTMENT**  |
| Attend school CPD sessions. | **√** |  |
| Have empathy with those facing barriers to their learning. | **√** |  |
| An understanding of and a genuine commitment to inclusion. | **√** |  |
| Efficient, reliable and committed. | **√** |  |
| Motivated and use own initiative. | **√** |  |
| A high degree of flexibility and personal resilience to enable changes from planned timetable | **√** |  |