

PERSON SPECIFICATION

Qualifications and Experience:	
1. Level 2 qualifications for English and Mathematics (for example O Level Grade/CSE Grade 1, GCSE A*-C, Adult Level 2 Pass)	E
2. Higher Level Teaching Assistant Status	E
3. Training in relevant learning strategies particularly Freshstart	E
4. Specialist skills/training in curriculum or learning area e.g. EAL, SEND, Functional Skills.	E
5. Experience of working with relevant age groups within a learning environment	E
Professional Values and Practice	
1. Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.	E
2. Able to build and maintain successful relationships with students, treating them equitably with respect and consideration.	E
3. Demonstrate a commitment and ability to raise educational achievement to all students and to promote positive values, attitudes and behaviour.	E
4. Understand the roles of parents and carers in students' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.	E
5. Demonstrate willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line manager.	E
Knowledge and Understanding	
1. Demonstrate sufficient understanding of defined specialist area to support students' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.	E
2. Demonstrate familiarity with the school curriculum, the age related expectations of students, the main teaching methods and the testing/ examination frameworks in the subjects and age ranges in which they are involved.	D
3. Able to understand and recognise desired outcomes of lesson plans.	D
4. Understand the key factors that can affect student learning.	D
5. Aware of the statutory frameworks relevant to the role.	D
6. Understand the legal definition of Special Educational Needs (SEN) and are familiar with the guidance about meeting SEN given in the SEN Code of Practice.	D
7. Understand a range of strategies to establish a learning environment and to promote good behaviour.	D
Planning and Expectations	
1. Understand the principles and importance of effective planning and preparation of lessons.	D
2. Understand the principles and importance of feedback to students and colleagues on students' learning and behaviour.	D
3. Knowledge of teaching resources to meet the diversity of student needs and interests.	D
4. Awareness of learning in out-of-school contexts and related policies and procedures	D
Monitoring & Assessment	
1. Awareness and understanding of student assessment activities.	D
Teaching & Learning Activities:	
1. Able to interest, motivate and advance learning of students using clearly structured teaching and learning activities.	E
2. Able to communicate effectively and sensitively with students to support their learning.	E
3. Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities.	E
4. Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment.	E
5. Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues.	E
6. Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment.	E
7. Understand and be able to use ICT for the advancement of students' learning, using common ICT tools for their own and students' benefit.	E
Personal Qualities:	
1. Initiative and ability to prioritise one's own work.	E
2. Able to follow direction and work in collaboration with line manager.	E
3. Able to work flexibly to meet deadlines and respond to unplanned situations.	E
4. Efficient and meticulous in organisation.	E
5. Desire to enhance and develop skills and knowledge through CPD.	E
6. Evidence of excellent attendance and punctuality record.	E
7. Commitment to the highest standards of child protection.	E
8. Recognition of the importance of personal responsibility for Health and Safety.	E
9. Commitment to the schools ethos, aims and its whole community.	E

E ESSENTIAL
D DESIRABLE