



EMPLOYEE SPECIFICATION

When filling in the application form, please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Desirable* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone. Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.

Post Title: Senior Teaching Assistant Level 3	Directorate/School: Heritage Park School	Grade: 5
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Criteria No	Attributes	Criteria	How Identified	Rank
1.	Relevant Experience	Relevant experience to the post	Application form/Interview	Essential
		Experience of working with children of relevant age	Application form/Interview	Essential
		Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties	Application form/Interview	Desirable
		Experience of leading learning with groups of pupils	Application form/Interview	Desirable



2.	Education and Training Attainments	<p>Level 2 qualification or equivalent</p> <p>Level 3 qualification</p> <p>Level 4 qualification</p> <p>Specific training in interventions/SEN/SEMH</p> <p>Commitment to all CPD offered</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/interview</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p>
3.	General and Special Knowledge	<p>Effective use of ICT and other specialist equipment/resources for teaching and progress data</p> <p>Understanding of pupils with social, emotional and mental health difficulties and SEN such as autism, ADHD, dyslexia and attachment difficulties</p> <p>Knowledge of interventions such as phonics, reading interventions</p> <p>Knowledge of reasons that effect behaviour</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p>



		Understanding of child development and how children learn		
4.	Skills and Abilities	<p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to children and adults.</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>To be able to personalise learning for pupils</p> <p>To develop strategies to support reluctant learners to engage and achieve</p> <p>To be able to use a range of strategies to support positive behaviour</p> <p>Full understanding of the range of multi-agency support</p> <p>Ability to use correct English in spoken and written communication</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
5.	Additional Factors	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Application form/Interview	Essential