

Person Specification

JOB TITLE:	Support Assistant Level 2
STATUS:	Current

CRITERIA	Essential/ Desirable	Application	Tasks	Interview	Vetting Checks
Knowledge and qualifications					
1. Full Safeguarding Training or willingness to train.	E	~			~
2. Knowledge of Primary Curriculum	E	~		✓	
 Learning Support Assistant L2 qualification or equivalent. 	E	√			√
 GCSE grade C or above in English and Maths or equivalent competency 	E	 ✓ 			~
5. Knowledge of other key stages	D	~			
6. First Aid Training or willingness to train if required.	D	~			
 Committed to achieving further professional development 	E	√			
Experience				<u> </u>	
8. Experience of supporting children in a learning environment	E	✓		 ✓ 	
 Experience of advancing progress of pupils of relevant age within a learning environment 	D	~		✓	
10. Experience of supporting children in a learning environment	E	 ✓ 		✓	
11. Experience of classroom/small group organisation.	E	~		✓	
Skills and competencies	-1	L	1	<u> </u>	<u> </u>

12. Willingness to run before or after school provision as overtime. ✓ 13. Able to use language and other communication skills that children can understand and relate to. E ✓ 14. Able to empathise with the needs of children and in particular able to establish positive relationships with pupils. E ✓ ✓ 15. Able to consistently and effectively implement agreed behaviour management strategies. E ✓ ✓ 16. Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs E ✓ ✓ 17. Able to supervise groups of pupils. E ✓ ✓ ✓ 18. Able to supervise groups of pupils. E ✓ ✓ ✓ 19. Able to carry out and report on systematic observations of pupils' knowledge, understanding and skills. E ✓ ✓ 20. Able to work effectively as part of a team E ✓ ✓ 21. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people E ✓ 22. Emotional resilience in working with challenging behaviours E ✓ ✓ 22. Appropriate behaviour and maintain appropriate relationships and personal boundaries with children and young people ✓ 22. Emo						
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particular able to establish positive relationships with pupils. Image: Comparison of the end of		E		✓	~	
behaviour management strategies. Image: Strategies. 16. Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs Image: Strategies. 17. Able to work within and apply all relevant school policies and schemes of work E Image: Strategies. 18. Able to supervise groups of pupils. E Image: Strategies. Image: Strategies. 19. Able to carry out and report on systematic observations of pupils' knowledge, understanding and skills. E Image: Strategies. 20. Able to work effectively as part of a team E Image: Strategies. Image: Strategies. 21. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: Image: Strategies. Image: Strategies. Image: Im	particular able to establish positive relationships with	E		✓	✓	
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3. Embraces and displays the NEAT values: aspirational,	E		✓
collaborative, inclusive, innovative, has integrity,			
responsible			