



### Person Specification

<b>JOB TITLE:</b>	<b>Support Assistant - Higher Level</b>
<b>DATE:</b>	<b>June 2024</b>
<b>STATUS:</b>	<b>Draft</b>

Criteria	Essential/ Desirable	Application	Tasks	Interview	Vetting Checks
<b>Knowledge and qualifications</b>					
1. An A-Level equivalent qualification in a national curriculum subject.	E	✓			✓
2. GCSE grade C or above in English and Maths or equivalent competency.	E	✓		✓	✓
3. Other relevant qualifications e.g. Foundation Degree in Education.	D	✓		✓	✓
4. Training in relevant strategies and knowledge of how to adapt and deliver support depending on individual needs.	E	✓		✓	
5. Knowledge and understanding of the National Curriculum.	E	✓		✓	
6. Knowledge and understanding of HLTA standards.	E	✓		✓	
<b>Experience</b>					
7. Supervising groups and classes of pupils in the absence of the class teacher.	E	✓	✓	✓	
8. Planning and leading individual, group and whole classes/learning activities.	E	✓	✓	✓	
9. Working with children who have special educational needs/EAL.	E	✓		✓	

10. Experience of using ICT to support pupils in the classroom and encouraging their independent use too.	E	✓	✓	✓	
11. Working with secondary age children.	D	✓		✓	
12. Leading and managing small teams of other support staff.	D	✓		✓	
13. Assessing and monitoring learning activities to support the class teacher in evaluating pupil progress.	D	✓		✓	
<b>Skills and competencies</b>					
14. Able to work well with a team of other staff, communicating accurately both verbally and written.	E	✓		✓	
15. Ability to work effectively with secondary age pupils to advance their learning in a range of classroom setting, including working with individuals, small groups and whole classes.	E	✓		✓	
16. Effective analytical skills with the ability to analyse and interpret data.	E	✓	✓	✓	
17. Good organisational and time management skills to effectively manage own workload.	E	✓		✓	
18. Able to maintain accurate records of pupil progress, understanding the sensitivity of information.	E	✓		✓	
19. Able to carry out and report on systematic observations of pupils' knowledge, understanding and skills.	E	✓		✓	
20. Able to use language and other communication skills that pupils can understand and relate to, varying styles of communication when necessary.	E		✓	✓	
21. Able to empathise with the needs of children and in particular able to establish positive relationships with pupils.	E	✓		✓	
22. Able to form positive working relationships with others, including parents and carers, to provide constructive feedback on pupil progress.	E	✓		✓	
23. Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to individual pupil needs.	E		✓	✓	

24. In line with school policy, be able to consistently and effectively implement agreed behaviour management strategies.	E	✓		✓	
25. Able to work within and apply all relevant school policies and schemes of work.	E			✓	
26. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	E	✓		✓	
<b>Other</b>					
27. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role.	E	✓			✓
28. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role.	E				✓
29. Embraces and displays the NEAT values: aspirational, collaborative, inclusive, innovative, has integrity, responsible.	E	✓	✓	✓	