

Please ensure your application includes examples of how you meet the essential criteria.

| No. | Area | Essential | Desirable |
|----------|--|-----------|-----------|
| 1 | Qualifications and Training | | |
| 1.1 | Have HLTA status (or intention to gain HLTA status upon appointment) or equivalent qualification or experience. | ✓ | |
| 1.2 | Minimum 'C' grade or better in Maths and English at GCSE or equivalent. | ✓ | |
| 1.3 | Specialist training in an appropriate curriculum or learning area (e.g. speech and language) | | ✓ |
| 1.4 | Training in Read Write Inc and other relevant teaching and learning strategies. | | ✓ |
| 2 | Experience | | |
| 2.1 | Minimum 2 years' experience working with or caring for children of a relevant age in an educational setting. | ✓ | |
| 2.2 | General understanding of the National Curriculum and other basic learning programmes and techniques. | ✓ | |
| 2.3 | Basic understanding of child development and learning | ✓ | |
| 2.4 | Awareness of inclusion and vulnerable groups in a school setting. | ✓ | |
| 2.5 | Track record of positive outcomes when working with children with SEN issues or cognition and learning difficulties or behaviour difficulties. | | ✓ |
| 2.6 | Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. | | ✓ |
| 2.7 | Experience of teaching whole classes. | | ✓ |
| 3 | Knowledge and job-related abilities | | |
| 3.1 | The ability to provide support for all pupils, including those with special needs, ensuring their safety and access to learning activities. | ✓ | |
| 3.2 | Promote good behaviour, dealing promptly with conflict and incidents in line with the agreed school policies. | ✓ | |
| 3.3 | The ability to undertake pupil record keeping as requested. | ✓ | |
| 3.4 | The ability to plan and deliver structured teaching and learning activities. | ✓ | |
| 3.5 | Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection. | ✓ | |
| 3.6 | Understanding of statutory frameworks relating to teaching. | | ✓ |
| 3.7 | Understanding a range of support services and other agencies as appropriate | | ✓ |
| 3.8 | Ability to plan effective actions for pupils at risk of underachieving | | ✓ |
| 4 | Personal qualities and attributes | | |
| 4.1 | Establish good working relationships with pupils and other adults. | ✓ | |
| 4.2 | Act as a role model to others in school. | ✓ | |

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| 4.3 | Provide detailed and regular feedback to teachers and pupils on achievements and progress. | ✓ | |
| 4.4 | Establish excellent communication skills, with children and colleagues. | ✓ | |
| 4.5 | Show patience, reliability and trustworthiness | ✓ | |
| 4.6 | Demonstrate a positive approach to inclusive practice, with children and colleagues. | ✓ | |
| 4.7 | Demonstrate enthusiasm for working with young children. | ✓ | |
| 4.8 | Support the use of ICT in learning activities and develop pupil's competence and independence in its use. | ✓ | |
| 4.9 | Work as part of a team, appreciating and supporting the role of other members of the team. | ✓ | |
| 4.10 | Ability to direct the work, where relevant, of other adults in supporting learning. | ✓ | |
| 4.11 | Support the change process; remain positive during times of change. | ✓ | |
| 4.12 | Be self-reflective identifying and celebrating successes and recognising areas for further development. | ✓ | |
| 4.13 | Be flexible. | ✓ | |