

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

No.	Area	Essential	Desirable
1	Qualifications and Training		
1.1	Relevant childcare, education, social care or health qualification to at least NVQ Level 3 or equivalent	✓	
1.2	Minimum 'C' grade or better in Maths and English at GCSE or equivalent.	✓	
1.3	Further qualifications and / or studies relevant to the role (e.g. qualifications in speech and language, Thrive, counselling, social care, health or education)		✓
2	Experience		
2.1	Minimum 2 years' experience working with families, vulnerable people or children.	✓	
2.2	Experience of supporting children/adults with social, emotional, mental health needs	✓	
2.3	Basic understanding of child development and learning	✓	
2.4	Awareness of inclusion and vulnerable groups in a school setting.	✓	
2.5	Experience of working closely with parents and/or other stakeholders	✓	
2.6	Experience of meeting professionally with groups of people or individuals	✓	
2.7	Track record of positive outcomes when working with children with SEN issues or cognition and learning difficulties or behaviour difficulties.		✓
2.8	Experience of providing intervention programmes e.g. through social skills groups, anger management, circle time etc.		✓
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	Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	✓	
3.5	Understanding a range of support services and other agencies as appropriate, including those available for families locally		✓
3.6	Knowledge of the Early Help pathway		✓
4	Personal qualities and attributes		
4.1	Establish good working relationships with pupils, parents and other adults.	✓	
4.2	Provide detailed and regular feedback to teachers and pupils on achievements and progress.	✓	

4.3	Manage pupil behaviour in a calm, positive and restorative manner in line with the school's policies	✓	
4.4	Show patience, reliability and trustworthiness	✓	
4.5	Demonstrate a positive approach to inclusive practice, with children and colleagues.	✓	
4.6	Ability to work flexibly and supportively with parents and carers	✓	
4.7	Ability to work in partnership with teachers and other professionals as well as agencies, voluntary groups and service providers	✓	
4.8	Work as part of a team, appreciating and supporting the role of other members of the team.	✓	
4.9	Ability to direct the work, where relevant, of other adults in supporting learning.	✓	
4.10	Excellent interpersonal skills	✓	
4.11	Computer literate	✓	
4.12	Resilience, flexibility and ability to retain a sense of perspective	✓	
4.13	Approachable, positive, flexible and enthusiastic	✓	