

Model Person Specification – Support Assistant – Level 4

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1	Experience of advancing progress of pupils of relevant age within a learning environment.
2	Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working.
3	Experience of administering, assessing and marking.
4	Training in relevant learning strategies and specialist knowledge in a particular curriculum area.
5	Level 3 Basic Skills (Literacy and Numeracy) or equivalent competency
6	NVQ 3 for Teaching Assistants or equivalent qualification or experience.
7	Ability to support and uphold the Christian ethos of the school.

Desirable

7	Experience of integrated working
8	Supervision of classroom support staff.
9	Appropriate first aid training.
10	Experience and knowledge of administering medicines in schools.

Part B: Assessment Stage

Items 1, 2, 3 and 4 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

1	Working knowledge of national or foundation stage curriculum and other relevant learning programmes and strategies including White Rose Maths schemes.
2	Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes
3	Understanding of classroom roles and responsibilities.
4	Excellent ICT skills and the proven ability to use them effectively to support learning.
5	Able to relate well to children and adults and in particular able to establish positive relationships with pupils and their carers.
6	Able to respond positively and effectively to unexpected problems and situations.
7	Able to work with minimal supervision.
8	Able to work constructively as part of a team and with a flexible approach to

	work.
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9	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours ▪ attitude to use of authority and maintaining discipline. ▪ able to work in partnership with other agencies
10	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Desirable

11	Awareness of relevant legislation relating to child protection.
12	Understanding of principles of child development and learning processes.

The following methods of assessment will be used:

Method		Method	
Interview	Yes	Presentation	No
Lesson Observation	Yes	Structured discussion with pupils	No
Other (specify)	Yes/No	Task	Yes

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Criminal Records Bureau
2	Additional criminal record checks if applicant has lived outside the UK
3	List 99 and/or POCA List (residential establishments only) check
4	Medical clearance
5	Two references from current and previous employers (or education establishment if applicant not in employment)

Guidance Notes

General

- The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
- Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
- Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criterion, don't use it:
 - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
 - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
 - Do not use age as a condition or indicator of experience or maturity.
 - Avoid unjustifiable physical requirements that could exclude people with a disability.

Part A: Application Stage

- Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

Part B: Assessment Stage

- Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

Part C: Additional Requirements

- Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.