

<b>Essential:</b>	<b>Desirable</b>
<p>Qualifications:</p> <ul style="list-style-type: none"> <li>● NVQ Level 3 for Teaching Assistants or equivalent as per QCA document</li> <li>● Very good numeracy/literacy/ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>● Training in the relevant learning strategies, e.g. literacy and/or in particular curriculum or learning area, e.g. bilingual, sign language, dyslexia, ICT, Maths, English, CACHE etc.</li> <li>● First aid training as appropriate</li> <li>● Certificate in National Learning Mentor</li> </ul>
<p>Experience:</p> <ul style="list-style-type: none"> <li>● Experience of working with children in an educational setting</li> <li>● Experience in working as part of a safeguarding team</li> <li>● Experience delivering individual and group interventions</li> <li>● Gathering pupil voice</li> <li>● Experience with helping children to overcome barriers to learning to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working with children having a range of special needs</li> <li>● Experience of delivering staff training</li> <li>● Experience of referring into external agencies</li> <li>● Use of multi-agency referral forms and MARAC</li> <li>● Experience of effective deployment of staff or resources</li> <li>● Knowledge and understanding of national and regional education issues relating to inclusion for pupils</li> <li>● Has the knowledge and understanding of current and national issues in relation to Safeguarding, Inclusion and Attendance</li> <li>● Good understanding of best practice and current educational thinking on Safeguarding, Inclusion and Attendance</li> <li>● Up to date knowledge and experience of Ofsted requirements for safeguarding</li> <li>● Experience of developing safeguarding and attendance practices in other staff</li> <li>● Experience with transition to Reception/High School</li> </ul>
<p>Knowledge &amp; Skills:</p> <ul style="list-style-type: none"> <li>● Ability to use ICT effectively to support learning</li> <li>● Full working knowledge of relevant policies/codes/practices and awareness of relevant legislation</li> <li>● Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> </ul>	

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| <ul style="list-style-type: none"><li>● Understanding of principles of child development and learning processes</li><li>● Ability to self-evaluate learning needs and actively seek learning opportunities</li><li>● Ability to relate well to children and adults</li><li>● Ability to work constructively as part of a team, understanding Classroom roles and responsibilities and own position within these roles.</li><li>● Knowledge and understanding of inclusion within the classroom</li><li>● Have a genuine concern for the welfare of young people.</li><li>● Have excellent communication skills.</li><li>● Have excellent motivational skills.</li><li>● Be able to understand issues from a young person's point of view.</li><li>● Be able to engage young people and earn their trust.</li><li>● Be able to develop good working relationships with people from a wide range of age groups and backgrounds.</li><li>● Be non-judgemental.</li><li>● Be patient.</li><li>● Be able to develop links with other agencies that can help young people who are facing difficulties.</li><li>● Be flexible in their approach to work.</li><li>● Have good planning skills to manage a caseload.</li><li>● Be able to cope with the emotional demands of the work.</li><li>● Have a sound knowledge of the education system</li></ul> |  |
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