

Jesmond Park Academy

Support Assistant – Higher Level Person Specification

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 working with children of relevant age in a learning environment. In particular, small group English interventions.
2	Experience of successfully implementing national curriculum and other relevant learning programmes or strategies.
3	Experience of advancing pupils' progress in a range of classroom settings, including working with individuals, small groups and whole classes.
4	Specialist skills or training in curriculum or learning area, e.g. behaviour management, EAL, SEN, individual subject areas
5	Experience of producing lesson plans and worksheets and of administering assessing and marking tests.
6	Training in relevant learning strategies.
7	NVQ 2 or 3 for Teaching Assistants or equivalent experience supporting teaching and learning in schools
8	High level of subject knowledge (delivering literacy and English interventions)

Desirable

9	Higher Level Teaching Assistant status.
10	Experience of integrated working
11	Supervision of classroom support staff
12	Hold a ESOL or TEFL qualifications

Part B: Assessment Stage

Items 1, 2, 3, 4 and 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

1	Able to demonstrate professional competencies within the HLTA standards
2	Good understanding of child development and learning process. Especially, with SEN and EAL students.
3	Good working knowledge of relevant policies, codes of practice and legislation within a classroom setting and a good understanding of the statutory framework relating to children's learning and wellbeing.
4	Able to take a lead role in co-ordinating reviews of pupil's progress including

	liaising with other agencies as appropriate
5	Able to participate in planning, monitoring and assessment arrangements in partnership with the class teacher.
6	Excellent written and oral communication skills.
7	Excellent ICT skills and the proven ability to use them effectively to support learning.
8	Able to organise, lead and motivate a team and to work constructively as part of a team.
9	Able to relate well to children and adults and in particular able to establish positive relationships with pupils.
10	Able to respond positively and effectively to unexpected problems and situations.
11	Able to take a responsive approach to children's needs to help address barriers to learning and well-being.
12	Able to work with minimal supervision.
13	Committed to achieving further professional development.
14	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
15	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Desirable

16	Invigilating internal and external examinations, under supervision.
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The following methods of assessment will be used:

Method		Method	
Interview	Yes	Presentation	No
Lesson Observation	Yes	Structured discussion with pupils	No

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 Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	Barred List Check 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)