

## PERSON SPECIFICATION

**JOB TITLE:** Special Needs Assistant

**DEPARTMENT:** Education

**GRADE:**

**POST NO:**

**PREPARED BY:**

**DATE:** 14 May 2014

|  |   |  |              |
|--|---|--|--------------|
| <b>E = ESSENTIAL</b><br><b>D = DESIRABLE</b> |   | <b>SOURCE OF EVIDENCE - APPLICATION = A</b><br><b>TEST = T</b><br><b>INTERVIEW = I</b> |              |
|  | <b>1. EXPERIENCE, direct work experience, other relevant experience.</b>  | <b>W =</b>   |              |
| <b>E</b>                                     | Experience working with children of relevant age.   |  | <b>A/I</b>   |
| <b>E</b>                                     | Experience of working with pupils with additional needs.  |  | <b>A/I</b>   |
|  |   |  | <b>A/I</b>   |
|  | <b>2. KNOWLEDGE, without which the job cannot be done effectively.</b>  | <b>W =</b>   |              |
| <b>D</b>                                     | Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation.                        |  | <b>A/I/T</b> |
| <b>D</b>                                     | Working knowledge of national curriculum and other relevant learning programmes.  |  | <b>A/I/T</b> |
| <b>D</b>                                     | Understanding of principles of child development and learning processes and in particular, barriers to learning.              |  | <b>A/I</b>   |
|  |   |  | <b>A/I</b>   |
|  | <b>3. SKILLS &amp; ABILITIES, Essential/Capable of doing, Desirable/Able to train.</b>  | <b>W =</b>   |              |
| <b>D</b>                                     | Ability to plan effective actions for pupils at risk of underachieving.   |  | <b>A/I</b>   |
| <b>D</b>                                     | Full understanding of the range of support services / providers.  |  | <b>A/I</b>   |
| <b>D</b>                                     | Ability to self-evaluate learning needs and actively seek learning opportunities.   |  | <b>A/I</b>   |
| <b>E</b>                                     | Ability to relate well to children and adults.  |  | <b>A/I</b>   |
| <b>E</b>                                     | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. |  | <b>A/I</b>   |
|  |   |  | <b>A/I</b>   |
|  | <b>4. QUALIFICATIONS, TRAINING &amp; EDUCATION, also identify training to be given.</b>                                       | <b>W =</b>   |              |
| <b>E</b>                                     | Very good numeracy / literacy skills.   |  | <b>A/I</b>   |
| <b>D</b>                                     | NVQ 3 for Teaching Assistants or equivalent qualification or experience.  |  | <b>A/I</b>   |
|  |   |  | <b>A/I</b>   |