

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE & QUALIFICATIONS	<ul style="list-style-type: none"> • Knowledge and understanding of classroom roles and responsibilities and own position within these. • Basic, relevant and up to date knowledge of the relevant curriculum and associated safeguarding approaches. • Understand relevant policies, guidance and legislation with a commitment to keeping abreast of developments, including latest safeguarding guidance. • Good literacy and numeracy competency (evidenced by GCSE Maths and English at grade C or above, equivalent qualifications or experience). • Commitment to undertake relevant qualifications, e.g. relevant NVQ Level 2/ 3 in supporting teaching and learning or equivalent, first aid qualification, and to ensure ongoing professional development. • Able to demonstrate ability to work at a minimum of NVQ Level 2 in supporting teaching and learning or equivalent. 	<ul style="list-style-type: none"> • NVQ for Teaching Assistants level 2 or above, or equivalent. • First aid qualification.
SKILLS & EXPERIENCE	<ul style="list-style-type: none"> • Able to communicate effectively both orally and in writing. Demonstrates an ability to understand and convey complex information. • Able to engage students and manage behaviour on a one to one or small group basis. • Strong interpersonal skills, in particular demonstrates empathy and active listening. • Good planning and organisational skills, specifically with regard to learning activities and support materials. • Effective use of IT for own planning and to support students. • Works collaboratively to ensure best outcomes for children. • Adapts practice to meet individual needs and ensure an inclusive approach, including with SEND students, students with additional needs/ disabilities. • Works effectively with parents/ carers and external stakeholders. • Self-evaluates learning needs and seeks professional development opportunities. • Adheres to strict confidentiality requirements. Willingness to work at different CLF sites and attend meetings off site if required. 	<ul style="list-style-type: none"> • Experience of or willingness to train, in order to offer personal care support to students with a physical disability (where relevant).
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • A keen interest in working with children and commitment to inclusion and acceptance of all. • Patient, calm and able to work under pressure. • Caring and understanding attitude, sensitive and responsive to the needs of children and their parents/ carers. • Emotional intelligence and resilience. • Hard working, flexible and reliable. • Commitment to continuous improvement through professional development, self-evaluation and awareness. • Role model the positive values, attitudes and behaviour expected of students. • Commitment to and able to work in a way that promotes and respects equal opportunities and diversity. Commitment to and able to work in a way that promotes the safety and well-being of children and young people. 	