



Person Specification			
Job Title	Student Support Assistant	Job Holder	
Author	Jo Evans	Date Created	February 2022
Date Reviewed		Next Review Date	

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description.

Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview.

Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

Key:			
E – Essential Process	D – Desirable	A – Application Form	I – Interview

Qualifications		E	D	A	I
1.	5 A*- C Level GCSEs or equivalent including English and Maths	✓		✓	
2.	Relevant NVQ Level 3 or successful completion within one year	✓		✓	
3.	Team Teach training or the ability to undertake it	✓		✓	

Knowledge & Understanding		E	D	A	I
Able to evidence and apply up to date secure knowledge and understanding of:					
1.	Relevant legislation and guidance in relation to working with, safeguarding and the protection of children and young people	✓		✓	
2.	Knowledge of SEND processes and procedures in schools	✓		✓	
3.	Relevant aspects of relevant legislation eg Safeguarding (Keeping Children Safe in Education), Health and Safety at Work 1974, GDPR 2018, Freedom of Information Act 2010, The Equality Act 2010 etc	✓		✓	✓

Skills		E	D	A	I
1.	Solution focused thinking and ability to problem solve effectively	✓		✓	✓
2.	Communicate clearly and effectively in the English language, with children and adults, both verbally and in writing.	✓		✓	✓
3.	Effectively work as a member of a team; both the Inclusion team and the wider school teams to ensure consistency and cohesiveness	✓		✓	
4.	Excellent interpersonal skills and the ability to relate to people with understanding, humour and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people	✓		✓	✓



5.	Be resilient and optimistic in order to manage day-to-day challenges in a busy school environment	✓		✓	✓
6.	Take personal responsibility, demonstrate a readiness to reflect and self-evaluate and the ability to change, improve and develop	✓		✓	✓
7.	Pay attention to detail and spot errors quickly	✓		✓	✓
8.	Ability to maintain efficient record keeping and to produce accurate and up to date reports	✓		✓	✓
9.	Ability to work in a confidential, discreet and sensitive manner	✓		✓	✓

Experience		E	D	A	I
1.	Developing positive relationships with children and families	✓		✓	✓
2.	Working in a school	✓		✓	
3.	Supporting pupils with additional needs to encourage independence	✓		✓	
4.	Working with children with Autism, Specific Learning Difficulties or challenging behaviour		✓	✓	✓
5.	Effectively working to tight deadlines whilst remaining calm	✓		✓	✓

Personal Attributes		E	D	A	I
1.	High levels of honesty and integrity and a highly ethical approach to all aspects of the role.	✓		✓	✓
2.	Have a passion for and relentless determination that every child develops and succeeds.	✓		✓	✓
3.	Have high standards in terms of attendance, punctuality and meeting deadlines.	✓		✓	✓
4.	Adaptability to respond appropriately to challenging situations.	✓		✓	✓
5.	Willingness to participate in further training and development opportunities offered by the school to further enhance knowledge	✓		✓	
6.	Demonstrate a positive approach with enthusiasm and maintain appropriate professional boundaries in relationships with children.	✓		✓	✓
7.	Be flexible to the ever-changing demands of working in a school	✓		✓	✓
8.	Committed to safeguarding and promoting the welfare of children and successfully DBS cleared.	✓		✓	✓