

Classroom Assistant (Band 5)



Person Specification

	Essential Criteria	Desirable Criteria
Qualifications	<ul style="list-style-type: none"> ✓ NVQ Level 2 (or equivalent) classroom assistant qualification (A) ✓ GCSE or equivalent in English and Maths at Grade C or above (A) 	<ul style="list-style-type: none"> ✓ Other professional qualifications (i.e. HLTA) ✓ First Aid qualification
Experience	<ul style="list-style-type: none"> ✓ Demonstrable experience of working as a classroom or teaching assistant within a primary school environment (A, I, R) ✓ Successful experience of supporting pupils on an individual and group basis (A, I, R) ✓ Experience of working effectively with parents/carers (A, I, R) ✓ Experience of supporting pupils with identified SEND, including communication and interaction needs, cognition and learning needs, and SEMH needs. (A, I, R) ✓ Experience of implementing targeted intervention strategies to support emotional regulation, behaviour for learning and pupil engagement. (A, I, R) ✓ Experience of using positive behaviour support and de-escalation approaches to support pupils experiencing emotional distress. (A, I, R) 	<ul style="list-style-type: none"> ✓ Experience of working with children of different ages and abilities (A, I, R) ✓ Experience of supporting and working with pupils with a special educational need (Learning, Behavioural, Social and Emotional) (A, I, R)
Knowledge / Skills	<ul style="list-style-type: none"> ✓ Excellent organisation skills (A, I) ✓ Knowledge and understanding of effective features that support teaching and learning (A, I, R) ✓ Knowledge and understanding of the National Curriculum (A, I, R) ✓ Knowledge of Child Protection procedures (A, I, R) ✓ Competence in ICT (A, I) ✓ Ability to work as part of a team (A, I) ✓ Ability to use own initiative (A, I) ✓ Excellent communication skills both verbal and in writing (A, I) ✓ Well developed work ethic (A, I, R) ✓ Ability to communicate effectively with a range of people including children (A, I) ✓ Be an effective role model for pupils by demonstrating positive values, attitudes and behaviour expected from pupils (A, I, R) □ ✓ Knowledge and understanding of the SEND Code of Practice and inclusive classroom practice. (A, I, R) ✓ Understanding of attachment-aware and trauma-informed approaches to supporting pupils. (A, I, R) 	<ul style="list-style-type: none"> ✓ Excellent IT skills (A, I) ✓ Knowledge of intervention strategies (A, I, R) ✓ Knowledge and understanding of the SEND Code of Practice (A, I) ✓ Commitment and evidence of own professional development (A, I, R) ✓ An excellent knowledge of correct spelling, grammar and punctuation (A, I) ✓ Knowledge of data protection issues (GDPR) (A, I) ✓ Knowledge of strategies such as Zones of Regulation, Emotion Coaching or restorative approaches. (A, I, R) ✓ Experience of supporting pupils with ASD, ADHD, speech and language needs or SEMH difficulties. (A, I, R) ✓ Understanding of sensory needs and strategies to support sensory regulation within the classroom environment. (A, I, R)

	<ul style="list-style-type: none"> ✓ Ability to build positive, consistent relationships with pupils who may present with SEMH needs. (A, I, R) ✓ Ability to support pupils to develop self-regulation, resilience and social communication skills. (A, I, R) ✓ Understanding of reasonable adjustments and adaptive practice to support access to learning for pupils with SEND. (A, I, R) 	
Additional	<ul style="list-style-type: none"> ✓ Recommendation from both referees (R) ✓ Clear Enhanced DBS Check (A, R) 	✓ Strong recommendation (R)

A - Application Form

I - Interview

R - Reference