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| **HCC Grade:** | B or C |

## Role Requirements

### Education and Experience

1. Excellent numeracy and literacy skills – at least English and Mathematics to Grade C GCSE or equivalent. (Essential)
2. Level 3 qualification eg NVQ, A-Levels (Desirable)
3. Experience of leading and managing groups of children (Desirable)
4. Experience of working with children with special education needs (Desirable)
5. Experience of working with secondary age students within a learning environment. (Desirable)
6. Experience of supporting the national curriculum (Desirable)
7. Experience of providing pastoral support for groups of students and advocating effectively for their needs where appropriate (Desirable)
8. Experience of liaising with parents or carers of children (Desirable)

#### Knowledge, Skills and Abilities

1. Ability to work well as part of a multidisciplinary team (Essential)
2. Ability to work very effectively with colleagues (Essential)
3. Ability to use ICT effectively including computer, audio, video equipment and photocopier (Essential)
4. Ability to understand the principles of child development and learning processes and in particular barriers to learning experienced by students with Severe Learning Difficulties and Autism (Desirable)
5. Ability to relate exceptionally well to students (Essential)
6. Ability to relate well to adults (Essential)
7. Understanding of the roles of parents and carers in student learning and demonstrable ability to liaise with them sensitively and effectively when necessary (Essential)
8. Ability to stay calm and be patient and understanding when dealing with children (Essential)
9. Excellent behaviour management skills which are adapted to the needs of different groups of students. To be able to deal with inappropriate behaviour in a calm and non-judgemental way following school guidance and expectations (Essential)
10. Understanding of safeguarding responsibilities in schools or settings caring for young people (Essential)
11. An understanding of the OfSTED inspection framework and the expectations in relation to teaching and learning (Desirable)
12. Ability to use PECCS, Makaton or alternative methods of communication with young people (Desirable)
13. Good Interactive Whiteboard skills and ability to use relevant educational ICT packages effectively (Desirable)
14. Ability to provide effective observation, monitoring and constructive feedback on student progress (Desirable)