

# Employee Specification Form



Post Number	
Job Title	<b>TA Level 2 SEMH</b>
Department	Oxton St Saviour's CE Aided Primary School
Prepared by and date	

**Important – Study “Explanatory Notes” printed overleaf before completing form**

## Core Vision Alignment

**Every member of our school staff is expected to commit to our core vision: Guided by Mark 12:30-31, we strive to nurture the 'whole child'—encouraging them to love learning with all their heart and mind, while fostering a community built on loving our neighbours as ourselves.**

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<b>Qualifications</b> <ul style="list-style-type: none"> <li>NVQ Level Two or higher for Teaching Assistants or equivalent</li> <li>GCSE English and Maths or equivalent qualification</li> </ul>	App App	<b>Qualifications</b> <ul style="list-style-type: none"> <li>First aid training</li> </ul>	App
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working with pupils with a range of special needs, for example ASC, ADHD, SEMH, attachment/trauma.</li> <li>Experience of working with pupils in a pastoral capacity.</li> <li>Experience of successfully leading intervention groups.</li> </ul>	App/Int App/Int App/Int  App/Int	<b>Experience</b> <ul style="list-style-type: none"> <li>Successful and recent experience of supporting individuals and/or small groups of children across the curriculum within a mainstream primary school.</li> <li>Experience of working with children in a primary school environment.</li> <li>Experience of challenging and developing more able pupils</li> </ul>	App/Int  App App/Int
<b>Knowledge and skills</b> <ul style="list-style-type: none"> <li>Basic understanding of child development and learning</li> <li>Ability to work alongside class teachers to organise resources and implement planning.</li> <li>Ability to relate well and build excellent relationships with adults (including parents) and children.</li> <li>An ability to show initiative and work with guidance from class teacher to adapt tasks to meet the needs of individual pupils and small groups</li> <li>Positive behaviour management skills</li> </ul>	App/Int App/Int App/Int  App/Int  App/Int	<b>Knowledge and skills</b> <ul style="list-style-type: none"> <li>Ability to work alongside class teachers to implement strategies to meet EHCP targets.</li> <li>Understanding relevant policies/codes of practice within schools including Safeguarding children and Keeping Children Safe in Education</li> </ul>	App/Int  App/Int
<b>Special Requirements:</b> <ul style="list-style-type: none"> <li>Self-motivated and organised</li> <li>Excellent interpersonal skills</li> <li>Team player</li> <li>Excellent attendance and punctuality record</li> <li>Ability to work under direction and on own initiative</li> <li>A level of physical fitness (<i>bending, lifting activities part of the role as this role includes a midday element</i>)</li> </ul>	App/Int App/Int App/Int App/Int App/Int App/Int	<b>Special Requirements:</b> <ul style="list-style-type: none"> <li>Some knowledge of the new SEND white paper</li> </ul>	App/Int

# Employee Specification Form – Guidance for Applicants

These guidance notes should be studied carefully before completing the Job Application Form (M05).

## **What is the purpose of an Employee Specification Form?**

The Employee Specification Form lists the personal attributes required to fulfil the duties listed in the Job Description (M03).

## **What are personal attributes?**

The personal attributes are the qualifications, experience, knowledge and skills and any special requirements that are required to be able to fulfil the duties of the post.

They are set at a level appropriate to the work to be done and *not* higher than necessary; stated clearly and specifically; and entirely job related.

## **What are essential personal attributes?**

These are the personal attributes without which a person would simply be unable to do the job.

Examples could be the possession of a current driving licence or a relevant qualification.

*Any applicant who does not meet all of the essential requirements will not be shortlisted (unless the stage identified is not at application).*

*Any Disabled applicant who meets all of the essential requirements **must** be shortlisted for interview.*

## **What are desirable attributes?**

These are the personal attributes which are desirable, but not essential.

Examples for certain jobs could be local government experience or knowledge of new technology.

*A candidate will not be rejected for failing to meet any single desirable requirement.*

## **What are the Stages Identified?**

These are the stages in the selection process that the personal attribute is to be identified, eg application form, interview, tests, references, etc.

## **How should I use the Employee Specification when completing my Job Application Form?**

You should refer to the personal attributes listed on the Employee Specification Form and use them to state clearly how you meet each of them on Section A4 of the Job Application Form (M05). You should start with the essential requirements and then the desirable requirements. You should also demonstrate how you meet them (give examples).

**Failure to state how you meet an essential requirement (if identified as Application stage) will result in you not being shortlisted for interview/the next stage.**