

Person Specification Cover Supervisor

Grange Farm Primary School

| * A Levels | | Essential | Desirable |
|--|-----------------|---|-----------------------------|
| Experience development | Qualifications | GCSE English and Maths or equivalent | |
| Experience of working with pupils of primary age, assisting in their development. | | · | |
| # Minimum experience of at least 3 years working as a teaching assistant in a school * Experience of working with pupils with additional educational needs, more able, special educational needs. * Experience of working in the relevant discipline. * Experience of working as part of a team. * Experience of working as part of a team. * Experience of working as part of a team. * Experience of working as part of a team. * Experience of working as part of a team. * An understanding of the needs of a multicultural society. * An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. * Understanding of principles of child development and learning processes as appropriate. * Working knowledge of relevant policies/codes of practice and awareness of relevant legislation * Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. * Knowledge of Health and Safety requirements * To know how to engage pupils in learning * Understand how to work with parents as partners * Ability to relate well to pupils and adults. * Ability to relate well to pupils and adults. * Ability to be highly flexible and respond to the daily changing needs of the school * Ability to understand and execute effectively given planning from teaching staff * Ability to be highly flexible and respond to the daily changing needs of the school * Ability to to end to end adults. * Ability to be legible flexible and respond to the daily changing needs of the school * Ability to act on feedback. * Good cooperative, interpersonal and listening skills. * Flexibility and willingness to accept change. * Willingness to share knowledge, expertise and experience. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to | Experience | Experience of working with pupils of primary age, assisting in their | - |
| Experience of working with pupils with additional educational needs, more able, special educational needs. Experience of working as part of a team. Knowledge and understanding of the needs of a multicultural society. An understanding of the needs of a multicultural society. An understanding of the heads of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Skills and Abilities Ability to relate well to pupils and adults. Ability to be lability to pubils and adults. Ability to be work on the deality changing needs of the school Ability to maintain good order and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to be self-evaluate learning needs and actively seek learning opportunities Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proachable, courteous and able to present a positive image of the school to | | Minimum experience of at least 3 years working as a teaching assistant in a | class sessions in teacher |
| able, special educational needs. Experience of working in the relevant discipline. Experience of working as part of a team. Experience of assisting pupils in their learning pupils in their learning from across the Primary Age Range An understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Skills and Abilities Ability in using other relevant equipment / technology. Good organisational skills Ability to relate well to pupils and adults. Ability to promain calm under pressure and be resilient where required. Ability to promain calm under pressure and be resilient where required. Ability to promain calm under pressure and be resilient where required. Ability to promain calm under pressure and be resilient where required. Ability to ordon constructively as part of a team. Ability to ordon order and discipline of group or class of pupils. Ability to ordon order and discipline of group or class of pupils. Ability to ordon order and discipline of group or class of pupils. Ability to ordon order and discipline of group or | | | |
| **Experience of working as part of a team.** **Experience of working as part of a team.** **Experience of working as part of a team.** **Experience of assisting pupils in their learning from across the Primary Age Range **An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.** **Understanding of principles of child development and learning processes as appropriate.** **Working knowledge of relevant policies/codes of practice and awareness of relevant legislation **Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.** **Kowledge of Health and Safety requirements** **To know how to engage pupils in learning of the very development and learning processes as appropriate.** **Ability in using other relevant equipment / technology.** **Good organisational skills** **Ability to maintain good order and discipline of group or class of pupils.** **Ability to relate well to pupils and adults.** **Ability to realiar ewell to pupils and adults.** **Ability to remain calm under pressure and be resilient where required.** **Ability to be highly flexible and respond to the daily changing needs of the school of the daily changing needs of the school of the daily changing needs of the school water of a team.** **Ability to self-evaluate learning needs and actively seek learning opportunities.** **Ability to self-evaluate learning needs and actively seek learning opportunities.** **Ability to ad or feedback.** **Good cooperative, interpersonal and listening skills.** **Flexibility and willingness to accept change.** **Willingness to share knowledge, expertise and experience.** **Ability to self-evaluate learning needs and actively seek learning opportunities.** **Ability to self-evaluate learning needs and actively seek learning opportunities.** **Ability to work proactively and independently.** **Approachable, courteous and able to present a positive image of the school to | | able, special educational needs. | attainment and progress for |
| Experience of assisting pupils in their learning from across the Primary Age Range | | | |
| Knowledge and understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to relate well to pupils and adults. Ability to to work constructively as part of a team. Ability to to be highly flexible and respond to the daily changing needs of the school Ability to be highly flexible and respond to the daily changing needs of the school Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Personal characteristics Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | Experience of assisting |
| Knowledge and understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Skills and Abilities Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to prioritise conflicting demands and pressures. Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities elability to act on feedback. Personal characteristics Lipholds and models the school values to all stakeholders. Upholds and models the school values to all stakeholders. Upholds and models the school values to all stakeholders. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Skills and Ability in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Ability to act on feedback. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to owrite proactively and independently. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | Range |
| needs, more able and special educational needs. Understanding of principles of child development and learning processes as appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Ability in using other relevant equipment / technology. Good organisational skills Ability to relate well to pupils and adults. Ability to relate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal Characteristics Willingness to share knowledge, expertise and experience. Ability to oself-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and experience. Ability to vork proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| appropriate. Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners **Nollity in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to realate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal Characteristics Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to self-evaluate learning needs and actively seek learning opportunities. | | needs, more able and special educational needs. | caacational issues |
| Working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Skills and Abilities Ability in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to verk constructively as part of a team. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to work proactively and independently. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of Health and Safety requirements To know how to engage pupils in learning Understand how to work with parents as partners Abilities Ability in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal Characteristics Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to work proactively and independently. Abproachable, courteous and able to present a positive image of the school to | | Working knowledge of relevant policies/codes of practice and awareness of | |
| relevant learning programmes/strategies. * Knowledge of Health and Safety requirements * To know how to engage pupils in learning * Understand how to work with parents as partners Skills and Ability in using other relevant equipment / technology. Good organisational skills * Ability to maintain good order and discipline of group or class of pupils. * Ability to relate well to pupils and adults. * Ability to work constructively as part of a team. * Ability to remain calm under pressure and be resilient where required. * Ability to remain calm under pressure and be resilient where required. * Ability to be highly flexible and respond to the daily changing needs of the school * Ability to understand and execute effectively given planning from teaching staff * Ability to prioritise conflicting demands and pressures. * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to act on feedback. Personal characteristics * Good cooperative, interpersonal and listening skills. * Flexibility and willingness to accept change. * Willingness to share knowledge, expertise and experience. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to work proactively and independently. * Approachable, courteous and able to present a positive image of the school to | | | |
| To know how to engage pupils in learning Understand how to work with parents as partners Ability in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to maintain good order and discipline of group or class of pupils. Ability to work constructively as part of a team. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Skills and Abilities Ability in using other relevant equipment / technology. Good organisational skills Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal Characteristics Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Abilities • Good organisational skills • Ability to maintain good order and discipline of group or class of pupils. • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure and be resilient where required. • Ability to be highly flexible and respond to the daily changing needs of the school • Ability to understand and execute effectively given planning from teaching staff • Ability to prioritise conflicting demands and pressures. • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to act on feedback. Personal characteristics • Good cooperative, interpersonal and listening skills. • Flexibility and willingness to accept change. • Willingness to share knowledge, expertise and experience. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently. • Approachable, courteous and able to present a positive image of the school to | | | |
| Ability to maintain good order and discipline of group or class of pupils. Ability to relate well to pupils and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | Ability in using other relevant equipment / technology. | |
| Ability to relate well to pupils and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Upholds and models the school values to all stakeholders. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | Abilities | | |
| Ability to remain calm under pressure and be resilient where required. Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | Ability to relate well to pupils and adults. | |
| Ability to be highly flexible and respond to the daily changing needs of the school Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Ability to understand and execute effectively given planning from teaching staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| staff Ability to prioritise conflicting demands and pressures. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Personal characteristics Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Ability to self-evaluate learning needs and actively seek learning opportunities Ability to act on feedback. Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Ability to act on feedback. Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Upholds and models the school values to all stakeholders. Good cooperative, interpersonal and listening skills. Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Flexibility and willingness to accept change. Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | Upholds and models the school values to all stakeholders. | |
| Willingness to share knowledge, expertise and experience. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | characteristics | | |
| Ability to work proactively and independently. Approachable, courteous and able to present a positive image of the school to | | | |
| Approachable, courteous and able to present a positive image of the school to | | Ability to self-evaluate learning needs and actively seek learning opportunities. | |
| | | | |
| | | others. | |
| Maintain confidentiality in all matters relating to the school, its pupils, parents and carers. | | | |
| • A sense of humour. | | | |



Person Specification Cover Supervisor Grange Farm Primary School