

## Covid Catch up Intervention Lead

### Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children between 5-11 years of age.</li> <li>• Delivery of intervention programmes to individual or groups of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience across different key stages</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• NVQ Level 3 for Teaching Assistants or equivalent (or level 2 with a willingness to work towards Level 3).</li> <li>• Experience of working with children and young people</li> <li>• GCSE pass (A-C) or equivalent in English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound education with A-C in English, Maths, Science and ICT at GCSE level or equivalent</li> <li>• NVQ Level 3 for Teaching Assistants or equivalent.</li> <li>• Participate in development and training opportunities</li> <li>• Evidence of ongoing CPD</li> </ul>
<b>Knowledge/Skills</b>	<ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• Sound understanding of curriculum and recent legislative changes.</li> <li>• Child Protection and safeguarding policy and practice</li> <li>• Excellent communications skills</li> <li>• Can use ICT effectively to support learning</li> <li>• Use basic technology – computer, video, photocopier</li> <li>• Ability to relate well to children and adults</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Work constructively as part of a team, understanding classroom</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to restorative approaches to managing behaviour</li> <li>• Relevant and current legislation relating to Special Educational Needs</li> <li>• Understanding of principles of child development and learning processes</li> <li>• Appropriate knowledge of first aid</li> <li>• Experience of supporting learners 1:1</li> <li>• Experience in supporting phonics lessons</li> </ul>

	<p>roles and responsibilities and your own position within these</p> <ul style="list-style-type: none"> <li>• Experience in developing and teaching interventions to groups and individuals.</li> <li>• Ability to take initiative and make decisions</li> <li>• Experience of assisting teaching and learning</li> <li>• Ability to prioritise and manage own workload</li> </ul>	
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**DBS and status of role description**

All staff will be required to have an enhanced DBS check. The duties and responsibilities outlined above are not exhaustive and may be varied from time to time after consultation with the post holder. They do not form part of the post holder's contract of employment.

***We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.***