**Person specification**

**Literacy Intervention Mentor**

| Attributes | **Essential** | **Desirable** | **How identified** |
| --- | --- | --- | --- |
| Qualifications | Good general standard ofeducation.Grade 4/C or above in EnglishGCSE or equivalent. | NVQ, or other qualification, related to working with children and/or around learning support.School Teaching Assistant experience.Experience of working with students with a focus ondeveloping literacy skills. | A/I/Q |
| Experience | Experience of working with people. | Experience in a school orteaching and learningenvironment.Experience of working with children preferably of Secondary age. | A/I |
| Knowledge and skills | Communication skills – both written and verbal.Ability to plan and prioritise ownworkload.Ability to accept guidance and direction from teachers.Ability to distinguish between the roles and responsibilities of the Teaching Assistant/HLTA/SENDCo and the Class Teacher.Ability to keep written records and support the development of pupil’s literacy and numeracy skills with confidence.An understanding of the necessity to maintain strictconfidentiality.A mature, sensitive approach. | Knowledge of schoolorganisation. | A/I/T |
| Character | Ability to communicate effectively with individuals andgroups of students, teachers and other members ofstaff, parents and professionals.Ability to work as part of a team.Ability to deal with parents sympathetically.Must be assertive and proactive.Able to be flexible and versatile,adapting to change effectively. Familiarity with basic ICT skills, and willing to undertake further training as required.Willingness to undertake professional development inthe context of rapid development in the use of information technology.Ability to be flexible in relation to working hours, asrequired. | A willingness to undertake paid training to develop job-related skills. | A/I |

Key

A = Application

I = Interview

Q = Qualification certificates

T = Task