**Person specification**

**Literacy Intervention Mentor**

| Attributes | **Essential** | **Desirable** | **How identified** |
| --- | --- | --- | --- |
| Qualifications | Good general standard of  education.  Grade 4/C or above in English  GCSE 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 on  developing literacy skills. | A/I/Q |
| Experience | Experience of working with people. | Experience in a school or  teaching and learning  environment.  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 own  workload.  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 strict  confidentiality.  A mature, sensitive approach. | Knowledge of school  organisation. | A/I/T |
| Character | Ability to communicate effectively with individuals and  groups of students, teachers and other members of  staff, 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 in  the context of rapid development in the use of information technology.  Ability to be flexible in relation to working hours, as  required. | A willingness to undertake paid training to develop job-related skills. | A/I |

Key

A = Application

I = Interview

Q = Qualification certificates

T = Task