

HE07C Person Specification

TO BE SENT TO THE STUDENT IN ADVANCE OF INTERVIEW

Course Title	FdEd Specialist Teaching Assistant: Social and Emotional Well-being
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1.	Course Details
	To be a student of TEC Partnership based at East Riding College studying the course FdEd Specialist Teaching Assistant: Social and Emotional Wellbeing, validated by TEC Partnership. The validation document, which describes the programme, is published on the TEC Partnership website link and is version number 1 You will be required to complete 240 credits in total (120 at level 4 and 120 at level 5). Level 4 will comprise four 30-credit modules, one of which requires work placement within an educational setting. Level 5 will comprise two 30-credit modules, one 20-credit module and a 40-credit module, which will allow you to undertake a project related to the specialism you are studying.

2.	Student Activities
	Delivery will be twice a week, with one in-person session and one online. Students will also be expected to complete work set while modules are running. This work can be done at any time during the week. There will be an allocated programme lead who will provide support during the programme. Students will be observed at their placement, with 18 hours of visits in the first year. During these visits they are expected to achieve 3 successful observations. 200 hours work placement is required (70 hours at level 4 and 130 at level 5).

3.	Following full engagement in the programme, and upon its successful completion, students will:
	• Manage their own learning, professional development and work using reflection and theory to improve their own and others' practice, communicating with a range of people to inform them and/or to coach and mentor them to improve outcomes. • Recall and apply to practice local or national policies and statutory and non-statutory legislation, and critically evaluate their impact and alignment to practice. • Critically evaluate theories of how learners develop physically, intellectually, emotionally and socially and apply this in practice to ensure learners are supported to overcome barriers.

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| | <ul style="list-style-type: none">• Evaluate critically theoretical and practical models of teaching, learning and assessment, including digital approaches, and assess the needs of individual learners to develop a plan to meet those needs through support, teaching approach and safe environments.• Advocate for learners and the sector, demonstrating a values and ethics model which respects individual learner needs, socio and cultural contexts, an ethical approach and the principles of equality, diversity, inclusion and sustainability.• Maintain positive relationships demonstrating interpersonal skills including teamwork, coaching and mentoring others in a learning environment, showing resilience but recognising in themselves, and in others, any support needs and seeking advice when required.• Gather and evaluate evidence and information from a wide range of primary and secondary sources to interpret and present in different formats, effectively communicating ideas and arguments to others, including a variety of media and technology, using appropriate academic conventions.• Demonstrate knowledge and critical understanding of social and emotional well-being practice and policy, and apply these in educational settings to plan, prepare, deliver and evaluate learning and assessment activities for individuals and groups.• Support learners with Social and emotional well-being issues, offering advocacy, identifying and producing strategies for support in educational settings to support learning and progression. |
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Qualities	Specific Requirements	Where demonstrated	E	D
Qualifications and Training	Standard Offer: The successful candidate will require 48 UCAS points or equivalent Level 3 or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4. The successful candidate will work within a school that is willing to use the setting as a placement or evidence an equivalent of 20 hours of work experience. Non-Standard Offer: The non-standard entry pathway is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally Level 3 qualifications which attract UCAS points (for instance, A-Levels or BTEC Level 3 courses). An applicant must hold level 2 Maths and English qualifications. The successful candidate will work within a school that is willing to use the setting as a placement, or an applicant must be able to evidence, with a supporting reference, two years' work/experience in the field of education or another profession which would give them skills and knowledge comparable to applicants with Level 3 qualifications. The non-standard applicants will be interviewed, set an appropriate piece of work (1500-word essay), and a judgement will be made considering their academic potential and relevant work/experience.	Application	X	
Specialist Knowledge	Applicants must complete or evidence an enhanced DBS check prior to admission	Interview	X	
Experience	Standard offer The successful candidate will work within a school that is willing to use the setting as a placement or	Application and Interview	X	

	evidence an equivalent of 20 hours of work experience. Non-standard offer The successful candidate will work within a school who is willing to use the setting as a placement or an applicant must be able to evidence, with a supporting reference, two years' work/experience in the field of education or other profession which would give them skills and knowledge comparable to applicants with Level 3 qualifications.		x	
Skills and Attributes	Ability to persevere when faced with challenging circumstances Manage own time to work towards multiple tasks to meet multiple deadlines Confidence to manage challenging situations with an awareness of safeguarding procedures Ability to solve large and complex problems using project management and critical thinking skills Ability to work with others at a range of tasks even where there is personal disagreement Patience required to manage students with SEND and willingness to continuously learn as new techniques of management/understand emerge.	Interview	X x x x x	X X X x
Other	Commitment to 35 hours a week studying Availability throughout the academic year and potentially the resit period Knowledge about the use of Information Communication Technology to allow completion of an academic programme Student finance applied for or appropriate payment plan in place	Interview	X X X	X

Qualities identified and determined by: E = Essential D = Desirable