

# PERSON SPECIFICATION

## HIGHER LEVEL TEACHING ASSISTANT

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

<b>EDUCATION &amp; EXPERIENCE</b>
<ol style="list-style-type: none"><li>1. Meet HLTA standards.</li><li>2. Hold relevant qualifications at a level equivalent to at least NVQ Level 3.</li><li>3. Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C).</li><li>4. Attend training as appropriate and training relevant to the post, including behaviour management and Child Protection training.</li><li>5. Training in relevant learning strategies and high quality interventions e.g. literacy.</li><li>6. A minimum of two years' experience of working with children (either paid or unpaid capacity).</li><li>7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</li><li>8. Experience of teaching whole classes.</li></ol>
<b>KNOWLEDGE &amp; UNDERSTANDING</b>
<ol style="list-style-type: none"><li>9. Knowledge of the requirements of our curriculum and age related expectations.</li><li>10. Knowledge &amp; understanding of the National Curriculum</li><li>11. Understanding of positive behaviour management strategies.</li><li>12. Understanding of First Aid procedures.</li></ol>
<b>SKILLS</b>
<ol style="list-style-type: none"><li>13. Effective oral and written communication skills.</li><li>14. Excellent interpersonal skills both in working relationship with pupils and in forming effective professional relationships with a wide range of contacts (including staff and parents).</li><li>15. Good organisational and time management skills.</li><li>16. Sound IT skills to support learning and maintain electronic information systems.</li></ol>

## **ABILITIES**

17. Able to form and maintain appropriate professional relationships and boundaries with children and young people.
18. Ability to organise, lead and motivate others.
19. Ability and willingness to work constructively as part of a team
20. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
21. Ability to organise the classroom activities e.g. preparing and setting out resources.
22. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for Teaching and Learning.
23. Ability to deal with sensitive information in a confidential manner.
24. Ability to help children and young people to transfer their learning to other parts of their lives.
25. Ability to provide a good role model to young pupils.
26. Ability to work in partnership with parents and teachers.
27. Ability to use own initiative and work flexibly.

## **OTHER**

28. Willingness to attend school training sessions.
29. Empathy with young people facing barriers to their learning.
30. A commitment to helping young pupils achieve, through education and learning.
31. An understanding of and a genuine commitment to Equal Opportunities.