

| PERSON SPECIFICATION: HIGHER LEVEL TEACHING ASSISTANT | | | |
|---|-----------|-----------|----------|
| Qualities | Essential | Desirable | Evidence |
| Qualifications and Experience | | | |
| Education and Training | | | |
| HLTA status or equivalent (or willingness to study for qualification) | X | | A |
| Specialist skills/training in curriculum or learning e.g. bi-lingual, sign language, ICT, First Aid etc. | X | | A |
| Working at National Occupational Standards Level 4 | | X | A |
| Relevant degree | | X | A |
| Experience | | | |
| Understanding of how schools work – Key Stages, Assessment, SAT's. | X | | A/I |
| At least 5 years working knowledge and experience of implementing the requirements, guidance and other relevant learning programmes/strategies. | X | | A/I |
| Good overall ICT competency. | X | | A/I |
| Specific Skills | | | |
| Ability to form and maintain appropriate professional relationships with children, teachers, support staff, parents/carers, governors, external professionals and agencies. | X | | A/I |
| Ability to support bilingual/multilingual pupils/parents if required. | | X | A/I |
| Support for Pupils | | | |
| Ability to promote the development and learning of all children in line with EYFS and Key Stage 1 requirements and guidance. | X | | A/I |
| Ability to assess the needs of children and use detailed knowledge and specialist skills to support their learning. | X | | A/I |
| Ability to organise and manage an appropriate learning environment and resources. | X | | A/I |
| Support for Teachers | | | |
| Ability to plan challenging teaching and learning activities with support from the teacher. | X | | I |
| Ability to monitor, assess and report on pupil performance and development. | X | | I |
| Ability to model exemplary practice in terms of inclusion and supporting children with special educational needs and their families. | X | | A/I |
| Support for the curriculum | | | |

| Qualities | Essential | Desirable | Evidence |
|--|-----------|-----------|----------|
| Ability to prepare and use ICT resources effectively to support learning. | X | | A/I |
| Ability to deliver local and national learning strategies including EYFS and Key Stage 1 | X | | A/I |
| Working knowledge of: <ul style="list-style-type: none"> intervention strategies /programmes; SEND code for practice; school/national assessment systems for Key Stage 1 and Key Stage 2 | | X | A/I |
| <ul style="list-style-type: none"> Communication | | | |
| Excellent communication skills both written and spoken. | X | | A/I |
| Ability to liaise with parents, other professionals and outside agencies. | X | | A/I |
| Professional Development | | | |
| Constantly improve own practice/knowledge through self-evaluation, appraisal and learning with/from others. | X | | A/I |
| Willingness to participate in all forms of professional development. | X | | A/I |
| Personal qualities | | | |
| Friendly, professional, smart and flexible. | X | | A/I |
| A commitment to improving the academic standards of all children. | X | | A/I |
| Commitment to equalities issues and to social inclusion. | X | | A/I |
| Ability to work independently and as part of a team. | X | | A/I |
| Ability to organise, lead and motivate others/a team. | X | | A/I |
| Ability to supervise/manage work/development of some other support staff, volunteers. | X | | A/I |
| Other | | | |
| Being available for attending whole school events such as sports days, parent evenings and performances as required. | X | | I |
| Ability to encourage participation in structured and unstructured learning activities, including play (timetabled and during break times) | X | | I |
| Being responsible for the safeguarding, health, safety and welfare of self, staff, visitors and children under your care and supervision. | X | | A/I |
| Good work record Satisfactory references DBS clearance | X | | |