A logo with a blue building and people

Description automatically generated

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| **PERSON SPECIFICATION:** | HIGHER LEVEL TEACHING ASSISTANT |

| **Qualities** | **Essential** | **Desirable** | **Evidence** |
| --- | --- | --- | --- |
| **Qualifications and Experience** | | | |
| **Education and Training** |  |  |  |
| HLTA status or equivalent, or currently working towards this | X |  | A |
| Specialist skills/training in curriculum or learning e.g. First Aid, EYFS, Phonics, bi-lingual 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 |
| **Support for Pupils** |  |  |  |
| 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** |  |  |  |
| Ability to prepare and use ICT resources effectively to support learning. | X |  | A/I |
| Ability to deliver local and national learning strategies | X |  | A/I |
| Working knowledge of:   * intervention strategies /programmes; * SEND code for practice; * school/national assessment systems for Key Stage 1 and Key Stage 2 |  | X | A/I |
| **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 |  |  |