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|------------------------------|----------------------------------------|
| <b>PERSON SPECIFICATION:</b> | <b>HIGHER LEVEL TEACHING ASSISTANT</b> |
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| Qualities                                                                                                                                                                   | Essential | Desirable | Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|
| <b>Qualifications and Experience</b>                                                                                                                                        |           |           |          |
| <b>Education and Training</b>                                                                                                                                               |           |           |          |
| 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        |
| <b>Experience</b>                                                                                                                                                           |           |           |          |
| 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      |
| <b>Specific Skills</b>                                                                                                                                                      |           |           |          |
| Ability to form and maintain appropriate professional relationships with children, teachers, support staff, parents/carers, governors, external professionals and agencies. | X         |           | A/I      |
| <b>Support for Pupils</b>                                                                                                                                                   |           |           |          |
| 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      |
| <b>Support for Teachers</b>                                                                                                                                                 |           |           |          |
| 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      |
| <b>Support for the curriculum</b>                                                                                                                                           |           |           |          |

| 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                                                                                                                                                                 | X         |           | A/I      |
| Working knowledge of: <ul style="list-style-type: none"> <li>intervention strategies /programmes;</li> <li>SEND code for practice;</li> <li>school/national assessment systems for Key Stage 1 and Key Stage 2</li> </ul> |           | X         | A/I      |
| <b>Communication</b>                                                                                                                                                                                                      |           |           |          |
| Excellent communication skills both written and spoken.                                                                                                                                                                   | X         |           | A/I      |
| Ability to liaise with parents, other professionals and outside agencies.                                                                                                                                                 | X         |           | A/I      |
| <b>Professional Development</b>                                                                                                                                                                                           |           |           |          |
| 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      |
| <b>Personal qualities</b>                                                                                                                                                                                                 |           |           |          |
| 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      |
| <b>Other</b>                                                                                                                                                                                                              |           |           |          |
| 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      |
| <b>Good work record</b><br>Satisfactory references<br>DBS clearance                                                                                                                                                       | X         |           |          |