**PERSON SPECIFICATION**

**JOB TITLE: Higher Level Teaching Assistant (HLTA) Grade F**

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| **Essential upon appointment** | **Desirable on appointment** |
| **Knowledge*** Good understanding of child/young people’s development and learning processes
* Understanding of individual children and young peoples’ needs
* An understanding that children/Young people have differing needs and knowledge of inclusive practice
 | * Knowledge of Behaviour Management techniques
* Knowledge of Child Protection and Health & Safety legislations and procedures
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| **Experience*** Significant experience of working with children in an education setting
 | * Line Management/ supervisory experience
* Experience of delivering evidence based interventions that accelerate learning
* Experience in a relevant specialism e.g. Literacy/Behaviour/Art/Sport
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| **Occupational Skills** * Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
* Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers
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| **Qualifications** * Level 2 numeracy & literacy qualification or equivalent
 | * Appropriate first aid training
* HLTA status or above
* \* It is desirable that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class
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| **Personal Qualities*** Demonstrable interpersonal skills
* Ability to work successfully in a team
* Able to exercise judgement
* Confidentiality
* Flexibility
 | * Creativity
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| **Other Requirements*** Enhanced DBS clearance
* To be committed to the school's policies and ethos
* To be committed to Continuing Professional Development
* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours and attitudes
* Ability to use authority and maintaining discipline
* An empathy for equality & diversity
* The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post
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You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

**HLTA Standards**

**Professional Attributes**

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

**Professional Knowledge and Understanding**

1. Understand the key factors that affect children and young people's learning and progress
2. Know how to contribute to effective personalised provision by taking practical account of diversity
3. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
4. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
5. Know how to use ICT to support their professional activities
6. Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
7. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
8. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
9. Know how other frameworks, that support the development and well‐being of children and young people, impact upon their practice

**Professional Skills\***

**Planning and Expectations**

1. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
2. Use their area(s) of expertise to plan their role in learning activities
3. Devise clearly structured activities that interest and motivate learners and advance their learning
4. Plan how they will support the inclusion of the children and young people in the learning activities
5. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

**Monitoring and Assessment**

1. Monitor learners' responses to activities and modify the approach accordingly
2. Monitor learners' progress in order to provide focused support and feedback
3. Support the evaluation of learners' progress using a range of assessment techniques
4. Contribute to maintaining and analysing records of learners' progress

**Teaching and Learning Activities**

1. Use effective strategies to promote positive behaviour
2. Recognise and respond appropriately to situations that challenge equality of opportunity
3. Use their ICT skills to advance learning
4. Advance learning when working with individuals
5. Advance learning when working with small groups
6. Advance learning when working with whole classes without the presence of the assigned teacher
7. Organise and manage learning activities in ways which keep learners safe
8. Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school*