



PERSON SPECIFICATION

Post: Higher Level Teaching Assistant

Grade: Scale 6

Responsible to: Assistant Head Teacher/SENCO

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.

EDUCATION & EXPERIENCE (ESSENTIAL)

1. Meet HLTA standards or equivalent qualification or experience.
2. Hold relevant qualifications at a level equivalent to at least NQF Level 3.
3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)
4. Attend induction training as appropriate and other training relevant to the post and child protection.
5. A minimum of two years' HLTA experience of working with children (either in paid or unpaid capacity) preferably in an specialist educational setting.
6. Evidence of specialism in areas of a particular learning difficulty.
7. Managerial experience within an educational setting.

KNOWLEDGE & UNDERSTANDING

8. Knowledge of the SEN code of practice.
9. Knowledge & understanding of the National Curriculum relating to children with learning difficulties.
10. Understanding of behaviour management strategies.
12. Understanding of First Aid procedures.

SKILLS

11. Effective oral and written communication skills.
12. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.
13. Good organisational and time management skills.
14. Sound IT skills to support learning and maintain electronic information systems.

ABILITIES

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

OTHER

25. Empathy with children facing barriers to their learning.
26. A commitment to helping young pupils achieve, through education and learning.
27. An understanding of and a genuine commitment to Equal Opportunities.
28. Willingness to attend to personal care needs of child e.g. toileting, supporting with lunchtime.