

Higher Level Teaching Assistant Person Specification

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Good basic education to at least GCSE level 4 in English and maths, or the equivalent (grade C or above). • Relevant NVQ level 4 or equivalent qualification 	<ul style="list-style-type: none"> • Other recent training relevant to the post e.g. intervention programmes, supporting pupils with particular needs, behaviour management, Team Teach, methods for engaging pupils etc.
Knowledge and Experience	<ul style="list-style-type: none"> • A minimum of 2 years' experience of in-class support in a primary school, at least some of which is through relevant employment as a TA/LSA/HLTA/teacher (1-yr placement experience if newly qualified teacher) • Experience of teaching whole classes of pupils • Understanding of effective teaching methods • Good understanding of child development and learning • Experience of carrying out specific intervention programmes 1:1 or with a small group • Experience of teaching guided reading, guided writing and maths group sessions and confident in the delivery of phonics. 	<ul style="list-style-type: none"> • Knowledge and experience of the whole primary curriculum. • Experience of working in more than one-year group. • Experience of working with a range of abilities within the class. • Experience of working with children with a range of SEN including those with autistic spectrum condition/ learning difficulties/ social, emotional & mental health difficulties • Able to offer specific expertise as a teaching assistant i.e. particular intervention programme, or area of SEN. • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Skills	<ul style="list-style-type: none"> • Good organisational skills • Confident with working with whole class without direct supervision of the class teacher • Able to model learning clearly and explain tasks simply – good communication skills • Able to supervise pupils and manage behaviour in line with the school policy • Able to employ a range of positive behaviour strategies • Using initiative within the classroom, responding to observations and adjusting tasks to meet children's needs. • Able to monitor, record and make basic assessments about individual progress • Able to follow the schools marking policy to mark pupils work • Confident in the use of ICT to support learning 	
Personal Qualities	<ul style="list-style-type: none"> • Ability to work as part of a team and support initiatives effectively • Approachable to parents, pupils and staff. • Flexible, enthusiastic, reliable, and hard-working. • Love of working with children and able to support the school in the safeguarding of children. • Prepared to ask for advice and support where necessary. • Confidence to work with a range of pupils. • Commitment to continuing professional development. 	<ul style="list-style-type: none"> • Willingness to contribute to the wider life of the school.