

Personal specification Higher Level Teaching Assistant

	Essential	Desirable
Education	<ul style="list-style-type: none"> HLTA status Competency in English and mathematics A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting. 	<ul style="list-style-type: none"> First Aid Certificate Degree Training in relevant learning strategies e.g. literacy Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
Training	<ul style="list-style-type: none"> Attend induction training; as appropriate and training relevant to the post, including behaviour management and Child Protection training. Attend all whole school INSET training 	<ul style="list-style-type: none"> Any personal previous training
Experience	<ul style="list-style-type: none"> At least two years' experience in supporting children's learning Confident to work in a range of settings across Foundation, KS1 and KS2 Teaching and working with individuals or whole classes Making observational assessments of young children Updating pupil profiles or record keeping documents Working collaboratively with colleagues as part of a supportive team Working with children who have special needs/greater depth Using ICT software to enhance learning 	<ul style="list-style-type: none"> Have experience of the national primary curriculum in English and Maths across all three key stages Experience of working with children who have specific difficulties in some of the following areas, speech and language, ASD, ADHD, SEAL, And SpLD, MLD, SEMH
Knowledge & understanding	<ul style="list-style-type: none"> How children learn How to support children with English and Maths How to support children with special needs How to reinforce teaching points during teacher input How to maintain and audit class resources as needed How to reinforce concepts as agreed with class teacher How to assess children's understanding of text and reading skills 	<ul style="list-style-type: none"> An awareness of Health & Safety issues

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	<ul style="list-style-type: none"> • How to assess children's understanding of maths concepts • Liaise and feedback to Class Teacher • Liaise sensitively with parents or carers recognising their roles in pupils learning • How to encourage good social skills • Model acceptable behaviour • How to update assessments for personal centre profiles • Liaise with SENCO, Class Teachers and outside agencies • Knowledge of the requirements of the national literacy and numeracy strategies. • Understanding of behaviour management strategies • Understanding of First Aid procedures 	
Skills & Abilities	<ul style="list-style-type: none"> • Excellent interpersonal skills both in working relationships with young pupils and informing effective professional relationships with a wide range of contacts. • Ability to organise, lead and motivate a team • Ability and willingness to work constructively as part of a team • Ability to supervise pupils effectively both in and out of school in line with the schools behaviour policy. • Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L • Ability to deal with sensitive information in a confidential manner • Ability to help children to transfer their learning to other parts of their lives. • Ability to provide a good role model to young pupils. • Ability to work in partnership with parents and teachers. • Ability to use own initiative and work flexibly. • Ability to deliver lessons to all meeting the school's standard • A commitment to the school's EqualOpportunities policy. • Ability to form and maintain appropriate relationships and personal boundaries with children • Good organisational and time management skills 	<ul style="list-style-type: none"> • An understanding of the DfE requirements around Remote Learning • Able to use Microsoft Teams and Zoom

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	<ul style="list-style-type: none"> • Sound IT skills to support learning and maintain electronic information systems • Confident to review own performance • Demonstrate creativity and imagination showing an ability to adapt teaching and learning styles to meet the needs of the pupils in class • Be pro-active in offering ideas • To display calmness, empathy and enthusiasm • Effective oral and written communication skills 	
Safeguarding	<ul style="list-style-type: none"> • Clear commitment to, and understanding of safeguarding legislation and practice 	