

## Higher Level Teaching Assistant – Person Specification

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties of the job description.

<b>Desirable/ Essential</b>	<b>Education and Experience</b>
E	Meet HLTA standards or equivalent qualification or experience.
D	Hold relevant qualifications at a level equivalent to at least NQF Level 3.
E	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C) or NVQ level 2.
E	Attend induction training, including behaviour management and Child Protection training.
E	Training in relevant learning strategies e.g. literacy.
E	A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.
E	Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
<b>Desirable/ Essential</b>	<b>Knowledge and Understanding</b>
D	Knowledge of the requirements of the national literacy and numeracy strategies.
D	Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies.
E	Understanding of behaviour management strategies.
D	Understanding of first aid procedures.
<b>Desirable/ Essential</b>	<b>Skills</b>
E	Effective oral and written communication skills.
E	Excellent interpersonal skills both in working relationship and young pupils and informing effective professional relationships with a wide range of contacts.
E	Good organisational and time management skills.
E	Sound IT skills to support learning and maintain electronic information systems.
<b>Desirable/ Essential</b>	<b>Abilities</b>
E	Able to form and maintain appropriate professional relationships and boundaries with children and young people.
E	Ability to organise, lead and motivate a team.
E	Ability and willingness to work constructively as part of a team.
E	Ability to supervise pupils effectively both in and out of school in line with the schools behaviour policy.
E	Ability to organise the classroom activities, e.g. preparing and setting out resources, and implementing strategies for T&L.

E	Ability to deal with sensitive information in a confidential manner.
E	Ability to help children and young people to transfer their learning to other parts of their lives.
E	Ability to provide a good role model to pupils.
E	Ability to work in partnership with parents and teachers.
E	Ability to use own initiative and work flexibly.
E	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
<b>Desirable/ Essential</b>	<b>Other</b>
E	Willingness to attend school training sessions.
E	Empathy with young people facing barriers to their learning.
E	A commitment to helping young people achieve, through education and learning.
E	An understanding of and a genuine commitment to Equal Opportunities.