



Believing Achieving Learning for life

Person Specification

Job Title: Higher Level Teaching Assistant Grade: 4	
Knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Working knowledge of National Curriculum and other relevant learning programmes. • To understand the principles of child development and learning processes and in particular, barriers to learning. • Full Understanding of the range of support services and providers.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to plan effective actions for pupils at risk of underachieving. • Ability to self evaluate learning needs. • Ability to use ICT effectively to support both teaching and learning. • Ability to relate well to children and adults. • Ability to work constructively as part of a team.
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general/specific special needs.
Educational	<ul style="list-style-type: none"> • Excellent Literacy and Numeracy skills equivalent to NVQ 2 in English and Maths. • NVQ 3 for Teaching Assistants or equivalent qualification or experience. • Training in relevant strategies eg. Little Wandle, Power Maths • Meet Higher Level Teaching Standards (see below)



HLTA Standards

Those awarded HLTA status must demonstrate, through their practice, that they:

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

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. 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

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

Monitoring and Assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning