



Person Specification: Higher Level Teaching Assistant

	Essential	Desirable
Qualifications	<p>Very good numeracy/literacy skills equivalent to GCSE grade C and above.</p> <p>NVQ 3 for Teaching Assistant / Early Years (or recognised equivalent qualification).</p> <p>First-aid training, or willingness to complete it</p>	<p>Certificate or Diploma in Childcare and Education</p> <p>NNEB or equivalent</p>
Experience	<p>At least 2 years' experience as a TA or experience of working with children, with evidence of recent training undertaken</p> <p>Experience of working in an Early Years setting.</p>	<p>Experience of planning and leading teaching and learning activities (under supervision)</p> <p>Experience of directing work of other adults in supporting learning</p>
Knowledge and understanding	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • questions related to equal opportunities; • how children learn and how to motivate them; • supporting children with special educational needs. • guidance and requirements around safeguarding children • effective teaching methods and how to lead learning activities for a group or class of children 	<p>Understanding of the National Curriculum</p> <p>Training in relevant Teaching and Learning Strategies</p> <p>Understanding of curriculum expectations in the Early Years</p>
Skills	<p>A HLTA at Southfields will be expected to:</p> <ul style="list-style-type: none"> • assist children on an individual basis, but also work as a member of a team; • explain tasks simply and clearly; • supervise and control children, and adhere to defined standards; • accept and respond to authority and supervision; • work with guidance, under limited supervision; • build effective working relationships with pupils and adults; • liaise and communicate effectively with others; • demonstrate good organisational skills; • use excellent verbal communication and active 	<p>In addition, they might also be able to:</p> <ul style="list-style-type: none"> • suggest alternative ways of helping children if they are unable to understand; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience; • liaise with the SENCO and outside agencies.



Southfields Primary School

• Good Learners • Accepting • Respect • Kindness

	<p>listening skills;</p> <ul style="list-style-type: none"> • engage in professional development, and attend courses; • display work effectively, and make and maintain basic teaching resources; • address misunderstandings and unpick misconceptions; • model acceptable behaviour; • extend children's thinking skills; • suggest ways of developing learning; • encourage good social skills; • update assessments and IEP's 	<p>Good ICT skills, particularly using ICT to support learning</p>
<p>Personal characteristics</p>	<ul style="list-style-type: none"> • Enjoyment of and enthusiasm for working with children • Show empathy through sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference 	<p>Capacity to inspire, motivate and challenge children and young people</p>