



Higher Level Teaching Assistant - Person Specification KSI/EYFS

Qualifications & Experience	Essential	Desirable
Education	<ul style="list-style-type: none"> ● GCSEs (or equivalent) in English and Maths at grade C/4 or above. ● Evidence of continued professional development. ● Early Years specific training and Level 3 Early Years Educator qualification (or equivalent full and relevant EYFS qualification recognised by the DfE) 	
Experience	<ul style="list-style-type: none"> ● Experience working in a primary school setting, ideally within EYFS 	<ul style="list-style-type: none"> ● Achieved the Professional Standards for Higher Level Teaching Assistants. ● Experience supporting children with diverse needs (including SEND and EAL) ● Experience of delivering small group interventions or whole-class support.
Professional Knowledge	Essential	Desirable
Safeguarding	<ul style="list-style-type: none"> ● Strong understanding of safeguarding and child protection procedures. ● Ability to maintain confidentiality and professional boundaries. 	
Teaching, Learning & Assessment	<ul style="list-style-type: none"> ● Ability to contribute to high-quality planning and assessment, including writing observations. ● Knowledge of EYFS Statutory Framework and Development Matters. ● Skills in delivering engaging and differentiated learning activities. 	<ul style="list-style-type: none"> ● Understanding of phonics and early literacy development. ● Experience in using assessment tools such as EYFS tracking or online assessment tools.
Professional Skills	Essential	Desirable

Ethos	<ul style="list-style-type: none"> ● A commitment to inclusive, child-centered education ● Support the school's vision and values ● Enthusiasm for play-based, inquiry-led learning approaches. 	
Curriculum	<ul style="list-style-type: none"> ● Secure knowledge of the EYFS curriculum and characteristics of effective learning. 	<ul style="list-style-type: none"> ● Familiarity with specific EYFS schemes or approaches (e.g. Forest School, ShREC approach)
Professional Attributes	Essential	Desirable
Relationships	<ul style="list-style-type: none"> ● Ability to build positive relationships with young children, families and colleagues. ● Effective communication skills (verbal and written) 	<ul style="list-style-type: none"> ● Experience working closely with parents/ carers and engaging them in their child's learning.
Attitude	<ul style="list-style-type: none"> ● Positive, flexible and proactive approach. ● Willingness to contribute to wider school life. ● Reflective practitioner who seeks feedback and professional growth. 	