**PERSON SPECIFICATION – HLTA Reading Leader**

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| **Experience** | **Essential or desirable** |
| * Successful experience of working with young people, either paid or voluntary, over an extended period (minimum 2 years) * Successful experience of teaching or tutoring * Experience of resources preparation to support learning programmes | **E**  **D**  **E** |
| **Qualifications/Training** |  |
| * GCSE English and Maths at Grade C (5) or above, or equivalent Level 3 Qualifications * Qualifications to Level 3 * Teaching qualification * Willingness to participate in relevant training and development opportunities including higher level teaching assistant training * Training in the literacy/numeracy strategy * Training in special educational needs strategies * Willingness to undertake appointed person certificate in first aid administration | **E**  **E**  **D**  **E**  **D**  **D**  **D** |
| **Knowledge/Skills** |  |
| * Ability to work effectively within a team environment, understanding classroom roles and responsibilities * Ability to build and maintain effective working relationships with all students and colleagues * Ability to organise, lead and motivate a team of staff, ensuring effective communication and deployment, and demonstrate the potential to effectively manage a team of staff * Ability to adapt own approach in accordance with student needs * Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate * Ability to continually develop and extend own working practices * Excellent personal numeracy and literacy skills * A wide range of ICT skills, e.g. SIMS, ClassCharts, word processing, excel spreadsheets, email, internet, use of MS Teams/SharePoint/OneDrive etc * Knowledge and understanding of the principles of quality first teaching and effective instruction * Understanding of early reading provision and how children learn to read i.e. Phonics and word decoding (*desirable*) * An understanding of barriers to learning, including SEND, which may impact upon accessibility of the intervention support, attainment and progress in reading (*desirable*) * Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, etc * Understanding of principles of child development, learning styles and independent learning * Working knowledge of relevant policies/codes of practice/legislation * Understanding of statutory frameworks relating to teaching and learning * Understanding of inclusion, especially within a school setting | **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **D**  **D**  **E**  **E**  **E**  **E E** |
| **Professional Values, Practice and Aptitudes** | **All Essential** |
| * Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners * To demonstrate a personal love of reading and literature and be able to inspire and enthuse children to develop a desire to read willingly * A personal commitment to safeguarding and promoting the welfare of young people * To be aware of confidentiality at all times in relation to paperwork, conversations and discussions * Ability to keep calm under pressure and use tact and diplomacy * To be highly organised, with a methodical approach to work * Ability to manage own workload and work independently when required * To be capable of working to deadlines and willing to be flexible * Willingness to learn new skills, and develop with the job * Effective written and verbal communication skills * To undertake specific training relating to development of the role, and to be willing to share best practice with colleagues * Flexibility to participate in school events which may be outside the normal working day * To acquaint yourself with the school’s policies, and follow procedures and guidelines * Able to cope with change: * Demonstrate high expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements * Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work * Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice * Able to liaise sensitively and effectively with parents and carers, recognising role in students’ learning * Able to improve their own practice through observations, evaluation and discussion with colleagues |  |

***The Heath Family (NW) and our Governing Body are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.***