

**HILLINGDON PRIMARY ACADEMY
PERSON SPECIFICATION
HIGHER LEVEL TEACHING ASSISTANT - SEND Informal
Enhanced Provision**



Essential	Desirable
1. Qualifications and Experience	
<ul style="list-style-type: none"> a) Basic Skills Maths and English i.e. at least GCSEs Grade C /Grade 4 or above. b) Training/CPD in relevant learning strategies, e.g phonics. c) Specialist skills/training in curriculum or learning area, e.g. bilingual, SEN, ICT. d) Experience of working with relevant age groups within a learning environment. e) Experience of working with pupils with SEND. 	<ul style="list-style-type: none"> a) Has achieved HLTA/Level 3 qualification or working towards HLTA status or equivalent. b) Appropriate training and knowledge of Paediatric first aid. c) Experience of line management
2. Knowledge and Skills	
<ul style="list-style-type: none"> a) Demonstrate familiarity with the school curriculum, the National Curriculum and EYFS, the age related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. b) Experience of planning teaching and learning activities with small groups or classes (under supervision). c) Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice. d) Understand a range of strategies to establish a purposeful learning environment and to promote good behaviour. e) Knowledge of teaching resources to meet the diversity of pupils' needs and interests. 	<ul style="list-style-type: none"> a) Specialist skills/training in curriculum or learning (for example sign language, bi-lingual, dyslexia, behaviour management). b) Knowledge of SEND management systems (for example Provision Map).
3. Teaching and Learning	
<ul style="list-style-type: none"> a) Able to interest, motivate and advance learning of pupils using clearly structured teaching and learning activities. b) Understand the principles and importance of effective planning and preparation of lessons. c) Awareness and understanding of pupil assessment activities. d) Understand the principles and importance of feedback to pupils' and colleagues on pupils' learning and behaviour. e) Able to communicate effectively and sensitively with pupils to support their learning. f) Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities. g) Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment. 	

Essential	Desirable
<ul style="list-style-type: none"> h) Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues. i) Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment. j) Understand and be able to use ICT resources for the advancement of pupils' learning, using common ICT tools for their own and pupils' benefit. k) Awareness of learning in out-of-school contexts and related policies and procedures. 	
4. Personal Qualities and Professional Values	
<ul style="list-style-type: none"> a) Consistently demonstrate and promote the positive attitudes, values and behaviour which are expected of pupils. b) Self-motivated, with a 'can do' approach to problem solving. c) Be able to support pupils and their families with compassion and empathy. d) Reliable, hard-working, enthusiastic, committed. e) Value and respect the needs of individual pupils and the diversity of their cultural, social, linguistic, religious and ethnic backgrounds, providing equal opportunities in access to learning. f) Able to work constructively as part of a team. g) Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration. h) Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively. i) Must be able to meet the physical demands of the role. 	
5. Professional Development	
<ul style="list-style-type: none"> a) Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers. b) Participation in the school performance management process. c) Participation in suitable and appropriate training (negotiated with Line Manager) to support your work. 	