

Person Specification – HLTA (SEND)

Essential

The successful candidate will have:

- A clear commitment to inclusive education.
- HLTA status or equivalent relevant experience.
- Experience of supporting students with SEND across a range of needs.
- Experience of delivering structured interventions to individuals or small groups.
- Strong organisational and administrative skills.
- The ability to prioritise, triage information and manage competing demands effectively.
- Excellent written and verbal communication skills.
- The ability to maintain accurate records and follow agreed systems.
- The ability to work professionally with students, parents/carers, staff and external agencies.
- The ability to work collaboratively as part of a team.
- A calm, professional and solution-focused approach.
- A secure understanding of confidentiality, safeguarding and professional boundaries.
- Good ICT skills and the ability to use school systems effectively.

Desirable

The successful candidate may also have:

- Experience of supporting SEND coordination or SEND administration.
- Knowledge of the SEND Code of Practice.
- Knowledge of the Assess, Plan, Do, Review model.
- Knowledge of Local Authority inclusion and statutory assessment processes.
- Experience of using school MIS systems and intervention tracking tools.
- Experience of working with children in a secondary school context.
- NVQ Level 3 for Teaching Assistants or an equivalent Level 3 qualification.
- Experience of supporting, guiding or helping to develop Teaching Assistants.
- Knowledge of a range of strategies to support positive behaviour and inclusive classroom practice.

Personal Attributes

The successful candidate will be:

- Proactive and solution-focused.
- Calm and professional in communication with students, families, colleagues and external agencies.
- Well organised and detail-oriented.
- Able to follow through on actions and maintain accurate records.
- Collaborative, supportive and able to work as part of a team.
- Committed to raising student achievement.
- Committed to inclusive education and removing barriers to learning.
- Flexible and willing to adapt to the operational needs of the College.
- Reflective and willing to engage in professional development.