



# Goldwyn School

## Person Specification: HLTA (ASDAN/Life Skills)

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>CRITERIA (Essential/Desirable)</b>
<b>QUALIFICATIONS AND TRAINING</b>	<ul style="list-style-type: none"> <li>• NVQ 2 for Teaching Assistants or equivalent qualification or experience <b>D</b></li> <li>• Training in relevant learning strategies e.g. literacy/numeracy. <b>D</b></li> <li>• Willingness to undertake further training and qualifications, e.g. NVQ level 3 <b>E</b></li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• 2 years' experience working with and or caring for children of relevant age/ subject area, in an educational setting. <b>D</b></li> <li>• General understanding of national curriculum and other basic learning programmes/techniques. <b>E</b></li> <li>• Basic understanding of child development and learning. <b>E</b></li> <li>• Ability to relate well to children and adults. <b>E</b></li> <li>• General awareness of inclusion, especially within a school setting. <b>E</b></li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB</b>	<ul style="list-style-type: none"> <li>• Ability to provide support for students, including those with complex Social, Emotional &amp; Mental Health (SEMH) needs ensuring their safety and access to learning activities. <b>E</b></li> <li>• Ability to provide support for children with ASD, Dyslexia and ADHD. <b>E</b></li> <li>• Ability to utilise strategies to support students in achieving learning goals <b>E</b></li> <li>• Promote good student behaviour, and deal promptly with conflict and incidents. <b>E</b></li> <li>• Ability to undertake student record keeping as requested. <b>E</b></li> <li>• Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration students learning styles. <b>E</b></li> <li>• Understanding of how to support Literacy/Numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher. <b>D</b></li> <li>• Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection. <b>E</b></li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Good numeracy and literacy skills. <b>E</b></li> <li>• Establish good working relationships with students, acting as a role model. <b>E</b></li> <li>• Encourage students to interact with others and engage in activities led by the teacher or Teaching Assistant. <b>E</b></li> <li>• Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care programmes. <b>E</b></li> <li>• Provide detailed and regular feedback to teachers on students' achievements and progress. <b>E</b></li> <li>• Support the use of ICT in learning activities and develop students' competence and independence in its use. <b>E</b></li> <li>• Work as part of a team appreciating and supporting the role of other people in the team. <b>E</b></li> <li>• Build and maintain successful relationships with students. <b>E</b></li> <li>• Ability to improve your own practice. <b>E</b></li> <li>• Display commitment to protection and safeguarding of children and young people. <b>E</b></li> </ul>