

Person Specification

POSITION: HLTA Behaviour Support Base

Knowledge	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> Advanced understanding of the national curriculum and other learning programmes e.g. knowledge of core subject areas etc. Understanding of principles of child development, learning styles and independent learning Relevant experience of working with children in an educational setting (within specified age range/subject area) 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 Experience of resources preparation to support learning programmes. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A,R,I</p> <p>A,R,I</p> <p>A,I</p> <p>A,R,I</p>
Skills and Abilities	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> 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 Alongside the Behaviour Support Base Manager, ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment Ability to promote a positive ethos and role model positive attitudes Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupil needs Ability to continually develop and extend own working practices Excellent numeracy and literacy skills Effective use of ICT to support learning 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A,R</p> <p>A,R</p> <p>A,R,I</p> <p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A</p>
Qualifications	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> HLTA status or equivalent qualification which demonstrates/includes HLTA standards (or must complete within 12 months.) NVQ III or equivalent in Teaching Assistance Willingness to participate in relevant training and development opportunities Training in the literacy/numeracy strategy Training in Special Educational Needs strategies Training in behavior management strategies Willingness to undertake appointed person certificate in first aid administration 	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	<p>AF Certificate</p> <p>AF Certificate</p> <p>AR,I</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>



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Professional Values and Practice	E= Essential D= Desirable	Identified by
<ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils 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 pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	<p style="text-align: center;">E E E E E E E</p>	<p style="text-align: center;">R A,R R,I R,I A,R A,R A,I</p>
Other Circumstances	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> • An ability to fulfil all spoken aspects of the role with confidence through the medium of English 	<p style="text-align: center;">E</p>	<p style="text-align: center;">Interview</p>