



CAPELLA HOUSE

## Person Specification – Higher Level Teaching Assistant

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria.

Please use the key below to identify which sources we will be looking at for the evidence that the criteria have been met.

**A** Application                      **I** Interview                      **R** References

	Criteria	Source	Essential (E) or Desirable (D)
<b>Education and Qualifications</b>			
1.	Level 2 Numeracy and Literacy skills	A	E
2.	Achieved full HLTA qualification	A	D
3.	Specialist Support for Teaching and Learning in Schools Level 3	A	D
4.	First Aid Qualification	A	D
5.	Training in relevant specialist skills and experience of learning strategies	A	D
<b>Experience</b>			
6.	Experience of working with relevant age groups within Primary and/or Secondary	A, I, R	E
7.	Experience of working with children/young people with SEND	A, I, R	E
8.	Demonstrate high expectations of children's achievements and behaviour	A, I, R	E
9.	Experience of working successfully and cooperatively as a member of a school team understanding own and others' roles and responsibilities	A, I, R	E

Skills/Abilities/Knowledge			
11	Good understanding of child development and learning processes	A, I, R	E
12	A clear understanding of own strengths and areas for professional development through self-evaluation study and training	A, I, R	E
13	Ability to communicate effectively in a variety of situations – verbal and written	A, I, R	E
14.	Ability to work successfully with pupils who have Special Educational Needs, including those who have behaviour support needs	A, I, R	E
11.	Can use ICT effectively to support learning	A, I, R	E
17	Understanding of statutory frameworks relating to teaching	A, I, R	D
18	Ability to organise, lead and motivate a team	A, I, R	E
19	Ability to relate well to children and adults including parents, professionals from other disciplines	A, I, R	E
20	Experience of planning and running learning groups within a school for special needs, including after school clubs	A, I, R	D
21	Demonstrates empathy and sensitivity with families and young people with SEN	A, I, R	E
22	Ability to lead and direct the work of others	A, I, R	E
Additional Contractual Obligations			
23.	Commitment to promoting the wellbeing and inclusion of pupils with learning difficulties	A, I, R	E