Person Specification for post of:

**HLTA Cover**

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| Qualifications and Training | **Essential** | **Desirable** |
| GCSE (or equivalent) in English and maths |  |  |
| HLTA or equivalent qualification (Level 4 or above) |  |  |
| Other relevant training or qualifications which support expertise in teaching |  |  |
| Other training appropriate to Talbot School (eg first aid training, moving and handling, Team Teach) |  |  |
| Experience |  |  |
| Ability to deliver high quality teaching and learning |  |  |
| Ability to plan and teach engaging lessons |  |  |
| Experience of working with young people with SEND |  |  |
| Up-to-date subject knowledge and knowledge of curriculum frameworks and guidance |  |  |
| Understands principles of child development and learning processes |  |  |
| Knowledge of assessing and tracking student progress through Assessment for Learning and summative assessment |  |  |
| Knowledge of the use of Continuous Provision and Learning Outside the Classroom |  |  |
| Experience of personalising learning to reflect the interests and needs of individual students |  |  |
| Child centred and committed to achieving the best possible outcomes for young people |  |  |
| **Wider Professional Responsibilities** |  |  |
| Ability to form respectful and trusting relationships with a range of people, including parents and carers |  |  |
| Excellent numeracy and literacy skills with the ability to complete written reports |  |  |
| Aware of own strengths and areas for development and actively seeks feedback and learning opportunities |  |  |
| Commitment to continuing professional development (including taking personal responsibility for this) |  |  |
| Commitment to working with colleagues to improve teaching and learning |  |  |
| Ability to organise and supervise the work of Teaching Assistants |  |  |
| **Personal and Professional Conduct** |  |  |
| A passion and enthusiasm for working with young people with SEND |  |  |
| Commitment to school’s aims and values |  |  |
| Commitment to equality and inclusive practice |  |  |
| An understanding of and commitment to, positive behaviour support ethos |  |  |
| Ability to manage own time, prioritise tasks and proven organisational skills |  |  |
| Capacity to motivate, inspire and challenge our students, self and others |  |  |
| A commitment to safeguarding and promoting the welfare of our students |  |  |
| Resilient, flexible and a positive solution focussed approach |  |  |
| Health, physical and emotional capacity for the role |  |  |
| Can maintain personal presentation that sets high standards for staff and students |  |  |
| **General** |  |  |
| The flexibility to meet the full range of job requirements |  |  |
| Able to travel to offsite provisions, meetings and events |  |  |