

“Making School Memorable by Striving for Excellence”

Person Specification	
<p>Post Title: HLTA (Higher Level Teaching Assistant) for Mainstream Secondary Grade: Scale 5, Spinal Point 12 – 17 plus Outer London Weighting pro rata</p>	
Qualifications	
Essential	
<ul style="list-style-type: none"> Higher Level Teaching Assistant qualification (either achieved or working towards formal recognition of competence against HLTA standards) in SEN or subject specialism Good written and spoken English and numeracy skills – GCSE Grade C or equivalent At least 3 years' experience in LSA role 	
Desirable	
<ul style="list-style-type: none"> Good Degree Demonstrated accredited training / INSET either in subject specialism or in relevant area of SEN A willingness to undertake further training and / or qualifications as required Experience within mainstream secondary environment Current experience of using ICT to support learning 	
Knowledge and Experience	
Essential	
<ul style="list-style-type: none"> Recent relevant experience in supporting students with a range of SEN in a mainstream setting Proven track record of working collaboratively with other professionals (e.g. teaching staff, outside agencies etc.) to deliver high quality teaching and support to SEN students 	
Desirable	
<ul style="list-style-type: none"> Experience in working with SEND students across KS3, KS4 and KS5 Experience of supporting students with severe visual impairment Experience in creating and delivering highly differentiated learning programs and resources to individuals, small groups or within whole class setting Experience in supporting / mentoring or line managing less experienced colleagues 	

Skills and Ability	
Essential	
<ul style="list-style-type: none"> • Excellent communication (both spoken and written) and interpersonal skills • Excellent organisational skills and ability to meet deadlines • Ability to confidently and competently apply knowledge and skills from training within 1:1 lessons, group or whole class environment • Ability to work effectively and cooperatively in a team • Ability to build and form positive working relationships with students, parents/carers, and colleagues • Ability to work on own initiative and to prioritise between conflicting demands • Ability to establish and maintain firm and consistent boundaries • Sound understanding of emotional / social difficulties and other barriers to learning faced by some students • Creativity and imagination – ability to adapt to the needs of the student • Ability to form strong working partnerships • Confident in use of ICT 	
Desirable	
<ul style="list-style-type: none"> • Good monitoring and assessment skills • Ability to plan and deliver high-quality lessons to individual students or groups of students • Ability to play a lead role in supporting and guiding colleagues in implementing an appropriate range of strategies to support SEN students 	
Equal Opportunities	
Essential	
<ul style="list-style-type: none"> • Awareness and commitment to equal opportunities issues and how these can be addressed in the classroom environment • Commitment and contribution to School policies • Committed to the promotion of equal opportunities, fundamental British values** and Co-operative values*** 	
Child Protection	
Essential	
<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	
Disposition	
Essential	
<ul style="list-style-type: none"> • To be interested in students as individuals and how they learn • To display a warm and approachable demeanour • A flexible approach and sense of humour • To display a professional manner • To be positive and constructive • To be resilient and assertive • Empathetic and sensitive to differing viewpoints • Belief in the importance of teamwork 	

** Fundamental British values – democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

*** Co-operative values – self-help, self-responsibility, democracy, equality and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others