Honiton Community College



**PERSON SPECIFICATION**

**HIGHER LEVEL TEACHING ASSISTANT (GRADE E)**

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| **QUALIFICATIONS AND EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** | **ASSESSED** |
| Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience.  | E |  | A / R |
| Recognised HLTA Qualification  |  | D | A |
| English and Maths at GCSE grade C or equivalent | E |  | A |
| Experience of working with children and young people in a Primary setting |  | D | A / R |
| Experience of working with children and young people with SEN | E |  | A / R |
| Specialism in specific curriculum areas or areas of particular learning difficulty |  | D | A / I |
| Evidence of training in relevant learning strategies (e.g. literacy) | E |  | A / I |
| Experience, under supervision, of planning, preparing and delivering effective learning programmes | E |  | A / I / R |

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| **Knowledge and Understanding:** |  |  |  |
| Knowledge of relevant codes of practice and legislation, including Child Protection | E |  | A / I |
| Knowledge and understanding of inclusion issues, child development and learning processes and barriers to learning | E |  | A / I |
| Knowledge of how to motivate children and young people | E |  | A / I |
| Knowledge of a range of classroom behaviour management strategies |  | D | A / I |
| Knowledge of how ICT can promote, support and enhance teaching and learning  |  | D | A / I |

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| **Skills:** |  |  |  |
| Ability to work alongside and relate well to a range of people to include students, parents and school staff. | E |  | A / I |
| Able to use initiative to work independently to resolve problems | E |  | A / I |
| Good ICT skills for learning and administrative purposes | E |  | A / I |
| Able to produce and adapt teaching resources, devising clearly structured activities that interest and motivate learners and advance their learning | E |  | A / I |
| A good ‘people’ person with a positive and flexible approach and excellent communication skills | E |  | A / I |
| Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand your own position within these | E |  | A / I |
| Ability to organise, lead and motivate a team |  | D | A / I  |
| Excellent organisational and administration skills | E |  | A / I |
| Ability to use a relational and empathetic approach at all times with students and staff  | E |  | I |
| Able to demonstrate skills to individuals / groups of students | E |  | A / I |
| Willing to train to improve your skills further | E |  | A / I |
| Ability to fulfil all spoken aspects of the role with confidence and fluency in English | E |  | A / I |

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| **PROFESSIONAL ATTRIBUTES** |  |  |  |
| Be flexible and adaptive  | E |  | A / I |
| Ability to promote and Safeguard the welfare of students (an Enhanced DBS is essential for this post) | E |  | A / I |
| Have high expectations of students with a commitment to help them fulfil their potential |  |  |  |
| Model the positive values, attitudes and behaviours they expect from students  |  |  |  |
| Remain calm under pressure | E |  | A / I |
| Demonstrate a commitment to collaborative and cooperative working with colleagues |  |  |  |
| Good sense of humour | E |  | A / I |
| Approachable | E |  | A / I |

**Key:**

**A – Application**

**I – Interview**

**R - References**