**Higher Level Teaching Assistant – Grade 5**

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| **Person Specification** | | | |
| All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification | | | |
| **Qualification and experience** | | | |
| **Candidates should have:** | | | |
| 1 | Met Higher Level Teaching Assistant Standards or equivalent (Qualified Teacher) or experience | | |
| 2 | GCSE Maths and English or equivalent (NVQ 2) or evidence of abilities at this level | | |
| 3 | Recent experience in relevant learning strategies e.g. Literacy, Numeracy | | |
| 4 | Specialist skills/training in curriculum or learning area e.g. Bilingual, Sign Language, ICT | | |
| 5 | Evidence of recent, appropriate continuous professional development and/or willingness to engage in CPD | | |
| **Personal qualities** | | | |
| **Candidates should:** | | | |
| 1 | | Communicate effectively and develop positive relationships with all pupils and stakeholders | |
| 2 | | Demonstrate excellent interpersonal and organisational skills to work collaboratively and constructively with a class teacher and other staff in school | |
| 3 | | Be decisive, consistent and have a creative approach to problem solving | |
| 4 | | Be well-presented and have a positive attitude | |
| 5 | | Flexible and adaptable to changing circumstances/situations | |
| 6 | | Ability to work effectively as part of a team and contribute to group thinking, planning etc. | |
| 7 | | Ability to use own initiative and work independently | |
| 8 | | Ability to work calmly under pressure | |
| **Skills** | | | |
| **Candidates should be able to:** | | | |
| 1 | | | Support the vision for the school/Trust |
| 2 | | | Ability to provide and deliver learning activities for whole classes of pupils |
| 3 | | | Ability to relate positively with children, motivate, inspire and have high expectations of all pupils |
| 4 | | | Ability to record and assess pupil progress/performance etc. |
| 5 | | | Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment |
| 6 | | | Good understanding of child development and learning processes |
| 7 | | | Good working knowledge and experience of implementing relevant curricula and other relevant learning programmes/strategies |
|  | | | Good understanding of statutory frameworks relating to teaching |
| 8 | | | Approachable, courteous and able to present a positive image of the school to all stakeholders |
| 9 | | | Ability to use ICT effectively to support learning including Interactive Whiteboard and other equipment technology |
| 10 | | | Desire and ability to constantly improve own practice/knowledge through self-evaluation and learning from others |
| **Professional knowledge and understanding** | | | |
| **Candidates should:** | | | |
| 1 | | | Demonstrate an understanding of classroom roles and responsibilities and the role of the HLTA within these |
| 2 | | | Demonstrate their understanding and maintain confidentiality |
| 3 | | | Demonstrate a full working knowledge of relevant policies/codes of practice & awareness of relevant legislation |
| **Safeguarding** | | | |
| **Candidates should have:** | | | |
| 1 | An understanding of safeguarding and promoting the welfare of children and young people | | |

**The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**