



## Person specification: HLTA (Key Stage 1/2 )

Specification	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.</li> <li>• First-aid training, or willingness to complete it</li> <li>• Phonic training (preferably Little Wandle, but not essential as training can be provided)</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle training</li> <li>• Paediatric first aid training</li> <li>• HLTA status</li> <li>• Degree e.g., Art, Music, Sports</li> <li>• Certificate or Diploma in Childcare and Education.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people</li> <li>• Experience planning and delivering learning activities</li> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of being an HLTA in a primary school</li> <li>• Experience teaching the performing arts eg. dance, choir, drama</li> <li>• Experience teaching cooking classes/healthy eating</li> </ul>

<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> <li>• Excellent understanding of child development and learning processes.</li> <li>• Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment.</li> <li>• Motivate, inspire and have high expectations of children.</li> <li>• Awareness of and promotion of equality.</li> <li>• Understanding of safeguarding.</li> <li>• Knowledge of what makes a high-quality observation of learning in action.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist knowledge of e.g., Autistic Spectrum Condition, how to support children with Speech, Language and Communication Difficulties etc</li> <li>• Good working knowledge of specialist curriculum area(s).</li> </ul>
<p>Special skills and attributes</p>	<ul style="list-style-type: none"> <li>• Work effectively as part of a team and contribute to group thinking, planning etc.</li> <li>• Ability to work with parents and carers to improve support for children.</li> <li>• Liaise and communicate effectively with others including outside agencies.</li> <li>• Demonstrate good organisational skills.</li> <li>• Get involved in professional development, and attend training/courses;</li> <li>• Display work effectively, and make and maintain basic teaching resources.</li> <li>• Ability to remain calm under pressure.</li> <li>• Ability to adapt quickly and effectively to changing circumstances, situations.</li> <li>• Use own initiative and work independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Any additional special skills /attributes e.g., Forest School training, French speaking, pianist, craft skill etc.</li> <li>• Knowledge of the Zones of Regulation and effectively supporting pupils with associated strategies.</li> <li>• Knowledge of Emotion Coaching and how this can be used effectively to support all children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to manage and support the work of others.</li> <li>• Ability to manage own time effectively.</li> </ul>	
Social skills	<ul style="list-style-type: none"> <li>• Understands that relationships are key to the role with all stakeholders.</li> <li>• Good influencing skills to encourage pupils to interact with others and be socially responsible.</li> <li>• Has the ability to relate well to children and adults, understanding their needs and able to respond accordingly</li> </ul>	
Professional behaviours	<ul style="list-style-type: none"> <li>• Upholds the whole school values at all times</li> <li>• Keeps up to date with Child Protection and welfare changes</li> <li>• Excellent attendance</li> <li>• Flexibility</li> </ul>	