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| **Archbishop Benson Primary School**  ***Motto: Fun & Learning, Hand in Hand*** | [http://image.shutterstock.com/display_pic_with_logo/818227/104023823/stock-vector-fun-learning-104023823.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.shutterstock.com/pic-104023823/stock-vector-fun-learning.html&ei=Mj4YVefpKqat7gaA1YDYBg&bvm=bv.89381419,d.ZGU&psig=AFQjCNH2HBECiNJ0Aol3wZ28YT8gNzJxYA&ust=1427738515973804) | [http://cliparts.co/cliparts/pi7/r9G/pi7r9GXbT.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://imgarcade.com/1/hand-in-hand-logo/&ei=vD4YVZqiN6KP7AaghoEo&bvm=bv.89381419,d.ZGU&psig=AFQjCNE265x7wWUQ8eATtjxDHyUxe1Ezsg&ust=1427738639082157) |

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| **Person Specification for Higher Level Teaching Assistant (Inclusion)** | | | |
|  | **Essential** | **Desirable** | **Recruiting method** |
| **Education and Training** | NVQ level 3 or equivalent plus appropriate experience.  +  Good levels of literacy and numeracy  (GCSE English & Maths grades A-C or equivalent)  HLTA status which requires the possession of Literacy and Numeracy at Level 2 or higher or willingness to undertake HLTA training subject to professional recommendation by line manager/senior leader  Minimum of 2 years effective experience as a teaching assistant, within the last 5 years | Have undertaken TIS-practitioner training  Have undertaken autism-awareness training  Have undertaken dyslexia-awareness training  Have taken Speech and Language training  Willingness to undertake further professional training as appropriate (e.g. Dyslexia Friendly Schools) | Application  Evidence brought to interview e.g. successful appraisal report, positive lesson observation feedback |
| **Skills and Experience** | A good working knowledge & understanding of the national curriculum  Ability to undertake a range of directed teaching activities with confidence, working effectively with individual pupils and groups of pupils  Experience of applying effective skills & strategies to empower staff and parents to support, nurture and teach vulnerable pupils  Ability to contribute to monitoring and assessment of pupil progress  Proven commitment to and impact on raising standards  Excellent organisational & time management skills  Excellent communication & interpersonal skills  Ability to prioritise between different demands  Ability to take responsibility & work with autonomy within set boundaries  Ability to work collaboratively & effectively within a team | Knowledge of how ICT is used to support pupils’ learning and the ability to use ICT effectively in a classroom setting  Experience of supervising others effectively  EYFS knowledge | Application/Interview/  Assessment |

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| **Specialist Knowledge and Skills** | Specialist skills and knowledge relating to pastoral support & pupil inclusion  Knowledge of a particular area of the curriculum or children’s needs (e.g. , autism, dyslexia, mental health)  Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people  Demonstrates an awareness, understanding and commitment to equal opportunities | Experience of relationship –building work with children based on the ability to naturally “attune and affirm” with their needs  A willingness to learn and continue to strive for excellence  Current safeguarding training  Current First Aid training | Application/Interview/  Assessment |
| **Behaviours and Values** | Commitment to the school’s Christian ethos & values    An interest in education  A natural empathy with children and adults  Takes personal responsibility for own work, own environment and own development.  Proven commitment to the principles of inclusion  Commitment to the wider life of the school & the school’s role in the wider community | Interest in supporting an enriched curriculum through out-of-hours learning, educational visits and other school events & activities | Application/Interview/  Assessment |
| **Qualities** | A caring approach to working with children, parents, colleagues and the wider community  Highest standards of confidentiality & professional discretion  Enthusiasm and energy  Flexibility and adaptability  Reliability & sense of initiative  Good sense of humour |  |  |