

## Person Specification – HLTA

Please ensure your application includes examples of how you meet the essential criteria.

| No.      | Area   | Essential | Desirable |
|----------|--|-----------|-----------|
| <b>1</b> | <b>Qualifications and Training</b>   |           |           |
| 1.1      | Have HLTA status (or intention to gain HLTA status upon appointment) or equivalent qualification or experience.  | ✓         |           |
| 1.2      | Minimum 'C' grade or better in Maths and English at GCSE or equivalent.  | ✓         |           |
| 1.3      | Specialist training in an appropriate curriculum or learning area (e.g. speech and language)   |           | ✓         |
| 1.4      | Training in Read Write Inc and other relevant teaching and learning strategies.  |           | ✓         |
| <b>2</b> | <b>Experience</b>  |           |           |
| 2.1      | Minimum 2 years' experience working with or caring for children of a relevant age in an educational setting.   | ✓         |           |
| 2.2      | General understanding of the National Curriculum and other basic learning programmes and techniques.   | ✓         |           |
| 2.3      | Basic understanding of child development and learning  | ✓         |           |
| 2.4      | Awareness of inclusion and vulnerable groups in a school setting.  | ✓         |           |
| 2.5      | Track record of positive outcomes when working with children with SEN issues <b>or</b> cognition and learning difficulties <b>or</b> behaviour difficulties. |           | ✓         |
| 2.6      | Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.  |           | ✓         |
| 2.7      | Experience of teaching whole classes.  |           | ✓         |
| <b>3</b> | <b>Knowledge and job-related abilities</b>   |           |           |
| 3.1      | The ability to provide support for all pupils, including those with special needs, ensuring their safety and access to learning activities.                  | ✓         |           |
| 3.2      | Promote good behaviour, dealing promptly with conflict and incidents in line with the agreed school policies.  | ✓         |           |
| 3.3      | The ability to undertake pupil record keeping as requested.  | ✓         |           |
| 3.4      | The ability to plan and deliver structured teaching and learning activities.   | ✓         |           |
| 3.5      | Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.                                      | ✓         |           |
| 3.6      | Understanding of statutory frameworks relating to teaching.  |           | ✓         |
| 3.7      | Understanding a range of support services and other agencies as appropriate  |           | ✓         |
| 3.8      | Ability to plan effective actions for pupils at risk of underachieving   |           | ✓         |
| <b>4</b> | <b>Personal qualities and attributes</b>   |           |           |
| 4.1      | Establish good working relationships with pupils and other adults.   | ✓         |           |
| 4.2      | Act as a role model to others in school.   | ✓         |           |

|          |   |   |  |
|----------|---|---|--|
| 4.3      | Provide detailed and regular feedback to teachers and pupils on achievements and progress.                | ✓ |  |
| 4.4      | Establish excellent communication skills, with children and colleagues.                                   | ✓ |  |
| 4.5      | Show patience, reliability and trustworthiness  | ✓ |  |
| 4.6      | Demonstrate a positive approach to inclusive practice, with children and colleagues.                      | ✓ |  |
| 4.7      | Demonstrate enthusiasm for working with young children.   | ✓ |  |
| 4.8      | Support the use of ICT in learning activities and develop pupil's competence and independence in its use. | ✓ |  |
| 4.9      | Work as part of a team, appreciating and supporting the role of other members of the team.                | ✓ |  |
| 4.10     | Ability to direct the work, where relevant, of other adults in supporting learning.                       | ✓ |  |
| 4.11     | Support the change process; remain positive during times of change.                                       | ✓ |  |
| 4.12     | Be self-reflective identifying and celebrating successes and recognising areas for further development.   | ✓ |  |
| 4.13     | Be flexible.  | ✓ |  |
|          |   |   |  |
| <b>5</b> | <b>Other</b>  |   |  |
| 5.1      | Ability and willingness to identify own training needs and participate in training.                       | ✓ |  |
| 5.2      | Committed to working within the school's policies and procedures and adhering to safe working practices.  | ✓ |  |
| 5.3      | Flexible in approach and able to meet the changing demands of the role.                                   | ✓ |  |