



## HIGHER LEVEL TEACHING ASSISTANT

### Person specification

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>Previous experience of working with children</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Level 4 Certificate in Supporting Teaching and Learning in Schools, Level 4 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>GCSEs at grades 9 to 4 (A* to C) including English and maths</li> </ul>		✓
	<ul style="list-style-type: none"> <li>Experience of working in a range of classes</li> </ul>		✓

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Good organisational skills</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Ability to build effective working relationships with pupils and adults</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Skills and expertise in understanding the needs of all pupils</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> </ul>		✓
	<ul style="list-style-type: none"> <li>• The ability to remain calm in stressful situations</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Knowledge of guidance and requirements around safeguarding children</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Excellent verbal communication skills</li> </ul>	✓	

	<ul style="list-style-type: none"> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>		✓
	<ul style="list-style-type: none"> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>		✓
	<ul style="list-style-type: none"> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> </ul>	✓	
CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Understanding of effective teaching methods</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Commitment to maintaining confidentiality at all times</li> </ul>	✓	

	<ul style="list-style-type: none"><li>• Commitment to safeguarding pupil's wellbeing and equality</li></ul>	✓	
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