

The Oldershaw School

Employee Specification Form

Post Number	
Job Title	Higher Level Teaching Assistant (HLTA)
Department	
Prepared by and date	A Jackson – January 2025

Important - Study "Explanatory Notes" printed overleaf before completing form

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<p>Qualifications</p> <ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths First-aid training, or willingness to complete it 	A A/I	<ul style="list-style-type: none"> Graduate educated (desirable) 	A
<p>Experience</p> <ul style="list-style-type: none"> Experience working in a school environment or other educational setting with children/young people Experience planning and delivering learning activities Experience of planning and leading teaching and learning activities (under supervision) 	A A/I A/I		
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly using ICT to support learning 	A/I A/I/R A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I		

<ul style="list-style-type: none"> • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice 	<p>A/I</p> <p>A/I A/I</p> <p>A/I</p> <p>A/I</p>	
<p><u>Special Requirements</u></p> <ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • An Enhanced DBS 	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	