



# Person Specification

## Post: HLTA



Knowledge	E = Essential D = Desirable	Identified by
Advanced understanding of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	E	A/I
Understanding of principles of child development, learning styles and independent learning	E	A/I
Relevant experience of working with children in an educational setting (within specified age range/subject area)	E	A
Working knowledge of relevant policies/codes of practice/legislation	E	A/I
Understanding of statutory frameworks relating to teaching and learning	E	A/I
Understanding of inclusion, especially within a school setting	E	A/I
Experience of resources preparation to support learning programmes	E	A/I
Skills and Abilities	E = Essential D = Desirable	Identified by
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	I
Ability to build and maintain effective working relationships with all pupils and colleagues	E	I
Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	E	A/I
Ability to contribute to the School Senior Management Team	E	A/I
Ability to promote a positive ethos and role model positive attitudes	E	I
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	I
Ability to adapt own approach in accordance with pupil needs	E	I
Ability to continually develop and extend own working practices	E	I
Demonstrate the potential to contribute to the School Senior Management Team	E	A/I



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Excellent numeracy and literacy skills	E	A/I
Effective use of ICT to support learning	E	A/I
<b>Qualifications and Training</b>	<b>E= Essential D=Desirable</b>	
Attainment of HLTA status or equivalent qualification which demonstrates/includes HLTA standards (Appendix 1)	E	A
Requirement to complete DfES Teacher Assistant Induction Programme	E	A/I
NVQ III or equivalent in Teaching Assistance	E	A
Willingness to participate in relevant training and development opportunities	E	A/I
Training in the literacy/numeracy strategy	E	A
Training in Special Educational Needs strategies	D	A
Willingness to undertake appointed person certificate in first aid administration	D	A/I
<b>Professional Values and Practice</b>	<b>E= Essential D= Desirable</b>	<b>Identified by</b>
Must be able to demonstrate all of the following: High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	I
Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners		
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work		
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice		
Able to liase sensitively and effectively with parents and carers recognising role in pupils' learning		
Able to improve their own practice through observations, evaluation and discussion with colleagues		
Ability to form and maintain appropriate relationships and personal boundaries with children and young people		

## **Appendix 1**

### **HLTA Standards**

Those awarded HLTA status must demonstrate, through their practice, that they:

#### **Professional Attributes**

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

#### **Professional Knowledge and Understanding**

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

#### **Professional Skills\***

##### **Planning and Expectations**

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning
- 20 Plan how they will support the inclusion of the children and young people in the learning activities
- 21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### **Monitoring and Assessment**

- 22 Monitor learners' responses to activities and modify the approach accordingly
- 23 Monitor learners' progress in order to provide focused support and feedback
- 24 Support the evaluation of learners' progress using a range of assessment techniques
- 25 Contribute to maintaining and analysing records of learners' progress

### **Teaching and Learning Activities**

- 26 Use effective strategies to promote positive behaviour
- 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- 28 Use their ICT skills to advance learning
- 29 Advance learning when working with individuals
- 30 Advance learning when working with small groups
- 31 Advance learning when working with whole classes without the presence of the assigned teacher
- 32 Organise and manage learning activities in ways which keep learners safe
- 33 Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*