|  |
| --- |
| **Rickleton Primary School**  **Higher Level Teaching Assistant person specification** |

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications and experience | * Meet the Higher Level Teaching Assistants Standards or equivalent qualification * Previous experience working with children. * Education to secondary school level at least. * Knowledge and understanding of child development and children’s and families’ needs. * Strong English and Mathematics skills and understanding * Know how to use ICT to support their professional activities * Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support * Understand the objectives, content and intended outcomes for the learning activities in which they are involved * Know how to support learners in accessing the curriculum in accordance with the special educational needs and disabilities (SEND) code of practice and legislation | * Experience working in a primary school setting. * Experience working within 2 or more key stages * Know how other frameworks that support the development and wellbeing of children and young people impact upon their practice * Use their ICT skills to advance learning |
| Organisation | * Ability to plan and organise. * Ability to recognise and identify problems. * Ability to record and pass on information accurately. * Communicate effectively and sensitively with children, young people, colleagues, parents and carers * Demonstrate a commitment to collaborative and cooperative working with colleagues * Know how to contribute to effective personalised provision by taking practical account of diversity * Use their area(s) of expertise to plan and contribute to the planning and preparation of learning activities * Devise clearly structured activities that interest and motivate learners and advance their learning and meets the needs of individual learners * Monitor learners’ responses to activities and modify the approach accordingly and provide focusses support and feedback * Direct the work, where relevant, of other adults in supporting learning | * Ability to cope with many roles/ responsibilities. * Understanding of the importance of parental involvement. |
| Special skills and interests | * Ability to encourage and enable others to develop their full potential. * Improve their own knowledge and practice including responding to advice and feedback * Advance learning when working with whole classes without the presence of the assigned teacher | * First aid, music, arts and crafts, computing. * Any extra interests related to childcare. * Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people |
| Disposition and attitudes | * Ability to build relationships and to lead and work as part of a team. * A friendly, helpful, caring and flexible approach. * Open-mindedness and patience. * A commitment to equal opportunities. * Ability to maintain confidentiality in all school matters. * Have high expectations of children and young people with a commitment to helping them fulfil their potential * Demonstrate the positive values, attitudes and behaviour they expect from children and young people * Use effective strategies to promote positive behaviour | * High levels of self-confidence. * Ability to relate well to other professionals. |
| Physical attributes and other circumstances | * Ability to physically fulfil the responsibilities of the post. * Willingness and ability to attend appropriate meetings and training. * Reasonable personal presentation. * Excellent punctuality. | * Flexible approach. |