**Archbishop Runcie Church of England (VA) First School**

**Person Specification:** Higher Level Support Assistant (HLSA)

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

**Essential**

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| --- | --- |
| 1 | Level 3 Basic Skills (English and Maths) or equivalent competency |
| 2 | Higher Level Teaching Assistant status or other relevant qualification |
| 3 | Able to teach effective lesson sequences and learning activities across the relevant curriculum, age and ability ranges including. |
| 4 | Able to adapt learning to meet individual needs (particularly challenging the most able and supporting SEND). |
| 5 | Experience of advancing pupils’ progress in a range of classroom settings, including working with individuals, small groups and whole classes. |
| 6 | Experience of producing lesson plans and worksheets and of assessing and marking. |
| 7 | Experience and/knowledge of up to date teaching practices and educational research |
| 8 | A good knowledge and understanding of subject(s) / curriculum areas and the relevant statutory and non-statutory curricula / frameworks / research recommendations |
| 9 | A good, up to date working knowledge and understanding of effective teaching, learning, child development and behaviour management strategies and processes |
| 10 | Excellent written and verbal communication skills including the use of Standard English |
| 11 | Ability to promote and support the strong Christian ethos |
| 12 | Evidence of relevant and on-going professional development and training, *(not applicable for an ECT.)* |

**Desirable**

|  |  |
| --- | --- |
| 13 | Specialist skills or training in curriculum or learning area, e.g. behavior management, SEN, individual subject areas |
| 14 | Other interests / expertise that would benefit our children and our school |
| 15 | Experience of supervision of classroom support staff |
| 16 | Experience of delivering a Synthetic Phonics Programme |
| 17 | Appropriate food hygiene training |
| 18 | Appropriate First Aid training |
| 19 | Experience and knowledge of administering medication in schools |

**Part B: Assessment Stage**

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

|  |  |
| --- | --- |
| 20 | Able to demonstrate professional competencies within the required standards |
| 21 | Able to participate in planning, monitoring and assessment arrangements in partnership with the class teacher. |
| 22 | Excellent IT skills and the proven ability to use them effectively to support  learning. Able to use IT knowledge and skills in the learning environment e.g. Tapestry, interactive boards |
| 23 | Able to work collaboratively as member of a team and contribute to the professional development of colleagues, including the sharing of effective practice |
| 24 | Able to relate well to children and adults and in particular able to establish positive relationships with pupils and parents |
| 25 | Able to respond positively, flexibly and effectively to unexpected situations or perceived problems |
| 26 | Able to take a responsive approach to children’s needs to help address barriers to learning and well-being |
| 27 | Able to work with minimal supervision. |
| 28 | Committed to achieving further professional development |
| 29 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:  ▪ motivation to work with children and young people  ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people  ▪ emotional resilience in working with challenging behaviours  ▪ attitude to use of authority and maintaining discipline  ▪ able to work in partnership with other agencies |
| 30 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |
| 31 | An ability to assess and review learners’ progress. |
| 32 | Able to communicate effectively with children, colleagues and parents/carers. |
| 33 | Able to engage and motivate learners in the school environment. |
| 34 | Have (and consistently model) positive values, attitudes and have high expectations for learners. |
| 35 | Able to plan, organise and prioritise and manage time effectively. |
| 36 | Good verbal and interpersonal skills |
| 37 | Have positive values, attitudes and have high expectations for learners and their behaviour |

**Desirable**

|  |  |
| --- | --- |
| 38 | A willingness and / or ability to teach across the First School age range |
| 39 | Willing and able to contribute to extra-curricular activities |
| 40 | Willing and able to contribute to whole school development initiatives / school improvement planning / self-evaluation |
| 41 | Awareness of relevant legislation relating to child protection |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** | | **Method** | |
| Interview | Yes | Presentation | No |
| Lesson Observation | Yes | Structured discussion with pupils | No |
| Curriculum Task | Yes | Other (specify) | No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Disclosure and Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK within the 5 years prior to appointment |
| 3 | Barred List Check |
| 4 | Professional Registration check |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Right to Work check and any other statutory check required by an educational establishment |
| 7 | Medical clearance-as required under the Education (Health Standards) (England) Regulation 2003 |
| 8 | Satisfactory online checks in line with KCSIE 2022 |