# Woodhouse Community Primary School

# Higher Level Teaching Assistant/Learning Mentor

# Person specification

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| criteria | Essential | desirable |
| **Qualifications and experience** | * HLTA Level 4 Qualification.
* Level 3 Certificate in Supporting Teaching and Learning in Schools, Diploma in Childcare and Education
* GCSEs at grades 9 to 4 (A\* to C) including English and Maths
* Experience of working with children with additional needs
* Experience of planning and leading teaching and learning activities (under supervision)
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| **Skills and knowledge** | * 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
* 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
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| **Personal qualities** | * 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
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