

## Higher Level Teaching Assistant (HLTA)

AREA	ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT*
<b>QUALIFICATIONS</b>	NVQ Level 3 or equivalent	AF/ I/ R
	Level 3 or higher qualification in a relevant area e.g. Child care and Education, Early Education, Child Psychology, Teaching etc...	AF/ I/ R
	Willingness to work towards HLTA (level 4) accreditation (if not already in possession of this or QTS)	AF/ I/ R
	Evidence of continuing professional development related to Severe or Profound and Multiple Learning Difficulties.	AF/ I/ R
	A willingness to share knowledge and demonstrate good practice to colleagues.	AF/ I/ R
<b>EXPERIENCE</b>	Experience of Working in a Specialist setting for pupils with Severe Learning Difficulties	AF/ I/ R
	Experience of working with children with Autism.	AF/ I/ R
	Experience of planning and delivering learning for pupils with Severe Learning Difficulties and/ or pupils with Profound and Multiple Learning Difficulties	AF/ I/ R
	Experience of recording pupil progress/ learning utilising hardware and associated software packages.	AF/ I/ R
<b>KNOWLEDGE</b>	An understanding of safeguarding in a school as well as related policies and processes.	AF/ I/ R
	An understanding of the effective use of the Engagement Model (and the 5 areas of Engagement)	AF/ I/ R
<b>SKILLS AND ABILITIES</b>	The ability to to use Personalised Learning Plans in order to support effective scaffolding and focussed work in a classroom.	AF/ I/ R

	The ability to contribute to the monitoring, recording and evaluation of pupil's progress via recording software	AF/ I/ R
	The ability to lead on the personal and care needs of pupils including toileting, feeding and the use of specialist equipment	AF/ I/ R
	The ability to work as part of a multi-professional team to support pupil learning	AF/ I/ R
	The ability to effectively liaise with parents and families regarding the needs and progress of their child.	AF/ I/ R
	The ability to set up and use a range of resources to support pupil learning at a semi-formal and pre-formal level.	AF/ I/ R
	To be able to use effective strategies for helping pupils to emotionally regulate	AF/ I/ R
	To be able to contribute towards, implement and follow Behaviour plans for individual pupils.	AF/ I/ R
	The ability to effectively use software systems for communication with other professionals as well as recording and reporting on pupil progress.	AF/ I/ R
<b>PERSONAL QUALITIES</b>	High expectations for all learners.	AF/ I/ R
	Have the ability to work confidentiality, sensitively and with discretion.	AF/ I/ R
	Commitment to Continuing Professional Development (CPD).	AF/ I/ R
	Excellent communication and inter-personal skills.	AF/ I/ R

**\*Method of Assessment:**

AF: Application Form

I: Interview/ Tasks

R: References