

PERSON SPECIFICATION

Higher Level Teaching Assistant – Primary Phase

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential	Desirable	How Identified
Training in relevant learning strategies e.g. Literacy.	X		Application/ Interview/ Task (if applicable)
Higher Level Teaching Assistant status.	X		
Level 2 Literacy and Numeracy.	X		
Specialist skills/training in curriculum or learning area, e.g. bi-lingual, sign language, ICT.		X	
Completion of relevant safeguarding training.		X	
Personal Attributes	Essential	Desirable	How Identified
Are highly ambitious for self and organisational growth.	X		Application Interview Task
Are brave in leadership decision-making, being innovative and forging new paths.	X		
Are curious to identify solutions based on rigorous evidence and research.	X		
Are determined to overcome obstacles and resilient in the face of challenge.	X		
Are fast and nimble to address emerging needs and underperformance.	X		
Are good, moral, truthful and treat others with respect.	X		
Are open-minded to bringing about extraordinary change which may challenge the norm.	X		
Knowledge & Experience	Essential	Desirable	How Identified
Knowledge and experience in EYFS, Key Stage 1 & 2.	X		Application Interview

Excellent ICT skills and ability to use them effectively to support learning.		X	Task
Working with children of a relevant age in a learning environment.	X		
Working knowledge of relevant policies/codes of practice/legislation within a classroom setting.	X		
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.	X		
Experience of implementing national curriculum and other relevant learning programmes/strategies.	X		
Using/implementing behaviour management strategies.	X		
Experience of advancing pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.	X		
Organising and managing the physical teaching space and selecting and preparing teaching resources.	X		
Working knowledge of the current issues facing education with specific reference to the workplace.		X	
Good understanding of child development and learning processes.		X	
Producing lesson plans, worksheet plans, etc.	X		
Administering, assessing and marking tests.	X		
Invigilating internal and external examinations, under supervision.		X	
Understanding of classroom role and responsibilities.		X	
Using ICT to support learning activities.		X	
Experience of following safeguarding policy within an education setting.		X	

Skills	Essential	Desirable	How Identified
Leadership and management skills.	X		Application Interview Task
Ability to prioritise workload effectively to meet deadlines.	X		
Excellent inter-personal skills, including tact and diplomacy.	X		
Excellent written and oral communication skills.	X		
Able to persuade, influence and gain co-operation.	X		
Excellent presentation skills.	X		
Able to organise, lead and motivate a team and to work constructively as part of a team.	X		
Equal Opportunities	Essential	Desirable	How Identified
Demonstrate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community.	X		Application Interview Task
Committed to equal opportunities policies relating to gender, race and disability in an educational context.	X		
Safeguarding	Essential	Desirable	How Identified
Committed to the protection and safeguarding of children and young people.	X		Application Interview Task
Demonstrates up-to-date knowledge of relevant legislation and guidance in relation to working with young people.	X		