**Level 4 Higher Level Teaching Assistant – Daily PPA Cover**

**Person Specification**

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the E/D column. The final column indicates how the element will be assessed: A= through application, I= through interview process, O=through observation.

When completing your application letter, please ensure you demonstrate through evidence, how you meet the criteria.

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| A | Training and Qualifications |  |  |
| A1 | Higher Level Teaching Assistant standards (achieved or willing to complete within 12 months from taking up the post). | E | A |
| A2 | Recent relevant SEND training.  | E | A |
| A3 | National Vocational Qualifications in Supporting Teaching and Learning (Level 2 or above). | E | A |
| A4 | Recent Safeguarding Training. | E | A |
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| B | Experience |  |  |
| B1 | At least three years of experience working within a primary school.  | E | A |
| B2 | Experience of working with pupils who have Special Educational Needs and Disabilities. | E | A/I |
| B3 | Experience of working with more able pupils. | E | A/I |
| B4 | Experience of building positive relationships with people at all levels within a school. | E | A/I |
| B5 | Experience of building establishing fair, respectful, trusting, supportive and constructive relationships with pupils from EYFS to Y6. | E | A/I |
| B6 | Experience of delivering teaching and learning to individuals, groups and whole classes. | E | A |
| B7 | Experience of leading, manging and directing other support staff. | D | A/I |
| B8 | Experience of successful leadership. | D | A |
| B9 | Experience of successful multi agency working. | D | A |
|  |  |  |  |
| C | Professional Knowledge, Skills and Understanding |  |  |
| C1 | Knowledge and understanding of the HLTA standards. | E | I |
| C2 | Knowledge and Understanding of safeguarding policies and procedures including Keeping Children Safe in Education. | E | I |
| C3 | Knowledge and understanding of the national curriculum particularly for English and Mathematics at Key Stage 1 and 2. | E | I/O |
| C4 | Able to adapt activities and / or approaches for pupils at risk of underachieving and those in need of challenge. | E | I/O |
| C5 | Able to evaluate their own learning needs, identifying and addressing any gaps in knowledge, skills or understanding and responding positively to advice and feedback. | E | A/I |
| C6 | Able to use a technology to support learning in the classroom, including email. | E | I/O |
| C7 | Monitor learners’ progress in order to provide focussed support and feedback. | E | I/O |
| C8 | Use effective positive strategies to promote positive behaviour. | E | O |
| C9 | Organise and manage learning activities in ways which keep learners safe. | E | O |
| C10 | Able to advance learning when working with individuals, groups or whole classes without the presence of the assigned teacher. | E | O |
| C11 | Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people. | E | A/I |
| C12 | Understanding of the implications of GDPR and how this may impact on the role. | D | A/I |
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| D | Professional attributes |  |  |
| D1 | Ability to communicate clearly and effectively (both orally and in writing) with a range of stakeholders. | E | A/I/O |
| D2 | Awareness of child development (Age 3-11). | E | A/I |
| D3 | Willingness to undertake relevant training and CPD opportunities. | E | A/I |
| D4 | Able to work independently and with initiative. | E | A |
| D5 | Committed to providing the best possible care for all pupils.  | E | A |
| D6 | Hard working, resilient, self-motivated and works effectively under pressure. | E | A |
| D7 | Committed to partnership working and works well as part of a team. | E | A |
| D8 | Calm under pressure and able to adapt to change quickly. | E | A/I |
| D9 | Willingness to contribute to the wider life of the school.  | E | A/I |
| D10 | Commitment to the School’s Equal Opportunities Policy. | E | A/I |
| D11 | Use coaching and mentoring skills with adults and pupils. | D | A/I |