|  |
| --- |
| **Rickleton Primary School****Higher Level Teaching Assistant person specification** |

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications and experience | * Meet the Higher Level Teaching Assistants Standards or equivalent qualification
* Previous experience working with children.
* Education to secondary school level at least.
* Knowledge and understanding of child development and children’s and families’ needs.
* Strong English and Mathematics skills and understanding
* Know how to use ICT to support their professional activities
* Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
* Understand the objectives, content and intended outcomes for the learning activities in which they are involved
* Know how to support learners in accessing the curriculum in accordance with the special educational needs and disabilities (SEND) code of practice and legislation
 | * Experience working in a primary school setting.
* Experience working within 2 or more key stages
* Know how other frameworks that support the development and wellbeing of children and young people impact upon their practice
* Use their ICT skills to advance learning
 |
| Organisation | * Ability to plan and organise.
* Ability to recognise and identify problems.
* Ability to record and pass on information accurately.
* Communicate effectively and sensitively with children, young people, colleagues, parents and carers
* Demonstrate a commitment to collaborative and cooperative working with colleagues
* Know how to contribute to effective personalised provision by taking practical account of diversity
* Use their area(s) of expertise to plan and contribute to the planning and preparation of learning activities
* Devise clearly structured activities that interest and motivate learners and advance their learning and meets the needs of individual learners
* Monitor learners’ responses to activities and modify the approach accordingly and provide focusses support and feedback
* Direct the work, where relevant, of other adults in supporting learning
 | * Ability to cope with many roles/ responsibilities.
* Understanding of the importance of parental involvement.
 |
| Special skills and interests | * Ability to encourage and enable others to develop their full potential.
* Improve their own knowledge and practice including responding to advice and feedback
* Advance learning when working with whole classes without the presence of the assigned teacher
 | * First aid, music, arts and crafts, computing.
* Any extra interests related to childcare.
* Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
 |
| Disposition and attitudes | * Ability to build relationships and to lead and work as part of a team.
* A friendly, helpful, caring and flexible approach.
* Open-mindedness and patience.
* A commitment to equal opportunities.
* Ability to maintain confidentiality in all school matters.
* Have high expectations of children and young people with a commitment to helping them fulfil their potential
* Demonstrate the positive values, attitudes and behaviour they expect from children and young people
* Use effective strategies to promote positive behaviour
 | * High levels of self-confidence.
* Ability to relate well to other professionals.
 |
| Physical attributes and other circumstances | * Ability to physically fulfil the responsibilities of the post.
* Willingness and ability to attend appropriate meetings and training.
* Reasonable personal presentation.
* Excellent punctuality.
 | * Flexible approach.
 |