

## HIGHER LEVEL TEACHING ASSISTANT (HTLA), ASD SPECIALISM – Person Specification

	<b>Essential</b>	<b>Desirable</b>	<b>Measured by</b>
<b>Qualifications / Training</b>	<ul style="list-style-type: none"> <li>NVQ 3 for Teaching Assistant (or recognised equivalent qualification)</li> <li>HLTA status (equivalent NVQ level 4) or in the process of completing HLTA qualification</li> </ul>	<ul style="list-style-type: none"> <li>First Aid qualification</li> <li>Further qualifications relating to the role</li> </ul>	A A
<b>Experience</b>	<ul style="list-style-type: none"> <li>Three years experience of working to support children’s learning gained in a relevant environment</li> <li>Numeracy/literacy skills equivalent to GCSE grade C and above</li> <li>Collaborative working within a team</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with personnel from Support Services</li> <li>Contribution to Learning Passports/Student Profiles.</li> <li>Experience of close liaison with parents / carers</li> <li>Experience of working with ASD profile students</li> </ul>	A/I A A A A/I
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Full working knowledge of relevant policies/codes of practice</li> <li>Committed to safeguarding and promoting the welfare of children and young people</li> <li>An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation</li> <li>Understanding of areas of learning, e.g. literacy, numeracy, science, SEN</li> <li>Understanding of principles of child development and learning processes</li> <li>Ability to plan effective actions for pupils at risk of underachieving</li> <li>Use of learning technologies</li> <li>Knowledge of a range of classroom behavior strategies</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of requirements of SEN and disability legislation</li> <li>Knowledge and understanding of ASD and relevant needs.</li> <li>Experience of using ASD specific techniques/programmes</li> </ul>	A/I A/I A/I A/I I I I/PE
<b>Skills</b>	<ul style="list-style-type: none"> <li>High standard of interpersonal and oral/written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Good ICT skills for learning and administrative requirements.</li> </ul>	A/I/PE

	<ul style="list-style-type: none"> <li>• Effective use of ICT to promote, support and enhance teaching and learning</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people</li> <li>• Good communication skills</li> </ul>		I I/PE I
	<b>Essential</b>	<b>Desirable</b>	
<b>Person Characteristics</b>	<ul style="list-style-type: none"> <li>• Ability to make relationships easily with young people and adults</li> <li>• Ability to motivate students and engage them with their learning</li> <li>• Ability to defuse difficult situations</li> <li>• Ability to represent student needs to others</li> <li>• An enthusiastic approach to working with students</li> <li>• Ability to work flexibly and respond to developing needs</li> <li>• Reliability and integrity</li> <li>• Humour and resilience</li> </ul>		I/PE I/PE I I I/PE A/I A/I I

**Measured by Key:**

- A - Application form/Letter  
I - Interview  
PE - Practical exercise