

PERSON SPECIFICATION- HLTA/ Aspiring HLTA

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
<input type="checkbox"/> Training in relevant learning strategies e.g. Literacy	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> HLTA Status	D	
<input type="checkbox"/> Level 2 Literacy and Numeracy	E	
<input type="checkbox"/> Specialist skills/training in curriculum or learning area, e.g. bi-lingual, sign language, ICT	D	
<input type="checkbox"/> Completion of relevant safeguarding training	D	
<input type="checkbox"/> Willingness to complete HLTA status	E	
Skills & Knowledge	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience in EYFS, KS1 and KS2	E	Interview/ Application form/ Oral Presentation /Task/ References
<input type="checkbox"/> Excellent written and oral communication skills	E	
<input type="checkbox"/> Able to persuade, influence and gain co-operation	E	
<input type="checkbox"/> Excellent presentation skills	E	
<input type="checkbox"/> Working knowledge of relevant policies/codes of practice/legislation within a classroom setting	E	
<input type="checkbox"/> Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	E	
<input type="checkbox"/> Good understanding of child development and learning processes	E	
<input type="checkbox"/> Able to organise, lead and motivate a team and to work constructively as part of a team	E	
<input type="checkbox"/> Awareness of relevant legislation relating to child protection and safeguarding	E	
<input type="checkbox"/> Working knowledge of the current issues facing education with specific reference to the workplace	D	
<input type="checkbox"/> Understanding of classroom roles and responsibilities	D	
<input type="checkbox"/> Excellent ICT skills and ability to use them effectively to support learning	D	
Experience	Essential/Desirable	How Identified
<input type="checkbox"/> People management skills	E	

<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	
<input type="checkbox"/> Working with children of relevant age in a learning environment	E	
<input type="checkbox"/> Experience of implementing national curriculum and other relevant learning programmes/strategies	E	
<input type="checkbox"/> Using/implementing behaviour management strategies	E	
<input type="checkbox"/> 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	E	
<input type="checkbox"/> Organising and managing the physical teaching space and selecting and preparing teaching resources	E	
<input type="checkbox"/> Producing lesson plans, worksheet plans, etc.	E	
<input type="checkbox"/> Administering, assessing and marking tests	E	
<input type="checkbox"/> Invigilating internal and external examinations, under supervision	D	
<input type="checkbox"/> Using ICT to support learning activities	D	
<input type="checkbox"/> Experience of following safeguarding policy within an education setting	D	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Committed to the safeguarding of children	E	
<input type="checkbox"/> Able to respond effectively to problems	E	
<input type="checkbox"/> Able to respond positively to change	E	
<input type="checkbox"/> Excellent time management	E	
<input type="checkbox"/> Committed, confident, conscientious and enthusiastic	E	
<input type="checkbox"/> Committed to achieving further professional development	E	
<input type="checkbox"/> Constantly improving own practice/knowledge through self-evaluation and learning from others	E	
<input type="checkbox"/> Committed to equal opportunities in all school activities	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	

Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	