

PERSON SPECIFICATION: HLTA Reading and Literacy – Scale G

KNOWLEDGE AND QUALIFICATIONS

Essential	Desirable	Evidence
<p>Knowledge of:</p> <ul style="list-style-type: none"> • The effective use of ICT to support learning. • Tracking, monitoring and reviewing students' progress and behaviour across the Academy to support learners effectively. • Knowledge of how to successfully lead learning activities for individual students, small groups or class of students. • Good understanding or reading and literacy interventions. • Working knowledge of national/foundation stage curriculum and other relevant learning programmes • Working knowledge of behaviour strategies. • The effective use of Data Systems within the Academy and the ability to retrieve relevant information to support learners' progress. • Working with the SENDCo in supporting student learning needs and contribution to EHCP or support plans. • Understanding of effective teaching methods. • The importance of confidentiality. • Full working knowledge of relevant current policies, codes of practice and legislation. • How to contribute to effective personalised provision by taking a practical account of equality, diversity and inclusion informed by practical experience and application. 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Working with External Agencies. • Working in an identified area of specialism with specific groups of SEN students. • First Aid 	<p>A, I, E</p>
<p>Qualifications:</p> <ul style="list-style-type: none"> • Good Education Background e.g. to GCSE equivalent or above. • Full first aid qualification (or willing to gain the qualification). • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (NVQ Level 4/5) • Training in relevant learning strategies and specialist training skills in a curriculum or learning area. 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Coaching or mentoring skills. • Willingness to engage in further professional development. • Specialist degree. 	<p>A, I</p>



Essential	Desirable	Evidence
<p>Experience:</p> <ul style="list-style-type: none">• Working with children and families of relevant age 11-16.• Recent experience of working in a school.• Supervising small groups of children.• A standard of written and spoken English that supports pupils' learning.• Of working with children with special needs.• Planning effective learning activities for students with SEN/risk of underachieving.• Clerical duties, report writing.• Proven ability to demonstrate proactive and professional behaviour.• Proven ability to work on own initiative.• Proven ability to demonstrate effective team working.• Working with students who may be vulnerable or have mental health issues.• Involvement in whole school activities/events.• Evidence of a positive impact on outcomes for students.• Demonstration of excellent behaviour management skills with students.• Understanding the needs of individual students.	<p>Experience:</p> <ul style="list-style-type: none">• Working with and/or coordinating other members of staff.• Communicating with parents.	<p>A, I, E</p>



Essential	Desirable	Evidence
<p>Personal Qualities:</p> <ul style="list-style-type: none">• To have a positive disposition.• Ability to work under pressure and to meet deadlines.• Ability to work constructively as part of a team.• To have a genuine interest in young people.• To have a positive attitude to all other staff and students.• Excellent communication skills and an ability to communicate effectively and sensitively with students who have SEN.• Establish fair, respectful, supportive and constructive relationships with students.• Empathy for children with special needs.• Recognise and respect the contribution that parents and carers can make to the development and wellbeing of students.• The ability to work as a member of a team and also to be able to work independently and make decisions.• Understanding classroom roles and responsibilities and your own position within these.• To have very high expectations and professional standards of oneself and students.• To be able to maintain a calm disposition even when presented with stressful situations.• To be able to demonstrate very high standards of reliability.• A commitment to promoting equal opportunities and meeting individual needs.• Patience, understanding, caring, sense of humour.• Willingness to improve own knowledge and practice, including responding to advice and feedback.• Willingness (once trained) to deliver first aid, personal/intimate care, behaviour management strategies as required.	<p>Personal Qualities:</p> <ul style="list-style-type: none">• Willingness to engage in further professional development.• Willingness (once trained) to deliver first aid, personal/intimate care, behaviour management strategies as required.	<p>A, I</p>