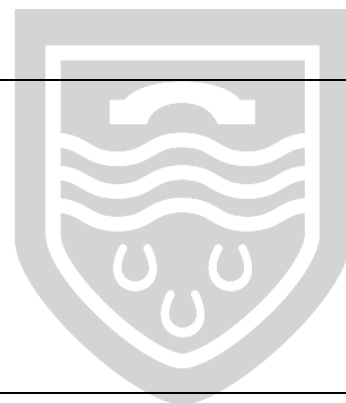




Ickleford (VC) Primary School
HLTA/1:1 LSA Person Specification

| | Essential | Desirable |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | <p>The Higher Level Teaching Assistant should:</p> <ul style="list-style-type: none"> • Have HLTA status [or qualified teacher experience] or • Have been an outstanding TA and be prepared to do a HLTA Qualification and • Be able to demonstrate levels of English and Maths to GSCE [A-C] • Safeguarding and Prevent training certification | |
| Experience | <p>The Higher Level Teaching Assistant should have experience of:</p> <ul style="list-style-type: none"> • Working with pupils in school for a minimum of 2 years • Experience of supporting children within the EYFS and/or KS2 • Working with children who have special educational needs and/or EAL • Running successful interventions programmes • A good awareness of inclusion, especially within a school setting • | <p>In addition, the Higher Level Teaching Assistant might have experience of:</p> <ul style="list-style-type: none"> • Training or expertise in a relevant curriculum or other learning area (e.g. SEND, maths or English/phonics) |
| Knowledge and Understanding | <p>The Higher Level Teaching Assistant should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • HLTA Standards • Relevant policies, codes of practice and legislation including safeguarding • EYFS Framework • the National Curriculum particularly English and maths • behaviour management strategies | <p>In addition, the Higher Level Teaching Assistant might have experience of:</p> <ul style="list-style-type: none"> • working with nonverbal pupils using Makaton • First Aid |
| Skills | <p>The Higher Level Teaching Assistant will:</p> <ul style="list-style-type: none"> • Have effective oral and written communication skills | |

| | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> • Be able to demonstrate the HLTA standards • Form effective professional relationships including team working • Have good organisational and time management skills • Hard working, flexible and motivated • Have sound ICT skills • Be able to work independently • Remain calm under pressure and be able to adapt to change quickly • Provide detailed and regular feedback to teachers on children's achievements and progress • Assist with the development and implementation of Individual Learning Goals • Support the Christian Ethos of the School | |
| Other | <p>The Higher Level Teaching Assistant will be able to:</p> <ul style="list-style-type: none"> • Attend school training sessions • Have empathy with those facing barriers to their learning • An understanding of and a genuine commitment to Inclusion • Act sensitively and confidentially | |



Shared Values - Shared Aspirations - Shared Achievements