



Higher Level Teaching Assistant Person Specification Grade 4 (SCP 12 to 15)

Criteria	Essential	Desirable
Qualifications		
Recruitment against detailed job description and Headteacher's assessment that individual has the skills, expertise and experience required to carry out specified work.		
1. Current first aid certificate.		√
2. GCSE English and Maths 9 – 4 (A – C) or equivalent.	√	
3. NVQ3 for Teaching Assistants, or equivalent in related area.		√
Experience		
1. Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties.	√	
2. Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.	√	
3. Experience of one to one support, where appropriate.	√	
4. Experience of delivering lessons, in accordance with Education (Specified Work and Registration) (England) Regulations 2003.	√	
5. Experience of contributing to lesson planning, in conjunction with the teacher.		√
Knowledge		
1. Understanding of specialist areas to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.	√	
2. Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.	√	
3. Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understanding of the place of these in the related teaching programme.	√	
4. Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits.	√	
5. Knowledge of the key factors that can affect the way pupils learn.	√	

6. Awareness of the statutory frameworks relevant to their role.	√	
7. Awareness and understanding of relevant government initiatives.		√
8. Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.		√
9. Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.	√	
10. Basic knowledge of first aid.	√	
11. Awareness of school and health and safety procedures.	√	
12. Good knowledge and understanding of the school's structure.		√
Literacy and Numeracy		
1. Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	√	
2. Ability to contribute to maintaining and analysing records of pupils' progress.	√	
3. Ability to read and understand school policies and procedures relevant to area of work.	√	
4. Ability to complete reports such as incident report form, behaviour diary, progress report etc.	√	
Mental Skills – Research, problem solving, thinking creatively and developing new ideas		
1. Ability to assist teacher with information gathering and resources as appropriate.	√	
2. Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person.	√	
3. Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short- and medium-term planning.		√
4. Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour.	√	
5. Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests.	√	
6. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.		√
7. When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability.	√	
8. Assist teacher in creating a positive learning environment.	√	

Interpersonal and Communication Skills		
1. Sensitivity to pupils' needs.	√	
2. Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.	√	
3. Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.	√	
4. Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	√	
5. Monitoring pupils' responses to learning tasks and modify their approach accordingly.	√	
6. Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.	√	
7. Using clearly structured teaching and learning activities to interest and motivate pupils and advance their learning.	√	
8. Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.	√	
9. Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.		√
10. Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.	√	
11. Advising and guiding pupils on the best way to handle situations, under the teacher's direction.	√	
12. Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc.	√	
13. Encouraging pupils to participate in or complete tasks.	√	
14. Ability to conciliate between pupil in playground or classroom disputes.	√	
15. Providing advice and guidance to Teaching Assistants on procedures and policies.	√	
Verbal and Written Communication Skills		
16. Ability to communicate effectively and sensitively with pupils to support their learning.	√	
17. Ability to use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.	√	
18. Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher	√	
19. Ability to encourage participation and give feedback to pupils.	√	

20. Ability to maintain appropriate level of confidentiality.	√	
21. Administering reading and spelling tests, under the direction of the teacher.	√	
22. Attending and contributing to review and other meetings, as appropriate.	√	
Training and/or Presentation Skills		
1. Develop and deliver induction and In-Service Training for new Teaching Assistants	√	
Physical Skills		
1. Ability to use ICT to advance pupils' learning and ability to use common ICT tools for own and pupils' benefit.	√	
2. Use of guillotine, craft knives, glue gun etc when displaying work or assisting pupils in practical lessons.	√	
3. Help pupils to use tools and equipment as required to support learning.	√	
Other		
1. Ability to self-evaluate learning needs and actively seek learning opportunities.	√	
2. Display commitment to protection and safeguarding of children and young people.	√	
Level of Autonomy		
1. Ability to manage own work.	√	
2. Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.	√	
3. Able to supervise larger numbers of pupils during class and break/lunchtime.	√	
4. Able to make decisions on when to refer queries/problems to teaching staff or line manager.	√	
5. The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.	√	