

## Person Specification for Higher Level Teaching Assistant For Targeted Intervention and Student Support (TA4)



Qualifications and Experience	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>• HLTA qualification or equivalent, or willingness to undertake HLTA qualification training</li> <li>• NVQ Level 3 or equivalent qualification in teaching assistance</li> <li>• English and maths qualifications at Grade C GCSE or above, or equivalent</li> <li>• Willingness to participate in relevant training and development opportunities</li> <li>• Minimum of 4 years experience of working in an educational setting, within a suitable age range/subject area</li> </ul>	<p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Application</p> <p>Application</p> <p>Application</p> <p>Application</p> <p>Application</p>
Knowledge and Understanding	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>• Promote a positive ethos and role model positive attributes</li> <li>• Excellent personal numeracy and literacy skills</li> <li>• Effective use of a range of ICT to support learning</li> <li>• Experience of high-quality resource preparation to support learning programmes</li> <li>• Advanced understanding of national curriculum and other learning programmes e.g. knowledge of appropriate external accreditation in core subjects</li> <li>• Ability to adapt own approach and work flexibly in accordance with student needs</li> <li>• Understanding of inclusion, especially within a school setting</li> <li>• Ability to work with students at all ability levels regardless of specific individual need</li> <li>• Ability to lead and motivate a team of staff within your classroom, ensuring effective communication and deployment</li> <li>• Ability to contribute to distributed leadership within the school</li> </ul>		

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| <ul style="list-style-type: none"><li>• Ability to build and maintain effective working relationships with all students and colleagues, whilst understanding classroom roles and responsibilities</li><li>• Ability to continually develop and extend own working practices</li><li>• Understanding of statutory frameworks, relevant codes of practice and policies relating to teaching and learning</li><li>• Listen and respond to feedback, seek out innovative ways of consulting with, and engaging with partners</li><li>• Listen to, support and monitor the diverse contributions made to school development without prejudice</li><li>• Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour</li></ul> |  |  |
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Understand how Valuing Diversity can improve our school provision and reduce disadvantage

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