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| **Archbishop Benson Primary School*****Motto: Fun & Learning, Hand in Hand*** | http://image.shutterstock.com/display_pic_with_logo/818227/104023823/stock-vector-fun-learning-104023823.jpg | http://cliparts.co/cliparts/pi7/r9G/pi7r9GXbT.jpg |

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| **Person Specification for Higher Level Teaching Assistant ( Disadvantaged Pupils Intervention)** |
|  | **Essential**  | **Desirable** | **Recruiting method** |
| **Education and Training** | NVQ level 3 or equivalent plus appropriate experience.+Good levels of literacy and numeracy(GCSE English & Maths grades A-C or equivalent)orHLTA status which requires the possession of Literacy and Numeracy at Level 2 or higher or willingness to undertake HLTA training based subject to professional recommendation by line manager/senior leaderMinimum of 2 years effective experience as a teaching assistant/HLTA, within the last 5 years | Willingness to undertake further professional training as appropriateQualified Teacher Status | Application Evidence brought to interview e.g. successful appraisal report, positive lesson observation feedback |
| **Skills and Experience** | Understanding of strategies for teaching & learningA good working knowledge & understanding of the EYFS curriculum and national curriculumAbility to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classesAbility to effectively deliver curriculum-based lessons across the school.Ability to contribute to assessment and monitoring of pupil progressCommitment to raising standardsGood organisational & time management skillsGood communication & interpersonal skillsAbility to prioritise between different demandsAbility to take responsibility & work with autonomy within set boundariesAbility to work collaboratively & effectively within a team | Knowledge of how ICT is used to support pupils’ learning and the ability to use ICT effectively in a classroom setting Experience of supervising others effectively | Application/Interview/Assessment |

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| **Specialist Knowledge and Skills** | Specialist skills and knowledge at an advanced level across a specific discipline or a range of disciplines Knowledge of a particular area of the curriculum or children’s needs (ie: early years, EBD, ALS, literacy, numeracy or ICT)Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young peopleDemonstrates an awareness, understanding and commitment to equal opportunities  | Knowledge of a range of issues relevant to education and child development.A willingness to learn and continue to strive for excellenceCurrent First Aid training | Application/Interview/Assessment  |
| **Behaviours and Values** | Commitment to the school’s Christian ethos & values An interest in children and education Takes personal responsibility for own work, own environment and own development.Commitment to the principles of inclusion Commitment to the wider life of the school & the school’s role in the wider community | Interest in supporting an enriched curriculum through out-of-hours learning, educational visits and other school events & activitiesInterest in running extra-curricular activities | Application/Interview/Assessment  |
| **Qualities** | A caring approach to working with children, parents, colleagues and the wider communityConfidentiality & professional discretionEnthusiasm and energyFlexibility and adaptabilityReliability & sense of initiative |  |  |

**HLTA Standards**

Those awarded HLTA status must demonstrate, through their practice, that they:

**Professional Attributes**

1 Have high expectations of children and young people with a commitment to helping them fulfil their potential

2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people

3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people

4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers

5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people

6 Demonstrate a commitment to collaborative and cooperative working with colleagues

7 Improve their own knowledge and practice including responding to advice and feedback

**Professional Knowledge and Understanding**

8 Understand the key factors that affect children and young people's learning and progress

9 Know how to contribute to effective personalised provision by taking practical account of diversity

10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy

12 Know how to use ICT to support their professional activities

13 Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved

15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

16 Know how other frameworks, that support the development and well‐being of children and young people, impact upon their practice

**Professional Skills\***

**Planning and Expectations**

17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities

18 Use their area(s) of expertise to plan their role in learning activities

19 Devise clearly structured activities that interest and motivate learners and advance their learning

20 Plan how they will support the inclusion of the children and young people in the learning activities

21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

**Monitoring and Assessment**

22 Monitor learners' responses to activities and modify the approach accordingly

23 Monitor learners' progress in order to provide focused support and feedback

24 Support the evaluation of learners' progress using a range of assessment techniques

25 Contribute to maintaining and analysing records of learners' progress

**Teaching and Learning Activities**

26 Use effective strategies to promote positive behaviour

27 Recognise and respond appropriately to situations that challenge equality of opportunity

28 Use their ICT skills to advance learning

29 Advance learning when working with individuals

30 Advance learning when working with small groups

31 Advance learning when working with whole classes without the presence of the assigned teacher

32 Organise and manage learning activities in ways which keep learners safe

33 Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*