

**Person Specification**

**Higher Level Teaching Assistant Level 3**

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| **Essential** | **Desirable** | **Evidence** |
| **Qualifications**  NVQ Level 3 Teaching Assistant or equivalent certified qualification or higher | First Aid qualification | Application Interview |
| **Skills**  Ability to manage the behaviour of pupils and employ strategies to ensure desired outcomes are achieved.  Ability to communicate effectively and purposefully with children – a clear understanding of effective speaking, listening and questioning strategies.  Ability to communicate effectively with teachers and parents/carers in various settings.  Excellent communication skills, both oral and written.  Demonstrate good competence levels in numeracy and literacy.  Ability to use ICT effectively to promote and support learning.  Ability to work on own initiative and as part of an effective team.  The ability to enthusiastically and loyally promote the school’s vision.  An ability to motivate self and colleagues.  Adaptability and ability to work with all members of school staff. |  | Application Interview |

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| **Knowledge and Understanding**  Understanding of the National Curriculum.  Understanding of the importance of high-quality, continuous and enhanced teaching to support learning.  Knowledge of a range of strategies to promote excellent behaviour.  Awareness and understanding of the school’s policies and procedures.  Knowledge of statutory requirements regarding the education sector and pupil wellbeing.  Proven awareness and respect for the highly sensitive status of information and its confidentiality (GDPR).  Knowledge of intervention strategies, including those in relation to behaviour and SEND. |  | Application Interview |
| **Experience**  Experience of a minimum of two years working as a Level 3 Teaching Assistant with children.  Working knowledge and understanding of national curriculum and other basic learning programmes/strategic processes and barriers to learning.  Understanding of safeguarding and child protection procedures.  Undertake safeguarding checks.  Willingness to undergo DBS, reference and other checks within line of current safeguarding processes.  Participation in appropriate school and professional development meetings and willingness to attend further training.  Adaptable and resourceful to meet new challenges - have a flexible and positive approach to challenge and change.  Adaptable and resourceful to meet new challenges - have a flexible and positive approach to challenge and change.  Administrative duties. | Experience of the following: IPs and EHCPs and contributing to their implementation. | Application Interview |