

**Upton St Leonards C of E Primary School – Higher Level Teaching Assistant
Person Specification**

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Relevant childcare/ education qualification similar to at least NVQ Level 3 • GCSE English Grade C or above • Enhanced DBS and relevant disclosures 	<ul style="list-style-type: none"> • Qualified HLTA or equivalent relevant qualification. • Further qualifications and/or studies relevant to the role. • Relevant First Aid qualification.
Experience	<ul style="list-style-type: none"> • Experience of working with relevant age groups within Early Years and Primary settings. • Experience working with children/young people with varying needs, for example SEND • Experience of working successfully and cooperatively as a member of a school team understanding own and others' roles and responsibilities 	<ul style="list-style-type: none"> • Experience of previously leading cover supervision. • Experience of leading groups and classes in the teacher's absence. • Experience of planning for groups of children or classes.
Knowledge and Understanding	<ul style="list-style-type: none"> • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. • Up to date safeguarding and child protection knowledge • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching. • A clear understanding of own strengths and areas for professional development through self-evaluation study and training 	<ul style="list-style-type: none"> • A knowledge and understanding of assessment, monitoring, target setting and evaluation, using this information to inform future planning
Skills, attributes and abilities	<ul style="list-style-type: none"> • Have a relentless drive to ensure that all children achieve their potential • Commitment to our school values and Christian ethos • Ability to manage pupil behaviour in a positive manner with consistent clear boundaries and following the school behaviour policy • Be literate and numerate and model these skills when supporting children in learning • Can use ICT effectively to support learning • Commitment to promoting the wellbeing and inclusion of all pupils. • Ability to communicate effectively in a variety 	<ul style="list-style-type: none"> • Specialist skills/training in curriculum or learning area • Ability to lead and direct the work of others.

	<p>of situations – verbal and Written</p> <ul style="list-style-type: none"> • Ability to relate well to children and adults including parents, professionals from other disciplines • Ability to work to deadlines and to work well under pressure • Collaborative team member • Open and reflective • Self-motivated and adaptable in approaching new ideas • Resilience, flexibility and ability to retain a sense of perspective • Approachable, positive and enthusiastic with a good sense of humour • The willingness to challenge self and achieve excellence 	
Interests	<ul style="list-style-type: none"> • Has interests out of school and an enthusiasm for life 	<ul style="list-style-type: none"> • Brings personal interests and enthusiasms to the school community