

KING EDWARD VI ASTON SCHOOL

Person Specification – High Level Teaching Assistant (SEND)

Qualifications and Training

Essential

- HLTA status or equivalent experience demonstrating HLTA-level practice
- GCSE English and Maths (Grade C/4 or above) or equivalent
- Evidence of relevant professional development related to SEND

Desirable

- Level 3 (or above) Teaching Assistant qualification
- Training in specific SEND areas (e.g. autism, speech and language, SEMH)
- ELSA, Thrive, or equivalent intervention training

Experience

Essential

- Experience supporting students in a secondary or similar setting

Desirable

- Experience planning and delivering structured intervention programmes
- Experience monitoring and tracking student progress using data
- Experience working with parents/carers and/or external agencies
- Experience contributing to EHCP reviews or similar processes
- Experience supporting or training other staff
- Experience delivering one-to-one and small group interventions
- Experience adapting learning to meet diverse needs
- Experience working collaboratively with teaching staff

Knowledge and Understanding

Essential

- Strong understanding of a range of SEND needs (e.g. ASD, ADHD, dyslexia, SEMH)
- Knowledge of effective strategies to support inclusion and remove barriers to learning
- Understanding of safeguarding, child protection, and professional boundaries
- Awareness of how to support students' social, emotional and behavioural development

Desirable

- Understanding of the SEND Code of Practice
- Knowledge of assessment approaches and using data to inform intervention
- Awareness of evidence-informed SEND strategies

Skills and Abilities

Essential

- Ability to plan, deliver and evaluate targeted interventions
- Ability to motivate and engage students, building positive relationships
- Strong communication skills (with students, staff, and families)
- Ability to use assessment information to inform planning
- Ability to maintain accurate records and track progress
- Ability to work independently and use initiative
- Strong organisational skills and ability to prioritise workload

Desirable

- Ability to deliver training or coach colleagues
- Ability to contribute to whole-school SEND development
- Confidence leading small groups and, where appropriate, whole classes

Personal Qualities

Essential

- Commitment to inclusion and improving outcomes for SEND students
- High expectations of student achievement and behaviour
- Professional integrity and reliability
- Reflective practitioner with a willingness to develop
- Resilient, adaptable and solution-focused
- Ability to work collaboratively as part of a team

Desirable

- Commitment to ongoing professional learning in SEND
- Interest in mentoring and peer support programmes

Other Requirements

Essential

- Commitment to safeguarding and promoting the welfare of children
- Willingness to undertake relevant training