

# Person Specification for a Higher Level Teaching Assistant (HLTA)

This person specification outlines the essential and desirable criteria required for the role of a Higher Level Teaching Assistant (HLTA).

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## 1. Qualifications and Training

Criteria	Essential (E) / Desirable (D)	Evidence
<b>HLTA Status</b> (or equivalent qualification/experience)	D	Certificate/Proof of Status
<b>Minimum Level 3 qualification</b> in a relevant subject (e.g., Supporting Teaching and Learning in Schools, Childcare, Education)	E	Certificate
<b>GCSE/Level 2</b> or equivalent in <b>English and Mathematics</b>	E	Certificate
Evidence of <b>recent and relevant professional development</b> in education/childcare	E	Training records, CPD log
Training in <b>First Aid</b> (Paediatric)	D	Certificate
Training in <b>Safeguarding/Child Protection</b> (most recent)	E	Certificate/Record

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## 2. Experience

Criteria	Essential (E) / Desirable (D)	Evidence
Significant experience working as a <b>Teaching Assistant</b> or equivalent in a <b>primary school setting</b>	E	Application Form, References
Experience of <b>planning, preparing, and delivering learning activities</b> to whole classes, groups, and individuals, under the direction of a teacher	E	Application Form, References
Experience of <b>leading whole-class cover</b> for teacher absence across a range of subjects and year groups	E	Application Form, References, Interview
Experience of <b>supporting pupils with Special Educational Needs and Disabilities (SEND)</b> , including the implementation of individual plans (e.g., IEPs/Provision Maps)	E	Application Form, References

Criteria	Essential (E) / Desirable (D)	Evidence
Experience of <b>supporting the assessment process</b> and tracking pupil progress	D	Application Form, Interview
Experience in <b>supervising other support staff</b> or volunteers	D	Application Form, Interview
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### 3. Knowledge and Understanding

Criteria	Essential (E) / Desirable (D)	Evidence
Thorough <b>understanding of the Primary National Curriculum</b> and age-appropriate learning strategies	E	Interview, Task
Knowledge of <b>effective behaviour management strategies</b> and techniques	E	Interview, References
<b>Understanding of child development</b> and how it impacts learning	E	Interview
Knowledge of <b>current safeguarding and child protection procedures</b> and the HLTA's role in them	E	Interview, References
Awareness of <b>statutory requirements and school policies</b> relating to SEND and equality	E	Interview
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### 4. Skills and Abilities

Criteria	Essential (E) / Desirable (D)	Evidence
Ability to <b>confidently and independently deliver planned lessons</b> to a whole class, maintaining high expectations for learning and behaviour	E	Observation, Interview
<b>Excellent communication skills</b> (written and verbal) to effectively engage with pupils, teachers, parents, and other professionals	E	Interview, Application Form
Ability to <b>plan and evaluate learning activities</b> for individuals and groups, adapting resources to meet diverse needs	E	Interview, Task
<b>Strong organisational skills</b> and the ability to manage time effectively and prioritise a demanding workload	E	Interview, References
Ability to <b>use Information and Communication Technology (ICT)</b> to support learning and administrative tasks	E	Application Form, Interview

Criteria	Essential (E) / Desirable (D)	Evidence
Ability to <b>work collaboratively</b> as part of a team and to <b>act as a positive role model</b>	E	References, Interview
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## 5. Personal Qualities

Criteria	Essential (E) / Desirable (D)	Evidence
<b>Resilience, patience, and enthusiasm</b> for working with young children	E	Interview, References
A <b>commitment to promoting the inclusion</b> of all pupils	E	Interview
<b>High level of professionalism</b> , integrity, and commitment to confidentiality	E	References
<b>Flexibility and adaptability</b> to meet the changing needs of the school	E	Interview, References
A <b>proactive approach</b> to own professional development and willingness to undertake further training	E	Interview