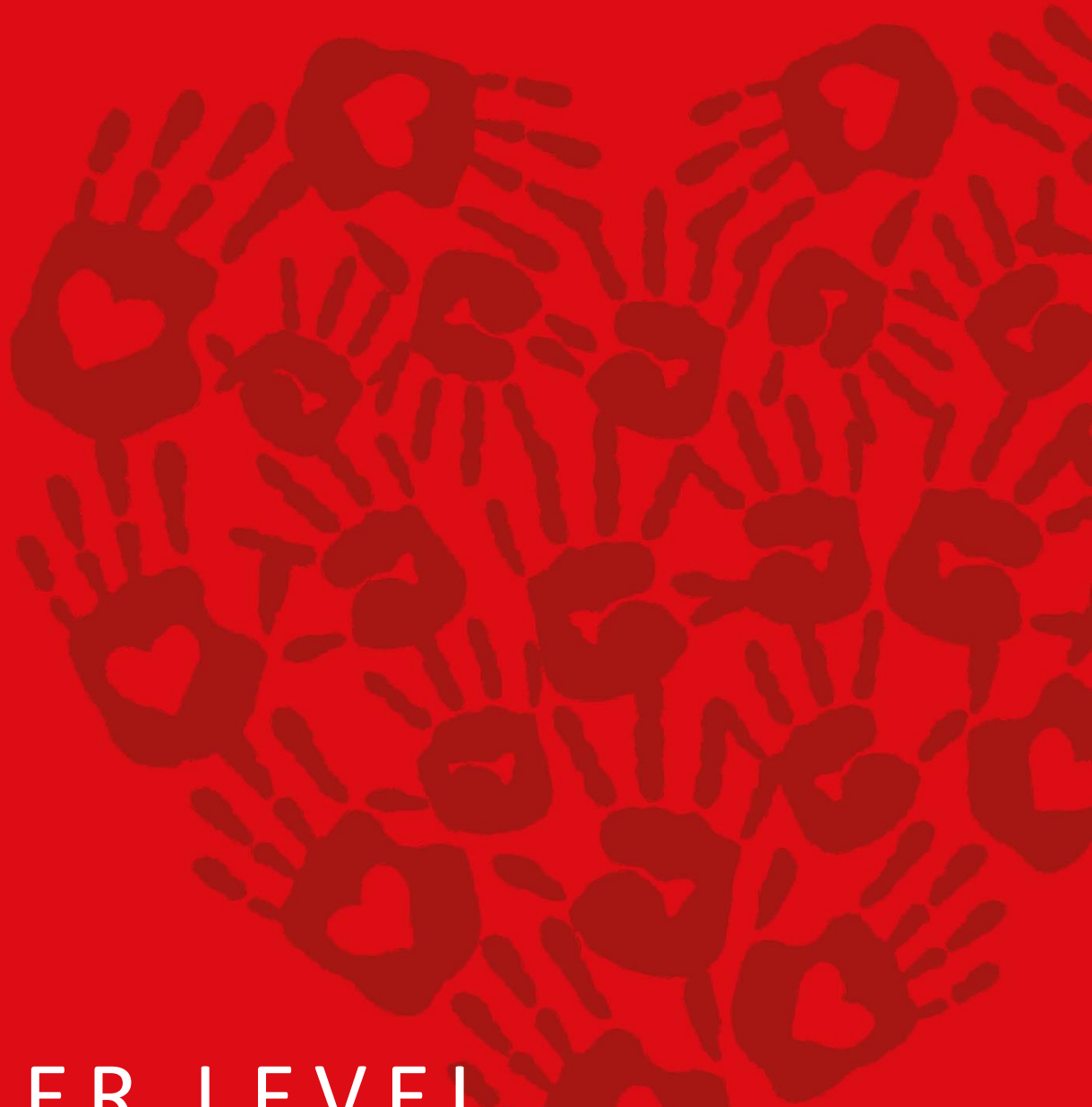




HEARTS ACADEMY TRUST



HIGHER LEVEL
TEACHING ASSISTANT
PERSON
SPECIFICATION

HEARTS VALUES

Redefining Possibilities

Our HEARTS values form the foundation of our culture of care, inclusion, mutual respect, and service to our communities which empowers all to flourish and make a difference.

H



HAPPINESS

We promote **happiness** and good mental health & wellbeing by building relationships that have a strong, shared sense of purpose, where all are valued and belong. Our curriculum is rich in opportunities and experiences that ignite a love of learning.

E



EQUITY

We are engines of social justice: we ensure everyone is treated with **equity** and help those who need it, overcoming barriers and battling against unfairness.

A



ACHIEVEMENT

We facilitate and celebrate **achievement** within and beyond our schools, recognising the individuality of success, enabling all to fulfil their potential and prosper.

R



RESILIENCE

We develop **resilience** through hard work and cultivating courage in the face of adversity. We foster independence of thought, a willingness to take risks, persevere and learn from mistakes, taking responsibility over our decisions.

T



TRUTH

We model **truth**, integrity and authenticity: doing the *right* thing, because it is the right thing, even when it is difficult.

S



SPIRITUALITY

We promote **spirituality** through empathy, reflection and appreciating diverse backgrounds and cultures. We endeavour to live life in all its fullness through a deepening sense of awe and curiosity, expanding connections with the wider world around us.

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HIGHER LEVEL TEACHING ASSISTANT PERSON SPECIFICATION

Working With Others

Detail	Examples
Working with partners	Understand the role of others working in the school Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children Ability to lead and develop systems and processes for the benefit of pupils and families
Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults Ability to establish trusting and respectful relationships across a group of schools
Team work	Ability to work effectively with other adults in the school, including coaching and supporting others
Information	Ability to provide timely and accurate information Contribute to the development and implementation of effective systems to share information

Qualifications & Experience

Detail	Examples
Specific qualifications & experience	<p>GCSE or equivalent in Maths and English (C or above)</p> <p>Successful experience working with children in a school/early years environment</p> <p>Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience</p> <p>All staff employed as HLTA will be expected to have or gain a formal HLTA qualification within 18 months of successfully completing their probation period</p> <p>Previous experience as a LSA across a range of key stages (not essential but desirable)</p> <p>Experience of after school provision such as running clubs</p> <p>Whole school leadership experience of running an area which supports the school to run smoothly</p>
Knowledge of relevant policies and procedures	<p>General understanding of the operation of a school and Trust</p> <p>Basic knowledge of First Aid</p>
Literacy	<p>Good reading and writing skills</p> <p>Good communication skills</p>
Numeracy	<p>Ability to undertake calculations</p> <p>Good numeracy skills</p>
ICT and Technology	<p>Experience of Microsoft packages, including Word, Excel & Publisher</p> <p>Ability to use photocopier</p>
HEARTS Trust	<p>Awareness of other schools and ability to work with them and commit to their development and improvement</p> <p>Willingness to collaborate and learn from each other</p>
Personal qualities	<p>A hopeful and positive disposition which focus on pupils, their needs and a continued drive to improve outcomes</p> <p>Determination and commitment to the achievement of pupils and families first</p> <p>Respect for others and the diversity in our communities and beyond</p> <p>Initiative and responsibility in your work being able to work independently and without direction</p> <p>Confidence and self-assurance as well as reassurance for others</p> <p>Commitment to the HEARTS ethos of service and reflection</p> <p>Kindness and thoughtfulness to others</p>
Training/CPD/Performance management	<p>Commitment to own development. Clear history of a range of training and CPD and drive to improve further</p>

Communication

Detail	Examples
Written	Ability to complete forms and compose business emails and reports
SEND	Awareness of different forms of communication for adults and children who struggle with speech or do not have English as a first language
Verbal	Ability to exchange routine verbal information clearly in English with children and adults Ability to listen effectively
Languages	Confidence to contribute in meetings Specialist language/communication skills if appropriate Experience of teaching a language or languages or ability to speak another language
Negotiating	Able to seek support to overcome communication barriers with children and adults Ability to negotiate effectively with adults and children

Working With Children

Detail	Examples
Behaviour Management	Understand and implement the school's behaviour management policy Understand what makes good behaviour management Experience of taking classes successfully
SEND	Understand and support the differences in children and adults Successful completion of training to support SEND
Curriculum	Understanding of the learning experience provided by the school Detailed understanding of the school curriculum and the new HEARTS curriculum and its focus on Good working knowledge of specialist curriculum area(s) if appropriate
Child Development	Detailed understanding of the way in which children develop Ability to assess progress and performance and recommend appropriate strategies to support development
Health & Wellbeing	Understand and support the importance of physical and emotional wellbeing

HIGHER LEVEL TEACHING ASSISTANT PERSON SPECIFICATION

Responsibilities

Detail	Examples
Organisational skills	Able to prioritise and manage workload Good organisational skills Ability to remain calm under pressure
Line Management	Ability to manage and support the work of others
Time Management	Ability to manage own time effectively
Creativity	Ability to follow instructions, contributing ideas to improve systems Demonstrate creativity and an ability to resolve routine problems independently

General

Detail	Examples
Equalities	Demonstrate a commitment to equality
Health & Safety	Good understanding of Health & Safety
Child Protection	Good understanding and effective implementation of child protection procedures
Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
CPD	Be prepared to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others