



Higher Level Teaching Assistant – Person Specification

Qualifications and Experience

Essential

- Experience of working or volunteering with children in an educational setting
- Experience supporting children with special educational needs (e.g., autism, ADHD, speech and language difficulties)
- Understanding of the needs of children with special educational and/or behavioural needs
- Experience working in a primary school setting
- HLTA status or equivalent qualification
- Basic understanding of child development and learning processes
- Maths and English GCSE grade C/4 or equivalent

Desirable

- First Aid qualification
- Experience of delivering intervention programmes and supporting small group or whole-class teaching
- Experience of mentoring or supporting other teaching assistants

Knowledge and Skills

Essential

- Ability to plan, prepare, and deliver learning activities under the guidance of the class teacher
- Knowledge of strategies to support pupils with social, emotional or behavioural needs
- Confidence in supporting teaching and learning both one-to-one and in small groups
- Understanding of safeguarding and child protection procedures

Desirable

- Ability to lead and support other staff in the classroom
- Skills in adapting resources to meet the needs of different learners
- Knowledge of curriculum requirements and assessment processes



Essential

- Ability to monitor, record and provide feedback on pupil progress and behaviour to teachers and SENCO
- Understanding of inclusive practice and how to promote equality and diversity within the classroom
- Ability to support children's social, emotional and personal development with empathy and patience
- Effective communication skills to liaise with colleagues, parents, and external professionals
- Ability to maintain confidentiality and handle sensitive information appropriately
- Basic ICT skills to support learning and record-keeping

Desirable

Personal Qualities

Essential

- A caring, flexible and positive approach to working with children
- Reliable, resilient, and able to use initiative when supporting learning
- Commitment to teamwork and contributing to the wider life of the school
- Willingness to undertake relevant training and professional development
- Ability to work independently and take responsibility for delegated tasks

This role will be reviewed annually as part of the performance management process.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.