



Higher Level Teaching Assistant Person Specification for Alternative Provision

Person specification

| CRITERIA | QUALITIES |
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| Qualifications and training | <ul style="list-style-type: none"> • HLTA qualification, or equivalent experience and willingness to complete this • First-aid training, or willingness to complete it • Level 2 in English and Maths |
| Experience | <ul style="list-style-type: none"> • Experience working with children with Special Educational Needs and Disabilities (SEND) • Proven ability to support teachers in the planning and delivery of learning activities • Experience in delivering interventions and supporting learning outcomes for SEND pupils • Understanding of the SEND Code of Practice and relevant educational policies • Experience in working with external agencies (e.g., speech therapists, occupational therapists) is desirable |
| Skills and Knowledge: | <ul style="list-style-type: none"> • Strong understanding of different types of SEND and how to support pupils with diverse needs • Ability to plan, deliver, and assess individualised learning activities and interventions • Knowledge of effective behaviour management strategies to support positive learning environments • Excellent communication skills, with the ability to engage and build positive relationships with pupils, staff, parents, and external professionals • Organisational skills to manage time, resources, and administrative tasks effectively • Proficiency in using assistive technology and resources to support learning • Understanding of safeguarding and child protection policies and procedures |
| Personal qualities | <ul style="list-style-type: none"> • Empathy, patience, and a genuine passion for supporting children with SEND to achieve their potential • A proactive and positive approach to problem-solving and adapting to the needs of individual pupils • Resilience and the ability to remain calm and composed in challenging situations • Commitment to promoting inclusion and fostering a supportive and respectful learning environment • Flexibility to work effectively as part of a team, as well as independently • A reflective practitioner, committed to personal and professional development to enhance the support provided to SEND pupils • Capacity to inspire, motivate and challenge children and young people to enable them to 'Let their light shine' |