

**KINGSLEIGH PRIMARY SCHOOL**

**HIGHER LEVEL TEACHING ASSISTANT – PERSON SPECIFICATION**



<b><u>Qualifications/Training Requirement</u></b>	<b><u>Criteria</u></b>
HLTA status or equivalent recognized HLTA accreditation	Essential
GCSE grade C/4 or above or equivalent in Maths and English	Essential
Level 3 supporting teaching and learning qualification, or higher	Desirable
<b><u>Achievements &amp; Experience Requirement</u></b>	<b><u>Criteria</u></b>
Significant, recent experience supporting learning across primary age range (EYFS -Y6), including small group and 1:1 interventions	Essential
Experience leading whole-class teaching and cover provision in the absence of the class teacher	Essential
Evidence of planning, delivering and evaluating clearly structured learning activities that advance pupil progress	Essential
Experience of working with children with SEND and adapting provision to support access to the curriculum	Essential
Experience supervising and directing other adults (TAs/apprentices) in classroom settings	Desirable
Experience of contributing to EHCP targets and multi-agency meetings	Desirable
<b><u>Professional Knowledge &amp; Understanding</u></b>	<b><u>Criteria</u></b>
Clear understanding of how pupils learn and the factors that affect progress (including disadvantage, EAL)	Essential
Working knowledge of statutory frameworks that affect primary provision (e.g. national curriculum expectations for primary, SEND code of practice)	Essential
Knowledge of assessment techniques to monitor and record pupil progress and use this to inform support	Essential
Understanding of curriculum sequencing and how to deliver knowledge rich lessons across subjects	Desirable
<b><u>Professional Skills and Classroom Practice</u></b>	<b><u>Criteria</u></b>
Ability to plan, prepare and deliver differentiated activities that engage pupils and move learning on	Essential
Effective behavior management strategies consistent with school policy; able to maintain safe, productive learning environments	Essential
An ability to monitor pupil responses, give focused feedback and adjust approaches in the moment	Essential
<b><u>Personal Qualities &amp; Professional Values</u></b>	<b><u>Criteria</u></b>
High expectations for all pupils; commitment to inclusion and closing gaps for disadvantaged pupils	Essential
Strong communication skills with pupils, staff and parents – able to give clear, professional feedback	Essential
Reliable, organized and able to manage time and resources effectively	Essential
Collaborative – works well with class teachers, leaders, SENDCo and external professionals	Essential

Commitment to continuing professional development and reflective practice	Essential
Flexibility to cover classes when needed and to attend occasional after-school meetings or events	Essential
<b>Safeguarding and Conduct</b>	<b>Criteria</b>
Absolute commitment to safeguarding and promoting the welfare of children; understands the role of the DSL and school procedures and will report concerns without delay	Essential
Willingness to follow confidentiality, professional boundaries and school code of conduct at all times	Essential