

Person Specification HLTA for EAL

Criteria	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none"> - NVQ level 3 in supporting teaching or equivalent plus appropriate experience - English and Maths skills at a minimum of GCSE grade C or above - accredited TEFL qualification or equivalent 	<ul style="list-style-type: none"> - Teaching degree - English subject degree - Knowledge of a foreign / second language
Experience Relevant work and other experience	<ul style="list-style-type: none"> - Minimum of 2 years' experience as an EAL teaching assistant 	<ul style="list-style-type: none"> - Work experience at secondary level - Experience of preparing pupils for alternative exams such as Step up to English examinations or other relevant functional skills qualifications - Experience of international language exams such as IELTS or Cambridge ESOL
Skills & Ability e.g. written communication skills, dealing with the public etc.	<ul style="list-style-type: none"> - Sound knowledge of the development of language acquisition for learners of English as a second / additional language - Understanding of strategies for teaching and learning - Knowledge of the national curriculum - Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting - Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes - Ability to contribute to planning and preparation of lessons and teaching materials - Ability to contribute to assessment and monitoring of pupil progress - Good communication and interpersonal skills 	<ul style="list-style-type: none"> - Knowledge of functional skills curricula and other relevant alternative qualifications - Knowledge of requirements for GCSE English Language and Literacy - Ability to support pupils targeting GCSE English Language and Literacy qualifications

	<ul style="list-style-type: none"> - Good organisational and time management skills - Ability to work collaboratively with teachers and others - Ability to supervise others effectively, as required - Ability to take responsibility and work with autonomy within set boundaries 	
Training	<ul style="list-style-type: none"> - Willingness to undertake further professional training as appropriate 	
Other	<ul style="list-style-type: none"> - Ability to work under pressure - Ability to prioritise own work - Willingness and ability to lead by example - Willingness to work as part of a team 	