**Higher Level Teaching Assistant – Post-16**

**Personal Specification**

**Knowledge, Experience and Skills – All essential**

Professional experience/ qualifications that the governors consider to be appropriate to meet the needs of the post and the requirements of the school. In this case it is essential that candidates can demonstrate they have worked at this level in a previous environment or references indicate that they have the knowledge, skills and experience to do so.

Hold GCSE Grade C or above [or equivalent] in English & Mathematics, plus at least three other academic subjects or NVQ 3 in a relevant field

At least 2 years experience of working effectively in a learning environment

Experience supporting the learning of children with a range of special educational needs particularly those with communication and interaction needs (including autistic spectrum disorders) and emotional and social needs

Experience of taking responsibility for groups of pupils with additional and wide ranging needs and securing learning in the classroom setting or work-related setting

Experience of supporting pupils across the age ranges and knowledge and understanding of how different children develop and learn

Experience to identify and apply appropriate processes to achieve progression

Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and adults from a variety of ages, abilities and backgrounds.

A working knowledge of relevant polices/ codes of practice and awareness of relevant legislation

Experience of a range of relevant strategies to support learning and progression that could be relevant to this post

Ability to work as part of a team, understanding different staff roles and responsibilities and your own position within these

Ability to use ICT and other technological equipment effectively to support learning

Experience of working effectively with other agencies and educational settings to help develop and contribute to a holistic package of support

Experience of effectively engaging, working with and supporting parents

Experience of feeding back pertinent information to support the writing of reports identifying progress and areas for development for individuals that will support multi-agency meetings and planning for the future.

**Abilities & Aptitudes – All essential**

The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team.

The confidence and ability to direct the work of other colleagues as necessary

The ability to ‘change role’ seamlessly from delivering learning to supporting learning (if you are not acting as a cover supervisor you will be expected to support in a teaching assistant role across the school).

Competent and confident in own ability and able to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution.

Ability to plan, review and carry out duties without supervision

Proven communication and inter-personal skills

Flexible, adaptable and positive attitude to working in a structured environment

The ability to self-evaluate learning needs and actively seek learning opportunities

Ability to manage time effectively and meet deadlines as required.

**Disposition, attitude and motivation – All essential**

Highly motivated, enthusiastic and committed to supporting the development of all young people

A real passion for supporting young people with a range of additional and often challenging needs.

Consistently high expectations in terms of learning and behaviour of all pupils

A good sense of humour with an ability to be flexible and respond willingly and appropriately to new situations

Willing to gain new skills and knowledge that will improve the quality of support for the individual pupil as well as other pupils

Very happy to work on own initiative ensuring timely and relevant feedback to the senior team as appropriate

**September 2018**