

## An All-through Co-operative School

"Making School Memorable by Striving for Excellence"

## PERSON SPECIFICATION

POST TITLE: Higher Level Teaching Assistant – Speech and Language	Base	
GRADE: Scale 5, spinal point 12 – 17 plus Outer London Weighting	g pro rata	
	METHOD OF ASSESSMEN	
	Application Form	Interview
Qualifications		
Essential:		
<ul> <li>Higher Level Teaching Assistant qualification (either achieved or working towards formal recognition of competence against HLTA standards) in SEN or subject specialism</li> </ul>	$\bigvee$	
<ul> <li>Good written and spoken English and numeracy skills – GCSE Grade C or equivalent</li> </ul>	$\checkmark$	$\checkmark$
<ul> <li>At least 3 years' experience in LSA role</li> <li>Ability to play a role in supporting and guiding mainstream colleagues in implementing an appropriate range of strategies to support students with SLCN</li> </ul>	$\sqrt{1}$	
Desirable:		
<ul> <li>Good Degree</li> <li>Demonstrated accredited training / INSET either in subject specialism or in relevant area of SEN</li> </ul>	√ √	
<ul> <li>A willingness to undertake further training and / or qualifications as required</li> </ul>	$\checkmark$	$\checkmark$
<ul> <li>Experience within mainstream secondary environment</li> <li>Current experience of using ICT to support learning</li> </ul>	$\sqrt[n]{\sqrt{1}}$	$\sqrt{1}$
Knowledge and Experience		
Essential:		
<ul> <li>Recent relevant experience in supporting pupils with a range of SEN in a mainstream sotting</li> </ul>	$\checkmark$	$\checkmark$
<ul> <li>SEN in a mainstream setting.</li> <li>Proven track record of working collaboratively with other professionals (e.g. teaching staff, outside agencies etc) to deliver high quality teaching and support to SEN pupils</li> </ul>	$\checkmark$	$\checkmark$

Desirable		
<ul> <li>Desirable:</li> <li>Experience in working with SEND students across KS 3-4</li> <li>Experience of supporting students Communication &amp; Interaction Needs</li> <li>Experience in working with SEN students across KS 3-5</li> <li>Experience in creating and delivering highly differentiated learning programs and resources to individuals, small groups or within whole class setting</li> <li>Experience in supporting / mentoring or line managing less experienced colleagues</li> </ul>	$\sqrt{1}$ $\sqrt{1}$ $\sqrt{1}$	$\checkmark$
Skills and Ability		
<ul> <li>Essential:</li> <li>Excellent communication (both spoken and written) and interpersonal skills</li> </ul>	$\checkmark$	$\checkmark$
<ul> <li>Excellent organisational skills and ability to meet deadlines</li> <li>Ability to confidently and competently apply knowledge and skills from training within 1:1 lessons, group or whole class environment</li> </ul>	$\sqrt[n]{\sqrt{1}}$	$\sqrt[n]{\sqrt{1}}$
<ul> <li>Ability to work effectively and cooperatively in a team</li> <li>Ability to build and form positive working relationships with students, parents/carers, and colleagues</li> </ul>	$\sqrt{1}$	$\checkmark$
<ul> <li>Ability to work on own initiative and to prioritise between</li> </ul>		$\checkmark$
<ul> <li>conflicting demands</li> <li>Ability to establish and maintain firm and consistent boundaries</li> <li>Sound understanding of emotional / social difficulties and other barriers to learning faced by some students</li> </ul>		$\checkmark$
<ul> <li>Creativity and imagination – ability to adapt to the needs of the pupil</li> </ul>	$\checkmark$	$\checkmark$
<ul> <li>Ability to work strongly within the Additionally Resourced Provision team both within the department and wider school</li> <li>Confident in use of ICT</li> </ul>	$\sqrt{1}$	$\checkmark$
Desirable:		
<ul> <li>Good monitoring and assessment skills</li> <li>Ability to play a lead role in supporting and guiding colleagues in implementing an appropriate range of strategies to support SEN students</li> </ul>	$\sqrt{1}$	
<ul> <li>Equal Opportunities</li> <li>Essential: <ul> <li>Commitment and contribution to School policies</li> <li>Committed to the promotion of equal opportunities, fundamental British values** and Co-operative values***</li> </ul> </li> </ul>	$\sqrt{1}$	$\sqrt{1}$
<ul> <li>Child Protection</li> <li>Essential:</li> <li>Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	$\checkmark$	$\checkmark$

Disposition		
Essential:		
<ul> <li>To be interested in students as individuals and how they learn</li> </ul>	$\checkmark$	
To display a warm and approachable demeanour		
<ul> <li>A flexible approach and sense of humour</li> </ul>		
<ul> <li>To display a professional manner</li> </ul>		
<ul> <li>To be positive and constructive</li> </ul>		
<ul> <li>To be resilient and assertive</li> </ul>		N
<ul> <li>Empathetic and sensitive to differing viewpoints</li> </ul>		N
Belief in the importance of teamwork and a collaborative	.1	N
	N	
	N	

\*\* Fundamental British values – democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

\*\*\* Co-operative values – self-help, self-responsibility, democracy, equality and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others