**Higher Level Learning Support Practitioner**

**Personal Specification**

**Qualifications and Experience**

|  |
| --- |
| * Desirable to have a degree or working towards one. |
| * Preferably have achieved HLTA qualification or working towards HLTA status. * Essential to have achieved a qualification in English/Literacy and Mathematics/Numeracy to at least GCSE (A\*-C) / Level 2 of the National Qualifications Framework. |
| * Training in relevant learning strategies e.g. Phonics |
| * Specialist skills/training in the Primary curriculum |
| * Recent experience of working with Primary age children within an EYFS, KS1 or KS2 learning environment. * Line management experience. |
| * Up to date knowledge of Primary curriculum and assessment |

**Professional Values and Practice**

|  |
| --- |
| * Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. |
| * Able to build and maintain successful relationships with children, treating them equitably with respect and consideration. |
| * Demonstrate a commitment and ability to raise educational achievement to all pupils; promoting positive values, attitudes and behaviour. |
| * Understand the roles of parents and carers in children’ learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively. |
| * Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line managers. |

**Knowledge and Understanding**

|  |
| --- |
| * Demonstrate sufficient understanding of defined specialist area to support children’s learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. |
| * Demonstrate familiarity with the EYFS and Primary National Curriculum, the age related expectations of children from R-Y2, the main teaching methods and the assessment frameworks across EYFS and KS1. |
| * Able to understand and recognise desired outcomes of lesson plans. |
| * Understand the key factors that can affect pupil learning. |
| * Understand the legal definition of Special Educational Needs and Disabilities (SEND) and be familiar with guidance about meeting SEND. |
| * Understand a range of strategies appropriate to young children to establish an effective learning environment and promote positive behaviour and attitudes to learning. * Understand the principles and importance of effective planning and preparation of lessons. * Understand the principles and importance of feedback to children and colleagues on children’s learning and behaviour. * Knowledge of Primary level teaching resources to meet the diversity of children’s needs and interests.   **Planning and Preparation**   |  | | --- | | * Understand the principles and importance of effective planning and preparation of lessons. | | * Understand the principles and importance of feedback to children and colleagues on children’s learning and behaviour. | | * Knowledge of Primary level teaching resources to meet the diversity of children’s needs and interests. | |

**Teaching and Learning**

|  |
| --- |
| * Able to interest, motivate and advance learning of children using clearly structured teaching and learning activities. |
| * Able to communicate effectively and sensitively with children to support their learning. |
| * Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities. |
| * Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment. |
| * Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues. |
| * Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment. |
| * Understand and be able to use IT for the advancement of children’ learning, using common IT tools for their own and children’s benefit. |