

# The Oldershaw School

## Employee Specification Form

Post Number	
Job Title	Higher Level Teaching Assistant (HLTA)
Department	
Prepared by and date	A Jackson – January 2025

*Important - Study "Explanatory Notes" printed overleaf before completing form*

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> <li>First-aid training, or willingness to complete it</li> </ul>	<p>A</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>Graduate educated (desirable)</li> </ul>	<p>A</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience working in a school environment or other educational setting with children/young people</li> <li>Experience planning and delivering learning activities</li> <li>Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>	<p>A</p> <p>A/I</p> <p>A/I</p>		
<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>Good organisational skills</li> <li>Ability to build effective working relationships with pupils and adults</li> <li>Skills and expertise in understanding the needs of all pupils</li> <li>Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>Excellent verbal communication skills</li> <li>Active listening skills</li> <li>The ability to remain calm in stressful situations</li> <li>Knowledge of guidance and requirements around safeguarding children</li> <li>Good ICT skills, particularly using ICT to support learning</li> </ul>	<p>A/I</p> <p>A/I/R</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>		

<ul style="list-style-type: none"> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> <li>• Understanding of effective teaching methods</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>		
<p><b><u>Special Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Capacity to inspire, motivate and challenge children and young people</li> <li>• An Enhanced DBS</li> </ul>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>		