

HAYDON SCHOOL
PERSON SPECIFICATION – Higher Level Teaching Assistant

Job requirements	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths ● Meet Higher Level Teaching Assistant standards or equivalent qualification or experience ● Experience of working with students with special educational needs or disabilities. ● Understanding the impact of neurodiversity on young peoples development. 	<ul style="list-style-type: none"> ● Knowledge of SEND intersectionality. ● Understanding of the Access Arrangements and Reasonable Adjustments and the principles, procedure and accountability involved. ● Completion of a post-graduate course at or equivalent to Level 7 which provides a qualification in access arrangements.
Experience	<ul style="list-style-type: none"> ● Experience working in a school environment or other educational setting ● Experience working with children / young people. ● Experience of planning and leading teaching and learning activities ● Experience of working with children with SEN, preferably at secondary age 	
Skills and knowledge	<ul style="list-style-type: none"> ● Good literacy and numeracy skills ● Good organisational skills ● Ability to build effective working relationships with pupils and adults. ● Skills and expertise in understanding the needs of all pupils. ● Knowledge of how to help adapt and deliver support to meet individual needs. ● Excellent verbal communication skills. ● Active listening skills. ● The ability to remain calm in stressful situations. ● Knowledge of guidance and requirements around safeguarding children. ● Good ICT skills, particularly using ICT to support learning. ● Understanding of effective teaching methods. ● Knowledge of how to successfully lead learning activities for a group or class of children. ● Understanding of roles and responsibilities within the classroom and whole school context. ● Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice 	<ul style="list-style-type: none"> ● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils . ● Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
Personal qualities	<ul style="list-style-type: none"> ● Enjoyment of working with children ● Sensitivity and understanding, to help build good relationships with pupils ● A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding pupil's wellbeing and equality ● Resilient, positive, forward looking and enthusiastic about making a difference 	<ul style="list-style-type: none"> ● Capacity to inspire, motivate and challenge children and young people.
Other	<ul style="list-style-type: none"> ● Be willing to lead and engage in curriculum enhancing activities ● High standards of written and oral communication 	

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DATE: APRIL 2024