



PERSON SPECIFICATION FOR POST OF: Higher Level Teaching Assistant Band 7 **DATE: November 2020**

ST JOSEPH'S R.C. PRIMARY IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE. *THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES, INCLUDING AN ENHANCED DISCLOSURE & BARRING CHECK.*

**Key to show where criteria evidenced:** (R) Reference (A) Application (I) Interview

	Essential	Desirable
<b>Application</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully supported in reference. (R)</li> <li><input type="checkbox"/> Well written, structured and presented application. (A)</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HLTA qualification or higher (A) (I)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant training in safeguarding children (A)</li> <li><input type="checkbox"/> ELSA qualification (A)(R)</li> <li><input type="checkbox"/> CCRS qualification or willingness to complete (A)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of working across the primary age range (A) (I)</li> <li><input type="checkbox"/> Experience of planning and assessing (A) (I)</li> <li><input type="checkbox"/> Experience of engaging and working effectively with primary aged children, demonstrating a positive impact. (A) (R)</li> <li><input type="checkbox"/> Experience of engaging and working effectively with parents/carers, demonstrating a positive impact. (A) (R)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of effective communication and liaison with agencies linked to education e.g. CAMHs, SALT, Education Welfare Team (A)</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent communication and interpersonal skills (I) (R)</li> <li><input type="checkbox"/> Ability to take the lead and have effective outcomes (I) (R)(A)</li> <li><input type="checkbox"/> Competence in IT and use effectively in lessons (R)(A)</li> <li><input type="checkbox"/> Good organisational skills (I) (R)</li> <li><input type="checkbox"/> Demonstrate the qualities needed to build positive and effective relationships with primary aged children and adults. (R) (I)</li> <li><input type="checkbox"/> Ability to effectively manage children's behaviour, using positive approaches, being firm, fair and consistent. (R) (I)</li> <li><input type="checkbox"/> Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. (I) (R)</li> <li><input type="checkbox"/> Ability to support and model good practise to support staff and volunteers (R)(I)(A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of developing learning areas within the classroom (A) (I)</li> </ul>
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of the range of potential barriers to learning for children (A) (I)</li> <li><input type="checkbox"/> Knowledge of specific interventions to support underachievement / SEN pupils / more able (A) (I) (R)</li> <li><input type="checkbox"/> Ability to plan effective lessons and deliver them to a high standard (A) (I) (R)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An area of subject specialism which could support develop and enhance the curriculum</li> <li><input type="checkbox"/></li> </ul>



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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to identify areas for development during lessons and through marking / feedback as appropriate.</li> <li><input type="checkbox"/> Working knowledge of appropriate and effective teaching strategies and interventions to support children's learning (A) (R) (I)</li> <li><input type="checkbox"/> Understand and support the needs of particular children presenting with special educational needs and Social Emotional mental health concerns (A) (I) (R)</li> <li><input type="checkbox"/> Knowledge of how to safeguard children and recognise signs of abuse. (I)</li> </ul>	
<p><b>Personal Attributes</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a commitment to CPD and participation in training opportunities. (A) (R)</li> <li><input type="checkbox"/> High expectations of self and others (R) (I)</li> <li><input type="checkbox"/> Self- reflective, continually reflecting on own practice (I) (R)</li> <li><input type="checkbox"/> Responsive to feedback, challenge and support (R)</li> <li><input type="checkbox"/> Flexible and adaptable in approach (I) (R)</li> <li><input type="checkbox"/> Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders (R) (I)</li> <li><input type="checkbox"/> Ability to manage pressure effectively and deal with challenging situations in a calm manner (I) (R)</li> <li><input type="checkbox"/> Enthusiasm for working with children and as part of a wider school team.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outside interests (A)</li> <li><input type="checkbox"/> Outside interests that could be utilised in school for after school club /curriculum (A)</li> </ul>
<p><b>Professional philosophy and commitment</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (R) (I)</li> <li><input type="checkbox"/> Commitment to the school and wanting the best for all stakeholders.</li> <li><input type="checkbox"/> Commitment to support and promote the catholic ethos of the school</li> </ul>	