

**POST: HIGHER LEVEL TEACHING ASSISTANT – GRADE 7**

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<p><b><u>KNOWLEDGE</u></b></p>			
<p>At least 2 years' experience of working with/ guiding the learning of children within a school setting</p>	<p>To take a lead role in learning activities as set by the class teacher for individuals or groups of pupils</p>	<p>Essential</p>	<p>5</p>
<p>A good understanding of the school curriculum, and the day to day running of a school</p>	<p>To support the class teacher in the delivery of learning activities for individuals or groups of pupils;</p>	<p>Now</p>	<p>4</p>
<p>Understanding of school administration systems and procedures and proven administrative experience/ability</p>	<p>To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment;</p> <p>To organise learning materials and pupil resources that support classroom activities</p>	<p>With training in specific systems</p>	<p>3</p>
<p><b><u>Qualifications:</u></b> NVQ 3 or above in a relevant discipline, plus at least GCSE Grade C in English and Maths</p>	<p>To provide the theoretical framework and context to undertake the responsibilities of a HTLA</p>	<p>Now</p>	<p>5</p>
<p>HLTA qualification</p>		<p>Highly desirable now (or must be willing to train)</p>	<p>4</p>

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<b><u>MENTAL SKILLS</u></b>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To review pupil performance data analysing trends and identifying where intervention is required to improve performance and attainment	Now	4
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2
<b><u>INTERPERSONAL &amp; COMMUNICATION SKILLS</u></b>			
Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills	<p>To lead class room based learning for pupils</p> <p>To support the teacher in the preparation of information and materials to be used in discussions of pupil progress with individual pupils, groups and parents/carers as required</p> <p>To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)</p>	Now	5
Ability to maintain children’s interest and motivation for learning and to maintain discipline	To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules	Now	5
Ability to work well as a member of a team	To support colleagues and maintain effective	Now	5

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	working relationships		
<p><b><u>PHYSICAL SKILLS</u></b></p> <p>Ability to make and use a variety of resources</p>	<p>To support the classroom learning and assist children with creative work</p>	<p>Desirable, not essential</p>	<p>2</p>
<p><b><u>INITIATIVE &amp; INDEPENDENCE</u></b></p> <p>Ability to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p> <p>To advise/support Teaching Assistants</p>	<p>With support &amp; training</p>	<p>4</p>
<p><b><u>PHYSICAL DEMANDS</u></b></p> <p>Limited</p>			
<p><b><u>MENTAL DEMANDS</u></b></p> <p>Awareness of needs/demands of young children and how they act/react</p>	<p>To react to children's needs and demands and to ensure their safety and welfare</p> <p>To take charge/supervise classes or groups of children</p>	<p>Now</p>	<p>4</p>

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Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several children require attention at the same time	Now	4
<p><b><u>EMOTIONAL DEMANDS</u></b></p> <p>Ability to work with, support, understand and empathise with children</p>	<p>To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)</p> <p>To work with children who require special/additional support due to physical and / or emotional needs</p>	Now	5
<p><b><u>RESPONSIBILITY FOR PEOPLE</u></b></p> <p>Understanding of key safeguarding issues and procedures</p>	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school;</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information;</p>	Now	5
<p><b><u>RESPONSIBILITY FOR SUPERVISION</u></b></p> <p>Supervisory skills</p>	To plan and prioritise the work of the Teaching Assistants and supervise them in line with agreed	With support	4



PERSON SPECIFICATION



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	Performance Management framework		
<b><u>FINANCIAL RESPONSIBILITY</u></b>  N/A			
<b><u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u></b>	Some responsibility for safe and secure storage of materials and resources		