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?**
KNOWLEDGE			
At least 2 years' experience of working with/ guiding the learning of children within a school setting	To take a lead role in learning activities as set by the class teacher for individuals or groups of pupils	Essential	5
A good understanding of the school curriculum, and the day to day running of a school	To support the class teacher in the delivery of learning activities for individuals or groups of pupils;	Now	4
Understanding of school administration systems and procedures and proven administrative experience/ability	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment;	With training in specific systems	3
	To organise learning materials and pupil resources that support classroom activities	Now	5

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?**
Qualifications: HLTA qualification	To provide immediate additional cover capacity as an HLTA with the qualification.	Essential now	5
MENTAL SKILLS 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	Desirable	3

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SKILLS/ ABILITY/ EXPERIENCE	**TO DO WHAT?**	**HOW WELL? NOW OR WITH TRAINING?**	**HOW IMPORTANT AT THE TIME OF APPOINTMENT?**
	resources that support classroom activities		
INTERPERSONAL & COMMUNICATION SKILLS			
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	To lead class room based learning for pupils	Now	5
	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	Now	5
	To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)	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

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?**
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships	Now	5
PHYSICAL SKILLS Ability to make and use a variety of resources	To support the classroom learning and assist children with creative work	Desirable, not essential	2
INITIATIVE & INDEPENDENCE Ability to use own judgement and initiative	To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems To advise/support Teaching Assistants	With support & training	4
PHYSICAL DEMANDS			

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?**
Limited			
MENTAL DEMANDS Awareness of needs/demands of young children and how they act/react Ability to deal with interruptions and unexpected peaks in workload	To react to children's needs and demands and to ensure their safety and welfare To take charge/supervise classes or groups of children To cope with situations where several children require attention at the same time	Now Now	4 5
EMOTIONAL DEMANDS			

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?**
Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties) To work with children who require special/additional support due to physical and / or emotional needs	Now	5
RESPONSIBILITY FOR PEOPLE Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information;	Now	5
RESPONSIBILITY FOR SUPERVISION			

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?**
Supervisory skills	To plan and prioritise the work of the Teaching Assistants and supervise them in line with agreed Performance Management framework	With support	4
FINANCIAL RESPONSIBILITY N/A			
RESPONSIBILITY FOR PHYSICAL RESOURCES	Some responsibility for safe and secure storage of materials and resources		