## Higher Level Teaching Assistant

## Person Specification

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **Education, Training and Professional Qualifications** | |
| BSL level 3 | Confident class based use of BSL Level 3 and above. |
| Trained in Safeguarding and Child Protection |  |
| Minimum of GCSE Grades A\*-C or Level 2 Qualifications in English, Maths and basic ICT  and the ability to use these to promote engagement and learning |  |
| **Skills and Abilities** | |
| Ability to form and sustain appropriate relationships with children and young people |  |
| To have a good skills in Maths and English and BSL to support pupils development in these areas. | To have a working knowledge or a wiliness to learn shape coding, using visuals to support pupils. To be familiar with or a wiliness to develop an understanding of Singapore maths/ maths mastery. |
| Ability to develop an understanding of the specific educational, physical, sensory, behavioural, emotional & social needs of the pupils and develop strategies to support pupils learning  Ability to devise and create suitable resource materials for use with the pupils |  |
| Ability to maintain high standards of child centred care in stressful situations |  |
| Ability to work independently and co-operatively as part of a team and to form good working relationships and partnerships with teachers, pupils, parents/carers and other agencies | Experience of multi-agency working |
| Ability to support children and young people with their individual programmes independently at school | Experience of supporting children and young people with their individual programmes independently at school, |
| Ability to undertake administrative tasks |  |
| Ability to seek support when required | To work independently and can demonstrate initiative. |
| Ability to become familiar with and apply whole school policies and procedures and be willing to apply them in a consistent manner |  |
| **Knowledge and Understanding** | |
| Good knowledge and understanding of deafness and language impairment and their impact on learning and well-being | Willing to undertake deaf awareness course. |
| Knowledge and understanding of Safeguarding policy and procedures |  |
| Knowledge of equal opportunities and a commitment to assisting the school in enabling all its pupils to fulfil their potential |  |
| **Experience** | |
| Experience of working with deaf and language impaired children and young people | Experience of working with deaf, deafblind and language impaired children and young people with additional complex needs |
| **Work Attitude** | |
| Demonstrate emotional maturity, stability, ability to perform under stress, and frustration tolerance |  |
| Show the ability to exercise good judgment, cooperation, tact, and discretion in dealing with the pupil, family, staff and others |  |
| Show interest in developing additional knowledge and skills |  |
| Follow team decisions, established policies and procedures, and designated lines of communication and authority |  |
| Demonstrate high levels of punctuality and attendance |  |