



Person Specification –HLTA (with responsibility for SALT)

Criteria	Essential	Desirable
EDUCATION, QUALIFICATIONS & TRAINING		
• Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience	✓	
• National Qualification grade C (or equivalent) in English and maths	✓	
• Evidence of ongoing professional development		✓
TEACHING & LEARNING EXPERIENCE		
• Experience of lesson planning based on medium-term planning.		✓
• Whole-class teaching experience	✓	
• Experience leading the planning and teaching of small groups and 1:1 interventions	✓	
• Experience of communicating with parents		✓
SKILLS & KNOWLEDGE		
• Knowledge of the National Curriculum	✓	
• Ability to modify the curriculum to include and challenge all abilities	✓	
• Knowledge and understanding of a wide range of SEND needs	✓	
• Knowledge of how to plan for and adapt learning to meet a wide range of SEND needs.	✓	
• Knowledge of a range of Speech and Language needs	✓	
An understanding of how to identify, monitor, plan for and deliver effective interventions to promote progress for those with Speech and Language needs.		✓
• Knowledge of effective teaching and learning strategies	✓	
• A good understanding of how children learn	✓	
• Ability to build effective working relationships with pupils	✓	
• Knowledge of guidance and requirements around safeguarding children	✓	
• Knowledge of effective, relational, behaviour management strategies	✓	
• Good ICT skills, particularly using ICT to support learning	✓	
• Ability to work in a way that promotes the safety and wellbeing of pupils.	✓	
• Good communication and interpersonal skills	✓	
• Ability to set clear targets for pupils and to monitor, evaluate and assess pupil progress using assessment for learning techniques	✓	
• Very good classroom practitioner willing to reflect and improve one's practice	✓	
PERSONAL QUALITIES		
• A commitment to getting the best outcomes for all pupils and promoting our distinctive Christian ethos, vision and values	✓	
• Able to build supportive, professional relationships with pupils based on a foundation of respect and understanding of individual needs.	✓	
• High expectations for children's attainment and progress	✓	
• Ability to work under pressure and prioritise effectively	✓	
• Commitment to maintaining confidentiality at all times	✓	

• Commitment to safeguarding and equality	✓	
• To be able to maintain a sense of humour	✓	