

**BROOMHILL BANK SCHOOL**

**PERSONAL SPECIFICATION - HLTA**

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
SECTION 1: EDUCATION AND TRAINING				
1.1	Degree		✓	
1.2	Evidence of continuing professional development	✓		
1.3	Holder of a training portfolio of recent CPD relevant to work with children with communication difficulties	✓		
1.4	Experience of basic first aid and administration of medicine.		✓	
1.5	Willing to train towards or has met the Higher-Level Teaching Assistant Standards	✓		
1.6	A commitment to continued personal and professional development of self and others, including action research where appropriate.	✓		
1.7	In receipt of recent training in TEACCH and Team-Teach techniques, or similar		✓	
SECTION 2: LEADERSHIP AND MANAGEMENT				
2.1	Able to effectively communicate, and move forward the School vision to other professionals and stakeholders	✓		
2.2	A strong commitment to self evaluation to inform effective planning and whole school improvement.	✓		
2.3	Able to contribute positively to significant change and improvement.	✓		
2.4	Able to give enthusiastic and clear leadership	✓		
2.5	Able to monitor practice objectively, and provide quality feedback to staff on strengths and areas for development	✓		

### SECTION 3: KNOWLEDGE AND EXPERIENCE

3.1	Proven success managing children with SEN		✓	
3.2	Prior experience of being a HLTA.		✓	
3.3	Prior experience effectively covering classes and groups of pupils in a learning classroom situation.		✓	
3.4	Prior experience of supporting the teacher with planning and delivery of lessons		✓	
3.5	Involvement in delivering training programmes / presentations to staff		✓	
3.6	Prior involvement in action research		✓	
3.7	Experience of delivering CPD programmes / school to school support, to colleagues and within the wider schools' community.		✓	
3.8	Competent ICT skills for educational administration.	✓		
3.9	Knowledge of current statutory and non-statutory policies and initiatives		✓	
3.10	Knowledge of and involvement with Appraisal for support staff, including successfully addressing under-performance	✓		
3.11	Knowledge and experience of procedures to safeguard the welfare of all children and vulnerable adults.	✓		
3.12	Sound in the knowledge and application of appropriate professional boundaries for school staff	✓		
3.13	Experience of working with boys and girls, and how to motivate and inspire both groups to achieve in a coeducational setting.		✓	
3.14	Able to quickly gain the respect of pupils	✓		
3.15	Experience of successfully operating systems and strategies for managing pupils' behaviour	✓		
3.16	Experience of working productively and harmoniously with parents and other stakeholders	✓		

### SECTION 4: SKILLS AND ABILITIES

4.1	An ability to lead and to work within a team towards a shared vision for school improvement, and a creative approach towards problem-solving.	✓		
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4.2	Ability to provide an excellent role model for students, to empathise with them and inspire in them a commitment to learning.	✓		
4.3	An ability to develop a range of leadership styles and behaviours.	✓		
4.4	Able to promote and present the school and its community in a positive way to parents, students, governors etc, and external stakeholders.	✓		
4.5	Ability to plan and prioritise tasks, delegating where necessary, and working to agreed deadlines	✓		
4.6	Able to assimilate, analyse, evaluate and report back on information, to improve own practice and that of others	✓		
4.7	Able to effectively share expertise and skills, to further the development of colleagues in school and the wider community	✓		
4.8	Good organisational skills; able to provide written information punctually, clearly, concisely and accurately.	✓		
4.9	Able to plan classroom activities and events and organise individuals and groups efficiently and methodically	✓		
4.10	Holder of a valid manual driving licence and willing to undertake a minibus driving test.		✓	

#### SECTION 5: PERSONAL ATTRIBUTES

5.1	Honesty and integrity	✓		
5.2	Flexibility, and able to adapt to changing circumstances and new ideas	✓		
5.3	Empathy, humility, and humour	✓		
5.4	A liking and genuine respect for young people who can sometimes be challenging	✓		
5.5	Values the unique contribution made by all members of the school community including students, staff, parents and governors	✓		
5.6	Highly developed social and emotional intelligence	✓		
5.7	Ability to foster a culture of respect and openness	✓		
5.8	Interests outside school	✓		
5.9	Commitment to establishing a healthy work/life balance	✓		
5.10	An enquiring mind with a commitment to lifelong learning and research and able to accept support and guidance to enable this to happen	✓		

5.11	A good health record and strong emotional resilience	✓		
5.12	Willing to receive regular coaching and training to improve professional skills.	✓		
5.13	Able to provide students with communication difficulties with the daily consistency they need, by being available to attend work as contracted.	✓		
5.14	Ability to partake in positive handling interventions when required and/or willingness to acquire the necessary qualifications to do so.	✓		
SECTION 6 : EQUAL OPPORTUNITIES				
6.1	Commitment towards adherence to the principles set out within the Schools Equality Plan.	✓		
6.2	Commitment to the promotion of the concept of equal opportunities in the work situation with all pupils and staff	✓		
6.3	Understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards reducing this.	✓		

*Broomhill Bank School and all its personnel are committed to safeguarding and promoting the welfare of children and vulnerable adults.*