

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, PROACTrSCIP 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 is committed to safeguarding and promoting the welfare of children and young people. Posts are subject to Enhanced Disclosure applications to the Disclosure and Barring Service (DBS), verification of candidates' right to work in the UK and other pre-employment checks as outlined in Keeping Children Safe in Education (2023). Shortlisted candidates will be subject to online searches as part of our recruitment process. We value diversity and promote equality for all.