**Linden Lodge School**

**Higher Level Teaching Assistant**

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| **Education and Training** | | | |
| **Essential Criteria** | | **Desirable Criteria** | |
| Basic Literacy and Numeracy qualifications |  | NVQ/QCA qualification Level 2 |  |
| Good command of English — both verbal and written |  | Relating to specialist approaches that maybe used in school e.g. Manual Handling / Makaton signing / British Sign Language |  |
| Training in relevant teaching and learning Strategies |  | Basic First Aid |  |
| GCSE (or equivalent qualification) in English/Maths in Grades C and above |  | Basic knowledge of Gastro, epilepsy, epipen |  |
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| **Achievements and Experience** | | | |
| **Essential Criteria** | | **Desirable Criteria** | |
| Previous SEN experience working as a Teaching Assistant or HLTA |  | Specialist knowledge of working with pupils who are visually impaired, hearing impaired, multi-disabled visually impaired (MDVI) and/or multi-sensory impaired (MSI) |  |
| Ability to use of basic technology — computer, video, digital cameras photocopier etc |  |  |  |
| Knowledge/ understanding of issues that may face people with disabilities |  |  |  |
| Experience of working with children with a wide range of challenging behaviour |  |  |  |
| Exceptional awareness of the principles of safeguarding and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people |  |  |  |
| Experience of leading and delivering lessons under the supervision of the class teacher including planning, delivery and evaluation of lessons |  |  |  |
| **Skills and Abilities** | | | |
| **Essential Criteria** | | **Desirable Criteria** | |
| Ability to establish constructive relationships with pupils and working as part of a team |  |  |  |
| Ability to communicate effectively with families / carers, team members, Manager and external agencies |  |  |  |
| Able to lead and direct TA’s on specific tasks/activities as required. |  |  |  |
| Knowledge/ understanding of issues that may face people with disabilities |  |  |  |
| An understanding of the needs of vulnerable people |  |  |  |
| Ability to work effectively as part of a team |  |  |  |
| Ability to summarise and record information in a way that can be readily understood by others. |  |  |  |
| Ability and experience in leading classroom activities including preparing and setting out resources and implementing strategies |  |  |  |
| Ability to work in partnership with the class teacher and build good working relationships with both them an other members of support staff |  |  |  |
| Act as a good role model for both students and staff |  |  |  |
| A commitment to providing the highest possible quality of provision to students and constantly seek ways which this could be improved. |  |  |  |
| Ability and willingness to supervise pupils both inside and outside of school in line with school policy and procedures. |  |  |  |