

Linden Lodge School
Higher Level Teaching Assistant

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	
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 and 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.			