

TA/HLTA Person specification

CRITERIA	ESSENTIAL QUALITIES	DESIREABLE QUALITIES
Personal and Professional Conduct	• Demonstrates a commitment to safeguarding and promoting the welfare of children, following statutory guidance and school policies • Models positive attitudes, behaviours and values in line with the ethos of the school • Builds professional relationships with pupils, staff and parents • Maintains confidentiality and professional integrity at all times • Shows willingness to reflect on practice and engage in professional development	• Experience of working within a school setting • Understanding of the wider role of education in a community school context
Knowledge and Understanding	• Basic understanding of child development and the needs of primary-aged pupils • Ability to support learning in literacy and numeracy across the primary curriculum • Awareness of the needs of pupils with SEND and the importance of inclusive practice • Understanding of the Teaching Assistant role within the classroom and wider school	• Relevant qualification (e.g. Level 2/3 Teaching Assistant or equivalent) • Experience supporting pupils with additional needs or EHCPs • Subject-specific strengths (e.g. phonics, maths intervention) • HLTA qualification
Teaching and Learning	• Ability to support high-quality teaching under the direction of the class teacher • Experience or confidence in supporting individuals or small groups with learning tasks • Ability to use strategies that promote pupil engagement, independence and progress • Ability to follow and implement behaviour policies consistently	• Experience delivering structured interventions or targeted support • Understanding of scaffolding techniques to support independent learning (as highlighted in EEF guidance) • Experience of supporting assessment or recording pupil progress
Working with Others	• Ability to work effectively as part of a team, supporting the class teacher • Good communication skills with both adults and children • Willingness to contribute to a positive and inclusive school environment • Ability to liaise with colleagues to support pupil needs	• Experience working alongside external professionals (e.g. SEND services, therapists) • Confidence in communicating with parents in a supportive and professional manner

Additional requirements	• Commitment to safeguarding and equality of opportunity • Willingness to undertake training as required • Flexible approach to the role, including supporting pupils 1:1 where needed	
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