

Wellington School

Special and Additional Needs Intervention HLTA - Person Specification



Essential	Desirable
<u>Qualifications</u>	
<ul style="list-style-type: none"> GCSE Grade C (or equivalent) or above in English and Maths 	<ul style="list-style-type: none"> HLTA qualification or experience
<u>Skills and Abilities</u>	
<ul style="list-style-type: none"> Experience of working with pupils with special/additional needs A standard of written and spoken English that supports pupils' learning Experience of tracking, monitoring and reviewing pupils' progress Good numeracy/literacy skills Able to plan and deal with conflicting priorities in organising own work schedule Able to use school ICT systems to support learning and perform a range of administrative tasks Able to produce work sheets, administer course work and undertake a range of administrative tasks in support of the teacher Able to relate to and communicate well with children and adults, motivate pupils to learn, clarify and explain instructions to pupils and respond sensitively and flexibly to competing demands Able to work effectively as part of a team, understand classroom roles and responsibilities and follow and interpret instructions and guidance Able to learn and take responsibility for own development and share knowledge with colleagues and support their development Able to deliver educational work programmes, evaluate and implement strategies to enhance learning Able to work with pupils within an agreed behaviour management policy Able to prepare / display relevant resources / materials for teaching and learning activities Understand the importance of safeguarding/child protection when working in a school setting 	<ul style="list-style-type: none"> Experience of working with young people in a learning environment Good understanding of reading and literacy interventions Knowledge of how to lead learning activities for individual students and small groups Good working knowledge of child development and learning processes, relevant policies / codes of practice, national curriculum, relevant learning programmes / strategies and awareness of relevant legislation.
<u>Personal Qualities</u>	
<ul style="list-style-type: none"> Patience and understanding of individual pupil needs Ability to organise and prioritise workload at busy times during the school year A calm approachable manner, able to deal with problems in a professional and friendly manner, displaying tact and diplomacy as required Good interpersonal skills Ability to follow confidential procedures 	

