



## Lord Lawson of Beamish Academy: Person Specification – HLTA SEND (specialising in autism)

Attribute	Essential/ Desirable	Assessment
<b>Qualifications and Education</b>		
1. English and Maths to GCSE standard	E	A/I
2. Meet Higher Level Teaching Assistant standards mor equivalent qualification or experience (NVQ Level 4/5)	E	A/I
3. Training in relevant learning strategies and specialist training skills in a curriculum or learning area	E	A/I
4. Full first aid qualification(or willing to gain the qualification)	E	A/I
5. Coaching or mentoring skills	D	A/I
6. Willingness to engage in further professional development as well as improving own knowledge and practice, including responding to advice and feedback	D	A/I
7. Willingness (once trained) to deliver personal/intimate care, behaviour management strategies as required	D	A/I
<b>Knowledge and Skills</b>		
8. Effective use of ICT to support learning	E	A/I/E
9. Tracking, monitoring and reviewing SEN students' progress and behaviour across the Academy to effectively support learners	E	A/I/E
10. Knowledge of how to successfully lead learning activities for individual students, small groups, or classes of students	E	A/I/E
11. Good understanding of the principles of SEN Code of Practice, learning processes and SEND procedures, to support learners in accessing the curriculum	E	A/I/E
12. Working knowledge of national/foundation stage curriculum and other relevant learning programmes	E	A/I/E
13. Working knowledge of behaviour strategies	E	A/I/E
14. The effective use of Data Systems within a school and the ability to support learners' progress	E	A/I/E
15. Working with a SENDCO in supporting student learning needs and contribution to EHCP or support plans	E	A/I/E
16. Understanding of effective teaching methods	E	A/I/E
17. Working knowledge of codes of practice and legislation	E	A/I/E
18. How to contribute to effective personalised provision by taking a practical account of equality, diversity and inclusion, informed by practical experience and application	E	A/I/E
19. Working with external agencies	D	A/I/E
<b>Experience</b>		
20. Working with children and families of relevant age (11-16)	E	A/I/E
21. Recent experience of working in a school	E	A/I/E
22. Of working with children with special needs	E	A/I/E

Trust

Respect

Courage

Ambition

23.	Planning effective learning activities for students with SEN or who are at risk of underachieving	E	A/I/E
24.	Clerical duties; report writing	E	A/I/E
25.	Working with students who may be vulnerable or have mental health issues	E	A/I/E
26.	Evidence off a positive impact on outcomes for students	E	A/I/E
27.	Demonstration of excellent behaviour management skills	E	A/I/E
28.	Experience of working with students with Autistic Spectrum Disorders and specific learning difficulties	D	A/I/E
29.	Experience or knowledge of delivering Speech and Language therapies, social emotional and mental health interventions/therapies	D	A/I/E
Personal Qualities			
30.	Disposition should be positive, patient, calm, caring, understanding, with a good sense of humour	E	A/I/E
31.	Work well under pressure and to meet deadlines	E	A/I/E
32.	Able to work constructively as part of a team or independently	E	A/I/E
33.	Excellent communication skills and able to communicate effectively, sensitively and with empathy with students who have SEN	E	A/I/E
34.	Recognise and respect the contribution parents and carers can make to the development and wellbeing of students	D	A/I/E
35.	Understanding classroom roles and responsibilities and your position within these	D	A/I/E
36.	To have high expectations and standards of oneself and students	D	A/I/E
37.	Ability to establish fair, respectful, supportive and constructive relationships with students	D	A/I/E
38.	Commitment to promoting equal opportunities and meeting individual needs	D	A/I/E

Assessment and evidence: A = Application; I = Interview process; E = Exercise