



	HLTA Secondary Literacy & Numeracy - CRITERIA	Essential / Desirable
Work related circumstances – professional values and practices of the Bishop Fraser Trust	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
Personal Qualities	Strongly self-motivated and personally resilient	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Approachable	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
Role Specific Professional Dispositions	Evidence that the candidate perceives that the role of the HLTA is to provide effectively for all of their learners through identifying individual needs and providing appropriate support to maximise student progress	E
	Interest in keeping up to date with latest learning support strategies	E
	Evidence of learning beyond the workplace	D
Qualifications/ Training	5 A*-C GCSEs including English & Maths	E
	A level standard of education or equivalent	E
	A level in English and/or Mathematics	D
	HLTA qualification or willingness to work towards	E
	NVQ III or equivalent in teaching assistance	E
	Training in special educational needs strategies	E
	Training in Read, Write, Inc or willingness to undertake	E
Experience	First Aid at Work	D
	Minimum 4 years' experience of working with children in an educational setting (within specified age range/subject area)	E
	Experience of working with students with Special Educational Needs	E
	Experience of working with students with ASD	D
	Experience of delivering bespoke behaviour management and engagement strategies. E.g. anger management sessions or willingness to train to deliver	E

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	Experience of implementation of effective behaviour management strategies	E
Knowledge	Advanced understanding of English and Mathematics national curriculum and other relevant literacy & numeracy learning programmes (within specified age range/subject area)	E
	Understanding of principles of child development, learning styles and independent learning	E
	Working knowledge of relevant policies/codes of practice/legislation	E
	Understanding of statutory frameworks relating to teaching and learning	E
	Understanding of inclusion, especially within a school setting	E
	Experience of resources preparation to support learning programmes	E
General Skills	Ability to plan, organise and prioritise effectively	E
	Ability to use technology and appropriate software to enhance learning	E
	Ability to use Management Information Systems (e.g. SIMs)	E
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E
	Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	E
	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E
	Excellent personal numeracy and literacy skills	E
Communication skills	Confident communicator, effectively communicating with clarity both in verbal and written form to a variety of audiences	E
	Ability to identify, assess and diffuse potentially confrontational situations	E

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