

Professional Qualifications and Experience	
Essential	Desirable
<ul style="list-style-type: none"> • HLTA status or Level 4 qualification Supporting Teaching & Learning in Schools or other appropriate qualification • GCSE Maths and English level 4 (grade C) or above 	<ul style="list-style-type: none"> • Experience of working as an HLTA
Teaching and Learning	
Essential	Desirable
<ul style="list-style-type: none"> • At least 2 years' experience of working with/ guiding the learning of children within a school setting in order to take a lead role in learning activities as set by the class teacher for individuals or groups of pupils. • A good understanding of the school curriculum, and the day to day running of a school in order to support the class teacher in the delivery of learning activities for individuals or groups of pupils. • Understanding of school administration systems and procedures and proven administrative experience/ability in order to help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment; • To organise learning materials and pupil resources that support classroom activities. • Ability to observe, monitor and analyse learning and learning outcomes in a practical context in order to review pupil performance data analysing trends and identifying where intervention is required to improve performance and attainment. • Creative ability in order to create learning materials, displays and pupil resources that support classroom activities. To have some responsibility for safe and secure storage of materials/resources. • Ability to deal with interruptions and unexpected peaks in workload in order to successfully manage with situations where several children require attention at the same time. 	<ul style="list-style-type: none"> • More than a years' experience of working in a teaching/learning/child support working environment in KS1 or KS2. • Good knowledge of national curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies.
Skills and Attributes	
Essential	Desirable
<ul style="list-style-type: none"> • To have a high regard for children and support the school's child protection policies and procedures to ensure all children's safeguarding • To be positive, hardworking and show initiative and energy • A loyal, flexible team member, who is a good listener and an effective communicator 	<ul style="list-style-type: none"> • Take initiative and follow through from concept to practice, to have ideas.

<ul style="list-style-type: none"> • Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people • Professionally discrete and able to respect confidentiality on particular issues • Ability to be reflective about self and learn from all experiences in life 	
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Interpersonal & Communication Skills

Essential	Desirable
<ul style="list-style-type: none"> • Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills in order to lead class room based learning for pupils. • Ability to support the teacher in the preparation of information and materials to be used in discussions of pupil progress with individual pupils, groups and parents/carers as required. • Ability to develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents/Carers, the local community, Governors, Visitors, and all those involved with Herne Junior School). Along with the ability to work well as a member of a team, supporting colleagues and maintaining effective working relationships. • The skilfulness to maintain children’s interest and motivation for learning and to maintain discipline in order to work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules. 	<ul style="list-style-type: none"> • Evidence of effectively managing challenging behaviour and keeping an inclusive classroom. • Evidence of pro-active working in your current role EG seeking meetings with teachers and thinking ahead before a lesson, unit of work and or planned event. • Experience of talking with parents / carers confidently to seek a positive outcome.

Initiative and Independence

Essential	Desirable
<ul style="list-style-type: none"> • Ability to use own judgement and initiative when working alone with individuals or groups of children and to deal with unexpected/unusual situations or problems; being able to take charge/supervise classes or groups of children. • To have an awareness of needs/demands of young children and how they act/react, responding appropriately to children’s needs and demands ensuring their safety and welfare is maintained. To understand, support and empathise with children including those children who require special/additional support due to physical and/or emotional needs. 	

Herne Junior School – Person Specification

Higher Level Teaching Assistant – PPA Cover



Responsibility for people/supervision	
Essential	Desirable
<ul style="list-style-type: none">• Understanding of key safeguarding issues and procedures in order to ensure correct reporting and monitoring of any safeguarding issues arising across the school whilst maintaining appropriate levels of confidentiality and data security in respect of personal/pupil/colleague information.• Supervisory skills in order to plan and prioritise the work of the Teaching Assistants and supervise them when in charge of pupils/the classroom	
School Specific	
Essential	Desirable
<ul style="list-style-type: none">• To maintain confidentiality on all school matters.• Maintain own personal presentation that sets high standards for the pupils.• A caring, positive attitude towards pupil's welfare.• Be positive, patient, resilient and resourceful.• To work well within a team and be prepared to be flexible and hard-working.• Proven time management and organisational skills.	<ul style="list-style-type: none">• Committed to furthering their career and seeing this as an opportunity to become a teacher