



Employee Specification Form

Post Number	E229/82/04
Job Title	Higher Level Teaching Assistant – Level 4
Department	Park Primary School
Prepared by and date	MM June 2025

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description (M03)

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications <ul style="list-style-type: none"> GCSE English and Maths at Grade 4 (C) or above (or equivalent) Level 4 HLTA qualification in Supporting Teaching and Learning or similar 	App App	Qualifications <ul style="list-style-type: none"> Specific training in SEND, SEMH, behaviour support, or interventions (e.g. speech & language, emotional regulation) First aid qualification 	App App
Experience <ul style="list-style-type: none"> Experience working with children or young people in a school or similar setting Experience supporting pupils with special educational needs and/or SEMH Experience positively managing classes and leading learning for groups or whole classes Experience using strategies to support behaviour and engagement Experience of supporting or delivering personalised interventions Experience of planning, preparing and delivering lessons and learning activities, including whole classes, groups, or individual pupils 	App/Int App/Int App/Int App/Int App/Int App/Int App/Int	Experience <ul style="list-style-type: none"> Experience using restorative approaches Experience working alongside external professionals or in multi-agency contexts Experience mentoring or modelling practice to other support staff Experience using targeted academic or emotional literacy programmes Delivering training and providing day to day support to teaching assistants 	App/Int App/Int App/Int App/Int App/Int
Knowledge and skills <ul style="list-style-type: none"> Strong understanding of child development and the diverse ways children learn Knowledge of issues that affect pupil behaviour and appropriate strategies to support positive regulation Understanding of how to plan and deliver personalised and differentiated learning to support specific needs Familiarity with current national curriculum expectations in English and Maths Knowledge of multi-agency support systems and how to access them Full working knowledge of safeguarding, equality, health and safety, and other relevant school policies, practices, and legislation Ability to build positive, respectful relationships with pupils, families and colleagues Able to work constructively within a team, understanding school roles and responsibilities 	App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int	Knowledge and skills <ul style="list-style-type: none"> Understanding of the SEND Code of Practice and EHCP processes Awareness of trauma-informed and attachment-aware practice Ability to analyse pupil progress and provide feedback to support teaching Experience using digital platforms for communication, learning or data tracking Skilled in adapting resources and approaches to meet individual learning profiles 	App/Int App/Int App/Int App/Int App/Int

<ul style="list-style-type: none"> • Ability to support and motivate reluctant or disengaged learners • Calm, responsive, and confident in managing unexpected or challenging situations • Skilled in supporting positive behaviour and emotional regulation using consistent strategies • Accurate and effective spoken and written English • Competence in using ICT and classroom technologies to support learning • Efficient in maintaining accurate pupil records and administrative tasks 	App/Int App/Int App/Int App/Int App/Int App/Int		
Special Requirements <ul style="list-style-type: none"> • Demonstrates commitment to inclusion, equality, and safeguarding • Positive, reflective and solution-focused • Committed to building strong relationships with children and their families • Professional, approachable, and emotionally resilient 	App/Int App/Int App/Int App/Int	Special Requirements <ul style="list-style-type: none"> • Willingness to support wider school life (e.g. extra-curricular activities, pastoral initiatives) • Interest in further professional development and leadership within support staff teams 	App/Int App/Int