

**North Duffield Community Primary School**

Broadmanor, North Duffield, Selby, North Yorkshire YO8 5RZ

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**Website:** [www.northduffield.n-yorks.sch.uk](http://www.northduffield.n-yorks.sch.uk/)

**Headteacher:** Mr A Russell

Maintained by North Yorkshire Council

**Person Specification – Higher Level Teaching Assistant**

*North Duffield Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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| **Training and Qualifications** | **Essential** | **Desirable** | **Source** |
| Meet Higher Level Teaching Assistant standards or equivalent qualification or experience |  |  | A I |
| Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths |  |  | A T |
| Qualification at degree level or equivalent |  |  | A |
| Training in relevant learning strategies e.g. literacy/RWI |  |  | A T |
| Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT |  |  | I T |
| Can use ICT effectively to support learning |  |  | T |
| Phonics training |  |  | I T |

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| **Professional Knowledge, Skills and Understanding**  Applicants should be able to demonstrate a good knowledge and understanding of the following areas: | **Essential** | **Desirable** | **Source** |
| Working knowledge and experience of implementing national/foundation stage, curriculum and other relevant learning programmes/strategies |  |  | I T |
| The Primary National Curriculum requirements for 2025 |  |  | A I |
| Understanding of statutory frameworks relating to teaching |  |  | I |
| The assessment, recording, reporting and analysis of children’s progress against specific objectives and within specific interventions |  |  | A I |
| Supporting learning for children with SEND |  |  | I T |
| Working knowledge and experience of EYFS curriculum and other relevant learning programmes/strategies |  |  | I T |
| Good understanding of child development and learning processes |  |  | I |
| Filling gaps in learning to raise attainment and achievement |  |  | A I |
| Management of children’s behaviour |  |  | I T |
| Delivering effective intervention/booster groups |  |  | I T |
| Setting high expectations for all pupils and themselves |  |  | I |
| Ability to organise, lead and motivate a team |  |  | I T |
| Constantly improve own practice/knowledge through self-evaluation and learning from others |  |  | I |
| Ability to relate well to children and adults |  |  | I T |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  |  | I T |
| Working with outside agencies |  |  | A I |
| Full working knowledge of relevant policies/codes of practice/legislation |  |  | I |
| Prioritising, planning, organising and managing work life balance |  |  | I |

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| **Experience** | **Essential** | **Desirable** | **Source** |
| Experience working with children of relevant age in a learning environment |  |  | I |

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| **General Skills**  Applicants should be able to demonstrate from their experience the ability to: | **Essential** | **Desirable** | **Source** |
| Effectively use email, work processing and other IT software appropriate to the role |  |  | I |
| Build strong, positive relationship with pupils |  |  | A I |
| Work as part of a team |  |  | A I |
| Work as a team leader |  |  | A I |
| Work on our own initiative |  |  | A I |
| Seek advice and support when necessary |  |  | I |
| Communicate effectively |  |  | I |
| Develop effective professional relationships with parents/carers |  |  | I |
| Inspire and motive children |  |  | I |
| Take a leading role in initiatives and developments in current setting |  |  | A I |
| Working in effective partnership with all stakeholders |  |  | A I |
| Share a commitment to innovative teaching practice |  |  | I |
| Identify their own area for development and drive their own continued professional development |  |  | A I |
| Remain calm under pressure and adapt to change quickly |  |  | A I |

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| **Special Conditions** | **Essential** | **Desirable** | **Source** |
| Motivated to work with children & young people |  |  | I |
| Ability to form & monitor appropriate relationship & personal boundaries with children & young people |  |  | I |
| Emotional resilience in working with challenging behaviours |  |  | I |
| Ability to work under pressure, meet deadlines and encompass attention to detail |  |  | I |
| Appropriate attitudes to use of authority & maintaining discipline |  |  | I |
| The postholder may be required to work outside of normal school hours on occasion, with due notice |  |  | I |
| All postholders will be required to undertake an enhanced DBS check.  Individuals on the children’s barred list (and adults barred list where relevant) should not apply |  |  | A |
| An understanding of the principles of Keeping Children Safe in Education 2024 and a commitment to ensuring the health, safety and wellbeing of all children |  |  | A I |

**Source:**

**A** – evidence from application form

**I** – evidence from interview

**T** – evidence from task