



Defford and Besford CE Primary School

HLTA Personal Specification

Higher Level Teaching Assistant (HLTA) – Person Specification

Essential	Desirable
Qualifications, Training and Experience	
HLTA status or equivalent qualification or experience.	Degree or further relevant professional qualification.
GCSE English and Mathematics (Grade C/4 or above) or equivalent.	Additional qualifications in SEND, behaviour, nurture, or pastoral support.
Significant experience of working with primary-aged children.	Experience of leading whole-class teaching across different key stages.
Experience of planning, delivering and evaluating learning activities.	Experience of mentoring, coaching, or supporting colleagues.
Understanding of the National Curriculum and assessment processes.	Experience of working in a Church of England school.
Knowledge and Skills	
Ability to support high-quality teaching and learning across the curriculum.	Specialist curriculum knowledge or leadership experience in a subject area.
Strong literacy, numeracy and ICT skills.	Knowledge of intervention programmes and evidence-based approaches to raising attainment.
Ability to work independently and use initiative whilst contributing effectively as part of a team.	Experience of supporting educational visits and extracurricular provision.
Ability to analyse pupil progress and adapt provision accordingly.	Understanding of coaching approaches to staff development.
Excellent communication and interpersonal skills.	
Pastoral and Inclusion	



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Essential	Desirable
Commitment to safeguarding and promoting the welfare of children.	Trauma Informed Schools Practitioner qualification/accreditation.
Demonstrable understanding of inclusive practice and supporting pupils with additional needs.	Experience of delivering nurture, emotional wellbeing or therapeutic interventions.
Ability to build positive, trusting relationships with pupils, families and staff.	Experience of multi-agency working to support vulnerable pupils and families.
Understanding of behaviour as communication and commitment to a relational approach.	Knowledge of attachment-aware and trauma-informed practice.
Commitment to supporting pupils' emotional wellbeing and personal development.	
Personal Qualities	
Positive, flexible and resilient attitude.	Experience of leading whole-school initiatives.
High expectations for achievement, behaviour and inclusion.	
Ability to maintain confidentiality and professional integrity.	
Commitment to continuous professional development.	
Commitment to the values and ethos of the school.	Active involvement in community, church or voluntary activities.
Ability to uphold and promote the school's safeguarding responsibilities at all times.	

The successful candidate will:

- Demonstrate a commitment to safeguarding and child protection.
- Promote inclusion and equality of opportunity for all pupils.
- Support the school's values, ethos and vision, including nurturing positive relationships and emotional wellbeing.