



Higher Level Teaching Assistant (HLTA) – Person Specification

Area	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> ✓ Higher Level Teaching Assistant status or equivalent (or currently working towards accreditation) ✓ Strong literacy and numeracy skills sufficient to support learning across KS2 and KS3. ✓ Training in inclusive practice and/or SEND support ✓ Specialist autism training (e.g., TEACCH, SCERTS, Zones of Regulation) 	<ul style="list-style-type: none"> ✓ Additional CPD related to communication, behaviour, or curriculum adaptation
Experience	<ul style="list-style-type: none"> ✓ Delivering learning to individuals, small groups and whole classes ✓ Supporting pupils with autism or pupils with a range of SEND ✓ Adapting curriculum materials to meet diverse needs ✓ Contributing to assessment and monitoring pupil progress 	<ul style="list-style-type: none"> ✓ Working in a specialist provision, autism base or nurture-style environment ✓ Supporting pupils with emotional regulation or social communication needs
Knowledge & Understanding	<ul style="list-style-type: none"> ✓ Understanding of autism and how it affects learning, communication and wellbeing ✓ Knowledge of inclusive pedagogy and strategies that remove barriers to learning ✓ Awareness of safeguarding and child-centred practice ✓ Understanding of behaviour as communication and trauma-informed approaches 	<ul style="list-style-type: none"> ✓ Understanding of SEND legislation, EHCP processes and reasonable adjustments ✓ Knowledge of creative, knowledge-rich curriculum design

Area	Essential	Desirable
	<ul style="list-style-type: none"> ✓ Knowledge of curriculum expectations across KS2 and KS3 	
Skills & Abilities	<ul style="list-style-type: none"> ✓ Ability to lead learning confidently and independently ✓ Strong communication skills with pupils, staff and families ✓ Ability to build positive relationships rooted in trust and respect ✓ Skilled in adapting resources to support accessibility and challenge ✓ Ability to support emotional wellbeing through calm, consistent and compassionate practice ✓ Effective teamwork and willingness to collaborate across the school ✓ Strong organisational skills with the ability to prioritise and respond flexibly 	<ul style="list-style-type: none"> ✓ Ability to contribute to curriculum planning or resource development ✓ Skills in creative learning, such as art, drama, storytelling or project-based work
Personal Qualities	<ul style="list-style-type: none"> ✓ Champion of inclusion with a genuine commitment celebrating individuality ✓ Empathetic, patient and emotionally attuned, especially when supporting pupils with communication or sensory needs ✓ Reflective and open-minded, willing to learn and adapt practice ✓ Creative and curious, able to spark interest and encourage exploration ✓ Resilient and calm under pressure, maintaining a positive solution-focussed approach 	<ul style="list-style-type: none"> ✓ A passion for innovation in SEND practice and a willingness to contribute to the ongoing development of the Mainstream Autism Base
Safeguarding	<ul style="list-style-type: none"> ✓ Understanding of safeguarding responsibilities 	<ul style="list-style-type: none"> ✓ Safeguarding training at an appropriate level

Area	Essential	Desirable
	<ul style="list-style-type: none"><li data-bbox="448 96 900 181">✓ Ability to work with DSL and staff to promote pupil welfare<li data-bbox="448 185 900 309">✓ Commitment to maintaining a safe, inclusive environment	