

JOB SPECIFICATION – HLTA WITH ASD Experience

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Educated to NVQ Level 2 in learning support, NNEB or equivalent and/or relevant supporting teaching and learning in schools • Training, experience and/or qualifications relating to supporting students with ASD 	<ul style="list-style-type: none"> • NVQ level 3 • Qualifications/ accreditation in SEND and SEMH field e.g. British Sign Language, dyslexia, Makaton, ELKLAN
Experience and Knowledge	<ul style="list-style-type: none"> • Commitment to and or experience of working with young people • Relevant SEN experience supporting secondary age pupils with ASD • A sound theoretical knowledge of ASD conditions, and demonstrable knowledge of how to put that into practice when working with individuals • Understanding of School policies and procedures, including equal opportunities, inclusion, SEND, Behaviour, Child Protection, H&S and Wellbeing • Awareness of needs/demands of young People and how they act/react • Experience assisting with differentiated teaching and learning, effectively managing and supporting individuals and groups of pupils. 	<ul style="list-style-type: none"> • Knowledge of various health or SEND conditions and needs, e.g. ADHD, dyslexia etc • Experience in reporting and assessing students where necessary • Experience working with students who have SEMH needs • Experience in carrying out student observations and monitoring and academic and emotional wellbeing • Understanding of what ‘a child centred approach’ means
Skills	<ul style="list-style-type: none"> • Awareness of Autism Spectrum Conditions and how they may effect individuals • Ability to show awareness to when it is appropriate to consult teachers about a student’s behaviour or learning 	

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	<ul style="list-style-type: none">• Comfortable working with challenging behaviour.• Have a calm, patient and positive approach to working with children with social, emotional and behavioural difficulties• Excellent communication skills, particularly recognising the importance of listening.	
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