Together we aspire, learn and grow
Higher Level Teaching Assistant – Upper Key Stage 2
PERSON SPECIFICATION – NOVEMBER 2026

The person specification should be read alongside the Upper KS2 HLTA Job Description. Candidates will be assessed through the application and selection process, references and, where appropriate, interview and task.

Criteria	Essential	Desirable
Qualifications and training	• HLTA status or equivalent relevant qualification/experience appropriate to the level of the role. • Good standard of literacy and numeracy. • Relevant training/experience supporting teaching and learning in KS2. • Commitment to ongoing safeguarding and professional development.	• Training in phonics/reading, SEND, assessment or Upper KS2 intervention. • Recent training relating to statutory KS2 assessment/SATs.
Experience	• Successful experience of supporting learning in KS2, preferably including Upper KS2. • Experience of supporting individuals, groups and whole classes within an appropriate HLTA framework. • Experience of adapting support for pupils with differing needs, including SEND and/or EAL. • Experience of using assessment information to identify gaps and support progress.	• Experience working in Year 6. • Experience of administering or supporting statutory KS2 tests/SATs. • Experience of targeted Upper KS2 reading, writing or mathematics intervention.
Knowledge and understanding	• Strong understanding of effective Upper KS2 teaching and learning. • Secure understanding of reading, writing and mathematics expectations in KS2. • Understanding of adaptive teaching and inclusive practice for SEND, EAL and disadvantaged pupils. • Understanding of safeguarding responsibilities, KCSIE and Prevent. • Understanding of professional boundaries, confidentiality, equality and data protection.	• Knowledge of current KS2 statutory assessment arrangements, test administration and access arrangements. • Some knowledge of PACE, Zones of Regulation and restorative/relational practice. • Knowledge of effective transition practice from Year 6 to secondary school.
Teaching and learning skills	• Ability to deliver clearly structured and engaging learning that advances pupils' knowledge and understanding. • Effective modelling, explanation, questioning, scaffolding and feedback skills. • Ability to promote fluency, comprehension and vocabulary in reading. • Ability to support accurate, fluent and purposeful writing. • Ability to support mathematical fluency, arithmetic, reasoning and problem solving. • Ability to identify misconceptions and adapt support responsively. • Ability to promote independence, resilience and positive learning behaviours.	• Confidence in leading targeted Year 6 intervention. • Experience using assessment analysis to plan responsive teaching/intervention.

Year 6 SATs and assessment	• Willingness and ability to undertake statutory assessment training and follow current STA guidance precisely. • Ability to maintain test security, confidentiality and integrity. • Ability to support pupils calmly and appropriately without creating unnecessary pressure. • Ability to implement agreed access arrangements accurately when directed.	• Previous experience as a KS2 test administrator or as a supporting adult. • Familiarity with access arrangements such as readers, scribes, prompts, rest breaks or additional time. • Experience contributing to Year 6 assessment and moderation processes.
Relationships, inclusion and teamwork	• Ability to establish warm, respectful and professional relationships with pupils. • Strong communication and teamwork skills. • Ability to work collaboratively with teachers, SENDCo, support staff, parents/carers and external professionals. • Commitment to equality, inclusion and belonging and to high expectations for every pupil. • Calm, consistent and relational approach to behaviour and self-regulation.	• Experience of PACE, Zones of Regulation or restorative approaches. • Experience supporting pupils' emotional wellbeing and transition.
Poplars Farm ethos and NPDL	• Commitment to modelling GROW: Giving, Responsible, Open-minded and Welcoming. • Commitment to Poplars Farm's inclusive, relational, globally minded ethos. • Willingness to engage with NPDL and develop Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. • Commitment to pupil voice, choice, agency and meaningful learning. • Commitment to the Poplars Curriculum and a broad, balanced curriculum.	• Experience of curriculum approaches that connect learning across subjects and real-world contexts.
Professional qualities	• Reflective, reliable, flexible and well organised. • Able to use initiative while working within agreed professional roles and supervision arrangements. • Able to maintain confidentiality and appropriate professional boundaries. • Positive, solution-focused and committed to professional learning. • Commitment to safeguarding and promoting the welfare of children.	• Evidence of relevant recent CPD. • Willingness and ability to contribute to the professional learning of colleagues.

Safeguarding statement

Poplars Farm Primary School is committed to safeguarding and promoting the welfare of children. The successful candidate will be expected to share this commitment and comply with the school's safeguarding procedures and safer recruitment requirements.