Note

A new UK Government took office on 11 May 2010. As a result the content of this publication may not reflect current Government policy and is subject to change.

Please note that the TDA is not providing the support staff training and qualifications grant to local authorities in 2010-11. In addition, TDA funding for assessments is available up until 31st December 2010 and there is no guarantee of TDA funding for assessments after this date.

For more up-to-date information please visit our website at www.tda.gov.uk
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“HLTA status has given me confidence. I really feel like an important part of the class and have a great relationship with the teacher, as well as a more in-depth understanding of the curriculum and the educational needs of the pupils.”
Introduction

Schools continue to change. Standards are rising, the number and range of support staff employed in schools continue to increase and time is being found for teachers to focus more closely on their professional role.

Developments in the roles of support staff were highlighted in the National Agreement signed on 15 January 2003 between Government, local Government employers and school workforce unions. The National Agreement has created conditions in which teachers and support staff can work together even more effectively in professional teams. A key focus of the National Agreement was the use of higher level teaching assistants (HLTAs) to undertake an enhanced role in the classroom. A set of national standards for HLTA status was developed setting out the expectations of those working at a higher level to support learning.

The work of HLTAs complements that of teachers; the roles are not interchangeable. As more HLTAs gain status the range of support available to teachers and schools is increased. Higher level teaching assistants undertake a wide variety of roles – some work across the curriculum, some act as specialist assistants for a specific subject or department – the work varies according to the needs, type and age-phase of the school. In addition, HLTAs can be expected to work in a range of settings, working with individuals, small groups and whole classes. Whilst the roles are diverse, a common feature of HLTAs is their contribution to the development and well-being of children and young people. Teachers and headteachers, working within the regulatory framework, will make professional judgements on an individual basis about which teaching and learning activities HLTAs will undertake and the level of guidance and support needed.

Management of the HLTA programme

Overall responsibility for the HLTA programme in England lies with the Training and Development Agency for Schools (TDA). The TDA manages the HLTA programme on a regional basis. It has appointed one organisation in each of the nine Government Office Regions (GORs) to be responsible for the assessment of candidates for HLTA status. These organisations are known as regional providers of assessment (RPAs). Prior to being assessed for HLTA status, all candidates must complete a preparation process. RPAs are responsible for approving and quality assuring organisations in their region that provide preparation, known as providers of preparation for HLTA assessment (PoPs). Further details of the role and responsibilities of RPAs and PoPs can be found in the sections on preparation and assessment in this handbook.

1 See regulations and guidance under section 133 of the Education Act 2002.
Gaining HLTA status – an overview

Whilst the time needed to gain HLTA status will vary for individual candidates, the overall process is the same across the country. An overview of the process involved in gaining HLTA status is set out below. Each step is explained in more detail in the guidance that follows.

Step one
Gaining support from your school

The role of your school in supporting you throughout the process is crucial. Not only will you need the agreement of your headteacher in supporting your application to pursue HLTA status, but you will also need the support of other colleagues, in the process leading up to and during your assessment for HLTA status.

*Further information on the importance and role of your school is provided on page 8.*

Step two
Securing funding

The amount of funding required by each candidate seeking to gain HLTA status will vary according to the extent of any training they need to undertake to meet the standards. The arrangements for funding candidates vary according to the type of school the candidate works in.

*Further information on how HLTA status is funded and who you need to contact is provided on page 9.*

Step three
Identifying any training needs

To gain HLTA status each candidate needs to meet all of the professional standards for HLTA status. This includes having nationally recognised qualifications in literacy and numeracy at level 2 or above. It is therefore important that candidates identify, early on, any potential gaps in experience, knowledge or skills which might prevent them from gaining HLTA status and undertake appropriate training or development opportunities.

*Further information on how to determine any training needs and who to contact is provided on page 10.*
Step four
Preparing for assessment
All candidates complete the same preparation process. Before proceeding to assessment you must complete ‘preparation for assessment’. This takes the equivalent of three days and is supported in your Government Office Region (GOR) by providers of preparation (PoPs) for HLTA status. Preparation for assessment also involves completing assessment tasks which draw on your experience against the HLTA standards.

Further information on what preparation involves and the tasks you need to complete is provided on pages 11 to 16.

Step five
Completing the assessment process
All candidates complete the same assessment process. Assessment is carried out by assessors appointed in your GOR by the regional provider of assessment (RPA) for HLTA status. The appointed assessor visits the school to discuss with you, your headteacher and a nominated teacher your evidence of meeting the HLTA standards.

Further information on how to find out who provides assessment in your region and what assessment involves is provided on pages 17 to 18.

Step six
Receiving the outcome and deciding next steps
All RPAs must carry out quality assurance procedures before they can issue the final outcome, confirming whether a candidate has gained HLTA status. You will usually receive your outcome within eight weeks of your assessment. Whether you are successful in gaining HLTA status or not, you will want to discuss your next steps with your school.

Further information on the assessment outcomes and possible next steps are provided on page 19.
Step one
Gaining support from your school

In some cases an individual will be approached by their school and recommended for HLTA status; in other cases the initial interest might come from a candidate. In all cases it is important to gain the support of the headteacher. This might be done via your line manager or directly with the headteacher. It is usual for local authorities (LAs) to require evidence that the headteacher agrees to support the candidate, eg. by signing the initial application form.

The support of the school is important in the process leading up to, and during, your assessment. Whilst you are preparing for HLTA status you will need to ensure that you have sufficient opportunities to meet the HLTA standards. It is important that your line manager is aware of what the HLTA standards require and hence the experience you will need to have in order to provide evidence that you meet the standards. This includes having sufficient opportunities to develop the necessary skills to take responsibility for whole classes without a teacher being present. At the point of assessment, the school will be asked to confirm that you have been able to lead whole classes without a teacher present.

To ensure candidates receive the right support and guidance leading up to HLTA assessment, the TDA recommends that schools appoint a mentor for HLTA candidates. Ideally a mentor should be someone who already has a professional relationship with you and is available to meet you occasionally during the training and assessment process to offer advice and support. Where a mentor is nominated, they should familiarise themselves with the standards and the HLTA process.

Assessment for HLTA status includes a half-day visit to the school during which the appointed assessor will need to meet with you plus a teacher (in some cases two teachers) and the headteacher (or delegated representative). It is important that both the teacher and headteacher (or delegated representative) are familiar with the HLTA standards and hence the sort of questions they might be asked about the breadth and depth of your knowledge, skills and experience. Full details of the assessment process, including the school visit, are provided in this guidance.
Step two
Securing funding

All candidates for HLTA status need funding to complete preparation and assessment. In addition, some candidates will need funding for training. This will depend on whether you need to undertake training to meet gaps in knowledge, skills or experience prior to assessment.

The funding available to support candidates in gaining HLTA status depends on the type of school or educational establishment in which the candidate works. If you need to clarify the type of school/educational establishment you work in, details can be found at www.edubase.gov.uk

2.1 Maintained schools
Maintained schools are either classified as community, voluntarily aided, voluntarily controlled, foundation, community special, foundation special, or pupil referral units.

For maintained schools, the TDA funds the HLTA programme through local authorities (LAs). Each LA has arrangements in place for candidates to apply for HLTA funding. Funding is usually available to support:
• training leading to HLTA assessment
• preparation for assessment, and
• assessment.

The level of funding available to individual candidates will be determined by the LA.

Visit www.tda.gov.uk/hlta_contacts for contact details of your LA.

2.2 Academies, city technology colleges and non-maintained special schools
The school or candidate will need to fund any training required and preparation for assessment. The TDA provides funding to cover the candidate’s assessment. The school or candidate should contact the RPA. The RPA will facilitate any training needed, the preparation for assessment and the assessment itself.

Visit www.tda.gov.uk/hlta_contacts for your RPA’s contact details.

2.3 Other schools
Other school settings include the independent sector, playing for success centres and non-maintained nursery school settings. Candidates eligible for HLTA status who are employed in these settings can either approach their school for funding for the HLTA programme, or they can fund themselves. The school or candidate should contact the RPA for further information on training and preparation opportunities available in their region.

Visit www.tda.gov.uk/hlta_contacts for your RPA’s contact details.

“I would thoroughly recommend HLTA status as it can map out a route to ensure your career develops. It also provides the balance of having an opportunity to lead as well as to assist. I have found HLTA status has really clarified my role.”
Step three
Identifying any training needs

During the assessment process for HLTA status all candidates need to provide evidence that they meet each of the standards for HLTA status. In order to establish whether you need to extend your skills or experience to demonstrate the HLTA standards you will need to complete a training needs analysis (TNA).

3.1 Completing a training needs analysis
The TNA process, linked to the HLTA standards, will be carried out by your school, LA or RPA.

The outcomes of your TNA will provide the focus for any training and development activities; you should be able to identify where you still need to extend your skills and experience in order to demonstrate the HLTA standards.

Working towards meeting the standards could be achieved through development activities undertaken in your school. Alternatively it could be through other training activities provided locally by your LA or independent training providers.

Your RPA or LA will be able to provide details of local training provision.

3.2 Level 2 qualifications in literacy and numeracy
To gain HLTA status one of the standards requires that candidates have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy. Relevant qualifications are those recognised nationally as being equivalent to level 2 of the national qualifications framework (NQF).

At the start of preparation for assessment, candidates must provide original certificates as proof of having gained relevant level 2 qualifications. Therefore, it is important that you identify if you still need to gain your level 2 qualifications during the TNA process.

If you are unable to find your original certificates you should apply to your awarding body for a replacement certificate or a confirmation of results letter. Awarding bodies normally make a charge for this service.

Further information on level 2 qualifications and details of awarding bodies can be found in the HLTA Guidance on meeting standard 11 at www.tda.gov.uk/support/hlta/resourcebank
Step four
Preparing for assessment

All HLTA candidates must undertake preparation for assessment. It ensures that all candidates understand the professional standards, the evidence they need to submit and how the assessment process works.

In order to undertake preparation, you will need to provide evidence of appropriate level 2 qualifications in literacy and numeracy. Once you have met this requirement you will be allocated to a preparation course by your LA. Local authorities will only use PoPs that have been quality assured by the RPA. As far as possible, the LA will make arrangements to ensure that your preparation is accessible in terms of timing and location.

Preparation involves three days’ briefing and guidance over a period of time. Providers of preparation may offer different patterns of provision, e.g. preparation as a stand-alone event or preparation incorporated into a training programme. In all cases, the preparation content will be identified and will be equivalent to three full days.

By the end of preparation you should:
• understand the professional standards and how they relate to your work in school
• understand the assessment process and have prepared assessment tasks and received formative feedback, and
• have prepared for the visit to your school by an assessor.

4.1 Understanding the HLTA standards
Understanding the standards
You are likely to be familiar with the standards as a result of applying for the HLTA programme and completing the training needs analysis process. However, you are likely to need further help in clarifying your understanding of the standards and how to apply them to your own work in school. A complete list of the HLTA standards is provided at the back of this handbook (Annex A). To gain a more detailed understanding of the standards you should refer to the Guidance to the standards provided in this handbook.

Reviewing your current work
Your PoP will facilitate activities that help you to review your current work against the standards. The outcomes of such activities will help you to reflect on occasions where the standards have applied to your work and identify examples that will support you in presenting evidence for assessment. When reviewing how your work demonstrates the standards, you are encouraged to think about the full breadth of your role and responsibility and your work inside and outside the classroom, with teachers and other colleagues, as well as contact with parents/carers. Where activities take place outside the school they must be part of the school’s curriculum or extra-curricular provision and be managed by the school.

“Gaining HLTA status has given me even more pride in my work and greater confidence in my ability to support the teachers and pupils I work with. Now I have been trained, I can use my skills to help plan and take certain parts of a lesson, under the direction and supervision of a teacher. This is not something I could have done as a teaching assistant.”
4.2 Registration

Evidence for standard 11
Your PoP is responsible for confirming that you have provided evidence of nationally recognised qualifications in English/literacy and Mathematics/numeracy at level 2 or above. You are required to bring your original qualification certificates (and a photocopy) to day one of preparation. Your PoP will confirm the photocopy of level 2 qualification evidence to be a genuine copy. They will provide a record form (F17) for you to record your level 2 qualifications. This will happen by the end of the first day of your preparation course. You should bring your F17 form to day 2 of preparation.

Registering for HLTA assessment
Provided your PoP has confirmed the appropriateness of your literacy and numeracy qualifications, you will need to register for assessment before the end of day two of preparation. This can be done electronically by logging onto the HLTA registration system, or, alternatively, by phoning the HLTA registration helpline. Contact details are provided below.

Registration site:
www.hlta-info.tda.gov.uk/register
HLTA registration helpline: 0845 8800 929

A candidate support sheet is provided at Annex B. This support sheet lists details that you will need to provide when you register. Some of the details you should already have and should take along with you to preparation; others will be confirmed by your PoP.

Once you have registered for assessment you will be given a unique reference number (URN). This should be noted on your F17. Your PoP will also need to know your URN.

Your PoP will send the completed F17 form, together with the photocopies of your certificates to the RPA.

4.3 Understanding the assessment process

Overview of the assessment process
The assessor will review evidence from three sources:
• tasks which you need to complete and send to your appointed assessor in advance of the assessment visit to your school
• documentary evidence which your assessor reviews during the assessment visit, and
• oral evidence which the assessor gathers during the assessment visit by interviewing you, your headteacher (or delegated representative) and a nominated teacher.

Overview of the assessment tasks
All candidates must complete four assessment tasks. Your PoP will explain the nature of each assessment task, in detail, and how you should use them to record your evidence against the standards. The specific examples you select will depend upon the needs of the children and young people you support, your role and your area(s) of expertise.

Tasks 1–3
Tasks 1–3 require you to outline and evaluate your experiences of working within everyday school learning activities: task 1 with an individual, task 2 with a small group (normally three or more) and task 3 with a whole class. ‘Whole class’ is not defined by a precise number of pupils. The size of a whole class will be determined by the context in which you work; eg. school type, size and phase. The size and makeup of a whole class is defined by what would normally be assigned to the teacher timetabled for that lesson.

Whatever the context of the school or setting in which you work, it is still a requirement to demonstrate that you have the skills to support learning with a whole class.

In tasks 1–3 you will need to demonstrate:
• how you worked with the teacher to plan your contribution
• your own planning for the work
• how you carried out the work, and
• how you evaluated your personal learning.
The length of the tasks will vary but they should contain sufficient detail to support an assessor in making their judgement.

**Task 4**
Task 4 gives you an opportunity to write about five situations that provide evidence for standards not already fully covered in tasks 1–3 and/or that you consider require strengthening. These may relate to your wider professional experiences and responsibilities, for example:

- working with teachers and other adults outside the classroom
- assisting in educational visits, or
- participating in professional meetings and working parties.

You are unlikely to decide what to include in your task 4 situations until you have completed tasks 1–3 and therefore have an indication of the standards that you still need to evidence. However, it is helpful to begin to think about the possible situations you might use so that these can be reviewed during the preparation process.

The task 4 situations should summarise your reflections on situations that made you think about what happened, why it happened and the nature of your own involvement. As guidance, it is likely that they will be between 300 and 500 words. It is expected that you will spend between 45 and 60 minutes writing up your five situations – a commitment of approximately five hours in total.

Across all tasks, you should demonstrate each of the standards. When completing the tasks you should also consider the documentary evidence you could provide for the assessor to review during the assessment visit to evidence each standard.

One of the HLTA standards (standard 31) requires you to demonstrate that you can advance learning with a whole class without an assigned teacher present. You must demonstrate that you have met this standard at some point in the assessment process. It is not necessary for the assigned teacher to be absent for the situation you describe in task 3, however you will need to demonstrate that you were fully responsible for leading the activity described, including the management of the class. If the teacher was present for the situation you describe in task 3, you should use one of the situations in task 4 to describe how you led an activity while the teacher was not present so that there is evidence that you meet this standard in your tasks.

It is important to bear in mind that the evidence you provide will be reviewed by an assessor and you may be asked about it in more detail. As some activities in which you are involved may be seasonal or annual, such as educational visits, evidence you include may be retrospective. However, where this is the case, evidence should normally be from within the past 12 months. If the evidence includes the oral or written testimony of a teacher, that teacher should still be available for corroboration if required.

**Demonstrating area(s) of expertise**
The standards require that candidates have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people. Candidates are also required to improve their knowledge and practice. For any area of expertise you are claiming, you should ensure there is evidence within the tasks to demonstrate these requirements. When preparing your documentary evidence you should consider evidence that demonstrates your acquisition of knowledge/understanding (eg. course materials, certificates, class observation) as well as evidence of using that knowledge in your practice (eg. lesson plans, teaching resources etc).
Documentary evidence
To support your assessment tasks, you will need to provide documentary evidence that has been produced during your normal work activities. Your PoP will provide guidance about possible forms of documentary evidence. It is important to bear in mind that any documentary evidence should support and relate to the tasks. A single piece of evidence may be used to support more than one standard.

A wide range of documentary evidence is permissible, including:
• lesson plans
• assessment sheets
• reports
• planning sheets
• case studies
• qualification/training certificates
• work produced by children and young people
• letters/cards of endorsement
• observation notes
• meeting agendas/minutes/notes
• classroom resources
• resource audits, and
• photographic evidence of lessons.

Witness statements are also permissible, but these should be kept to a minimum. They should be signed and dated.

You may also cite oral testimony from a teacher or headteacher as the main source of corroborative evidence for some standards. However, there is limited time available during the visit for discussion with the teacher and headteacher, or an other staff member. Therefore, it is important to limit the number of oral testimonies.

The documentary evidence should be annotated, so that the assessor understands the rationale for including it, for example noting its relevance to the standards or how you contributed to its production.

Completing response sheets for the assessment tasks
Response sheets are provided for each task. The response sheets have been designed to help you structure your responses. Your PoP will explain how to complete the response sheets for these tasks. The response sheets (labelled F1–F8) are available to download at www.tda.gov.uk/support/hlta/resourcebank or from your PoP. Response sheets F1–F3 should be completed for tasks 1–3 and sheets F4–F8 for the five situations in task 4.

Whilst all candidates must complete the response sheets, it is for you to decide what writing style to use. What matters most of all is that your writing focuses on the standards, without simply repeating their wording. Whilst the quality of your writing is not an assessment criterion, you should bear in mind that it is important that you communicate clearly to your assessor how you are meeting the standards.

You should use the section headings on the response sheets as a guide, noting all relevant information, including your reflections on, and evaluation of, the particular activity.

Completing your assessment grid
As indicated above, you are advised when planning your tasks to think about which standards you can provide evidence for and the supporting documentation you need to provide for the assessor. Candidates should complete an assessment grid to help track progress in providing evidence for each of the standards. The grid also helps the assessor to understand how you have demonstrated the standards. The assessment grid (F9) is available from the TDA website at: www.tda.gov.uk/support/hlta/resourcebank

Your PoP will discuss with you the ways of referencing your documentary evidence. You should provide an index sheet which lists each document. The documents should be clearly identified with a reference number, and filed sequentially in your evidence file. The relevant document number should then be listed on the assessment grid against the relevant standard(s).
Once you have identified appropriate examples for each task you should ensure that you:
• complete the relevant response sheet
• keep a copy of all relevant documentary evidence, and
• complete appropriate parts of your assessment grid (F9).

4.4 Formative feedback on the assessment tasks
This stage provides an opportunity to check on your progress in drafting your assessment tasks. You should bring your response sheets for tasks 1–3 and your assessment grid to the final preparation session. You should also have available a list of documentary evidence you plan to use to support each standard. However, you should not bring with you any of the documents that you are using as evidence; your assessor will examine these documents during the school visit.

At this stage you may not have completed all of the task 4 situations. However, you should bring to the session a draft response for at least one of the five situations. You should also know by this stage what you plan to cover in all five: this will allow you to check that you are providing evidence to meet all the standards.

Your PoP should be able to identify from the draft tasks any standards where candidates have misunderstood the requirements or are struggling to provide appropriate evidence. This will enable the PoP to provide further generic guidance on particular standards. However, PoPs are unable to provide detailed feedback on individual tasks. Your assessment tasks need to be based on your own work and detailed, individual feedback by a PoP would compromise this process. The guidance you receive will therefore be framed in terms of broad issues and questions, rather than direct instructions.

You should use the general feedback provided by the PoP to review your tasks, documentary evidence and assessment grid, and then identify any further work needed before progressing to assessment.

One outcome of considering tasks 1–3 may be that you believe that you have adequately demonstrated all standards and therefore query whether you need to complete the fourth task. All candidates should complete all of the required tasks. Your tasks 1–3 may appear to cover all of the standards but this may turn out not to be the case when the assessor conducts a thorough and extensive review.

4.5 Preparing for the assessment visit
Arrangements for the assessment visit
By the final day of preparation, your PoP will confirm how the RPA will make arrangements for the assessor’s visit to your school. However, the visit cannot go ahead unless you have:
• provided your PoP with documentary evidence that you have a level 2 qualification in literacy and numeracy or above which the RPA is able to verify, and
• completed an entry against each standard on your assessment grid (F9).

Failure to meet these two requirements will lead, without exception, to the school visit being deferred. To help ensure the currency of your evidence, the school visit must take place no later than 12 working weeks after your last preparation session. Any delay in this may mean that you need to repeat all, or part of, the preparation process.

Briefing colleagues who will meet the assessor
Your PoP will explain how the assessment visit works and the arrangements you will need to make. During the visit, the assessor will meet your headteacher (or delegated representative) and a teacher (or at most two teachers).
Once the assessment visit has been arranged, the RPA will send a letter to the headteacher, confirming the arrangements, copied to you.

You will need to brief your headteacher (or their delegated representative) about the nature and purpose of the visit. In addition, you should identify the teacher(s) who is most familiar with your work and explain what is required. In many cases a discussion with one teacher will suffice. However, there may be circumstances when you have worked for a large amount of time with another colleague whom you would like the assessor to meet. There may also be circumstances when you request that the assessor meets a colleague for a few minutes only, in order to verify a particular standard for which there is little documentary evidence. One colleague could be a member of support staff; at least one must be a qualified teacher. If you want the assessor to meet two colleagues you should inform the assessor of this prior to the visit.

As part of the school visit, the assessor will ask the teacher and/or headteacher (or delegated representative) to confirm that you have been able to lead whole classes without a teacher present and that you have sufficient understanding of your identified area(s) of expertise.

You will need to check the availability of colleagues at the times recommended on the indicative timetable for the visit that will be provided by your RPA. It is useful to remind them nearer the event. You should ensure that they have copies of the HLTA standards and are therefore aware of the requirements of the status.

**Your file**

In advance of the visit, you will be advised by your RPA about how and where to send your completed response sheets for all four tasks (F1 to F8), together with your completed assessment grid (F9). You should keep copies of all the documents in your own file. Under no circumstances should you send any supporting or documentary evidence, originals or copies. This evidence will be scrutinised during the visit. Just before the visit, you should take the time to read through copies of all your documents once more.

**Arranging accommodation for your assessor**

Your assessor will need a quiet and private space in which to work, and for the meetings with you, the teacher(s) and the headteacher (or delegated representative). Check the availability of an appropriate room. On the day of the assessment visit, confirm the availability of the room and ensure that there is a working surface for your assessor and two chairs. Prepare and post a ‘meeting in progress’ sign on the door.

**Informing others**

You should inform school reception of the name of your assessor and their likely time of arrival. You may wish to arrange for the assessment visit to be mentioned in the school bulletin or published on an information notice. This will let people know that you are not available as normal, and that the room in school set aside for your assessor is unavailable for other purposes.

"As an HLTA I have more of an input into what the children are doing – I am able to take a more involved role in their learning experiences, which is very satisfying."
Step five
Completing the assessment process

Assessment involves a half-day visit to your school by an assessor approved by your RPA. Each RPA carries out the assessment process in exactly the same way.

5.1 The school visit
The school visit enables you to:
• explain in more detail your role within the school
• explain in more detail aspects of the activities you have analysed in your assessment tasks
• provide the documentary and oral evidence that supports your responses to the four assessment tasks, and
• have your evidence verified by the headteacher (or delegated representative) and teacher(s).

Indicative timetable
Assessors spend the equivalent of half a day in school for each candidate. The following timetable for the assessor’s visit is for guidance only. The visit could start earlier or later; it could be morning or afternoon but should always be equivalent to three hours in duration.

09.00 You meet the assessor on arrival and introduce him/her to the headteacher (or delegated representative) if available
09.05 Your first meeting with the assessor followed by your assessor’s study time
10.30 Assessor’s meeting with your nominated teacher (or teachers)
11.00 Assessor’s meeting with your headteacher (or delegated representative)
11.15 Assessor’s preparation time before your second meeting with the assessor
11.30 Your second meeting with the assessor
12.00 Visit ends

A period of one hour and 25 minutes is allocated to cover your first meeting with the assessor and the assessor’s scrutiny of your file of documentary evidence. The time for these two activities is aggregated to give your assessor flexibility over the amount of time devoted to each. Sometimes a shorter period will be needed for discussion with you and a longer session for scrutiny of the file; sometimes the opposite will be the case. The precise timings will depend on the circumstances and you should not read any significance into this.

All meetings should take place in the sequence set out in the indicative timetable shown above. The only permitted change is that the headteacher and teacher meetings may be reversed.

First meeting with the assessor
This meeting should last between 20 and 40 minutes, and enables you to provide your assessor with a greater insight into the way you think about your work and how you have completed the assessment tasks. You will be asked about your file of documentary evidence, so that the assessor understands how the evidence matches what you have written on your response sheets and illustrates the professional standards.

The remaining agenda for this meeting will be determined by your assessor. He or she may ask you:
• about your role in school and how you meet the standards
• how you went about selecting the tasks that you undertook
• to explain one or more of the tasks, and the documentary evidence, explaining how the standards are demonstrated, or
• to track one or more standards across the four tasks, explaining how they are met.
Your assessor’s study time
This will take between 45 and 65 minutes depending on the time spent in the first meeting. Your assessor will read all the documentary evidence relating to your work and prepare for the meetings with the teacher(s) and headteacher (or delegated representative).

The meeting with the teacher(s)
This meeting will last 30 minutes. The purpose of the meeting is for the teacher to discuss aspects of your work identified by the assessor. If you have agreed for the assessor to meet two colleagues the assessor will meet them individually and the 30 minutes will be allocated across the two meetings. Meetings where two colleagues are present at the same time are not permitted.

When selecting the teacher/colleague to meet the assessor, you should consider who is best placed to comment on your work in detail. They will be asked to provide examples of how you have met the requirements of the standards. In particular, they will need to verify that you have sufficient knowledge of the area(s) of expertise you have identified in your tasks, as well as your ability to develop further knowledge, and that you have taken a whole class where no teacher was present.

The meeting with the headteacher (or delegated representative)
This 15-minute meeting is normally with the headteacher, though there may be circumstances where another senior manager is more appropriate: for example, the deputy headteacher with responsibility for staff deployment and/or development, the special educational needs coordinator (SENCO), a key stage coordinator, a head of faculty, a head of department or a subject leader. This meeting enables the assessor to gather further evidence to support the standards, such as your contribution to the overall functioning of the school and your professional values and practice.

The assessor’s review time
These 15 minutes are for the assessor to review all the additional information provided at the three previous meetings and to prepare for the final meeting with you.

Second meeting with the assessor
This second meeting of 30 minutes gives your assessor the opportunity to clarify details and double-check evidence. The issues raised, and the questions posed, do not necessarily imply any weaknesses in the evidence submitted for assessment. At this stage, the assessor is not able to give you or any of your colleagues any indication of the outcome of your assessment.

Accommodating witnesses who have left your school
There will be occasions when the most appropriate teacher(s) has moved to another school or retired. If, as may be likely, the teacher is not in a position to return to his or her former school for the meeting then it is perfectly reasonable for the assessor to make advance arrangements to speak to them by telephone.

5.2 Moderation
The assessor will use all of the evidence put forward – the tasks, documentary evidence and notes of all the meetings – to make a recommendation about your assessment.

The recommendation that the assessor makes at this stage is subject to moderation by the RPA. Moderation takes place on a regular basis. During moderation a sample of candidate files is reviewed in order to:
• ensure that the assessor’s judgements are secure
• ensure that there is consistency of judgement across assessors
• ensure that there is consistency of judgement across RPAs, and
• support accurate and constructive feedback to assessors and candidates.

You will normally receive official notification of your result within eight weeks of the school visit.
Step six
Receiving the outcome and deciding next steps

Following moderation, you will receive an award letter via your RPA informing you of your result. This should be within eight weeks of your school visit.

6.1 The outcome
There are three possible outcomes:

1 Standards met: all the standards have been met and you have achieved HLTA status.

2 Partial reassessment: Some standards (up to a maximum of three) have not been fully met. This implies that you were judged to have met all but a small number of standards, and the weaknesses in relation to these standards were modest in nature. Your RPA will advise you on the most appropriate next steps which may require that you:
   • rewrite one or more tasks
   • produce an additional task 4 example – the evidence given (either written or oral) could relate to the situations described in the original tasks, or could be examples that have taken place since the original assessment, or
   • provide additional documentation.

Partial reassessment could involve you answering additional questions, with verification from the school. Reviews of any additional evidence could take place away from the school. Candidate, teacher or headteacher (or delegated representative) questioning could take place by telephone.

3. Standards not met: there is insufficient evidence that all the standards have been met and the candidate is not recommended for HLTA status. This could relate to just one standard if the evidence provided suggests the need to undertake further training or development.

6.2 Next steps
If you don’t gain HLTA status you will receive written feedback on your assessment outcome within a week of receiving your result notification letter. In deciding what next in terms of your continuing professional development, you should discuss your options with your mentor and/or line manager.

RPAs are unable to advise on what would be appropriate for individual candidates. This needs to be considered in the context of both the individual’s and the school’s needs. Local authorities might be able to advise you and the school about the appropriate course of action.
“My colleagues have been wonderful and really supported me throughout the process. I am very much part of the department and feel totally valued for the contribution I am making – there is a real appreciation for my work and skills.”
Guidance to the standards

The professional standards for HLTA status introduced in 2003 were reviewed and updated during 2006/2007. The standards in this guidance were approved by ministers in June 2007.

Understanding the standards

The professional standards for HLTA status set out for teachers, employers and parents the contribution to pupils' learning that HLTA s can be expected to make. They are designed to be applicable to a diversity of roles in schools which support learning. The standards complement those for qualified teacher status (QTS) and enable schools to see the relationship between the role of teachers and that of teaching assistants working at the higher level.

The standards are set out in three sections:

- **Professional attributes (standards 1–7)** – these set out the attitudes, values and commitment expected of HLTA s
- **Professional knowledge and understanding (standards 8–16)** – these set out the knowledge and skills needed by HLTA s to be able to work effectively with teachers as part of the professional team supporting learning, and
- **Professional skills (standards 17–33)** – these set out the expectations for planning, monitoring, managing and evaluating learning within the framework of guidance and supervision agreed with the assigned teacher and in accordance with arrangements made by the headteacher of the school.

Many of the standards are inter-related. The standards relating to professional attributes underpin the standards for knowledge and understanding and skills, and candidates should be able to demonstrate that the professional attributes underpin everything they do.

Similarly, the standards relating to professional knowledge are closely linked to those relating to professional skills, and successful candidates will demonstrate their professional knowledge in planning, monitoring and support for learning activities.

The examples provided in this guidance are based on the work of support staff identified as working at the higher level. The examples suggest ways in which the standards can be met, although the evidence provided by individual candidates will depend on a number of variables, including school phase, size and type as well as the role of the individual.

The examples given directly exemplify the standard they are listed under. However, given the inter-related nature of the standards some examples may also relate to other standards.
Notes on the terminology used in the guidance

The notes provided below should help readers to understand some of the terms used in the standards and accompanying guidance. The terminology used in the HLTA standards is consistent with that used in the standards for QTS.

The term ‘children and young people’ refers to all children and young people including those with particular needs, for example, those with special educational needs, looked-after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented. This term is used when children and young people in general are being referred to – as can be seen particularly in the standards covered within the Professional Attributes and Professional Knowledge and Understanding sections.

The term ‘learner(s)’ is used instead of ‘children and young people’ when learning per se is the main focus of the standard and this occurs more often within the Professional Skills section of the standards.

The term ‘well-being’ refers to the rights of children and young people (as set out, and consulted upon in the Every Child Matters Green Paper and subsequently set out in the Children Act 2004), in relation to:
- physical and mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution made by them to society, and
- social and economic well-being.

The term ‘colleagues’ is used for all those professionals with whom an HLTA might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom HLTAs may be expected to have professional working relationships, for example, early years and health professionals and colleagues working in children’s services.

The term ‘learning activities’ is used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.

“Having HLTA status allows me to be so much more proactive in class. It’s been really rewarding and has opened up so many doors for me and made me much more confident. An essential part of my work is supporting teachers. I take pupils out of the classroom in smaller groups and really focus on behavioural issues, and teachers say they have really seen the impact of my work in the classroom.”
**Area(s) of expertise**

The HLTA standards require that those awarded HLTA status have sufficient understanding of their area(s) of expertise to support children and young people’s development, learning and progress (Standard 10). The area(s) of expertise identified by an individual candidate will depend on a number of factors, including the school phase, the needs of the school and the individual’s knowledge and skills. In some cases the area of expertise may relate to experience gained in a previous career.

The following list provides examples of some of the areas of expertise HLTAs have demonstrated. This is not an exhaustive list. In all cases the focus in meeting the standard is demonstrating that the identified knowledge and expertise are used to support the development, learning and progress of children and young people. This is explained further in the guidance for Standard 10.

**Examples**

- Using knowledge of a subject such as music, PE or modern languages to work as a peripatetic music teacher, a dance tutor or to support language learning.
- Using knowledge gained from previous work in a relevant industry to support learning in a 14 – 19 vocational area.
- Using specialist knowledge to support pupils with English as an additional language or those with special educational needs.
- Using knowledge of the way in which young children learn and develop to support learning in the early years.
- Using skills as a sports coach to deliver extra-curricular activities for children and young people.
- Using curriculum knowledge and pedagogy to support learning in a subject (primary or secondary).
- Using subject and curriculum knowledge to provide support across the curriculum at key stage 1.
- Using literacy skills and knowledge to support learners following intervention programmes.

"It has given me greater subject knowledge, I have been able to get more involved with planning of lessons and found some good ideas that I have been able to share with the teachers I work with. ”
How to use the guidance

For each standard the guidance contains the following sections:

Scope
This section provides information about what is encompassed in the standard.

Things to consider
This section suggests what might be considered when reflecting on how to meet the standard. It is not intended to be an exhaustive list, nor should the considerations be used as a checklist. They are intended to guide readers in identifying evidence relevant to the standard.

Examples
This section includes examples of evidence that illustrate the standard. There are three examples for each standard, taken from different contexts. They describe common and less-common scenarios relevant to the standard.
Professional attributes

Those awarded HLTA status will demonstrate through their practice that they meet the following standards...
Have high expectations of children and young people with a commitment to helping them fulfil their potential

Scope
This standard is about maximising children and young people’s potential through planning, monitoring and delivering teaching and learning activities.

It is about acknowledging national benchmarks for achievement, such as age-related expectations, and planning work that builds on previous progress, and is challenging and appropriate for the individual children and young people. It includes setting and expecting high standards of behaviour from all.

Things to consider

• How stereotypical views or low expectations of what children and young people can achieve are challenged.

• How expectations about what children and young people can achieve are raised, through increased participation in learning activities that take account of their interests and the ways they prefer to learn.

• How the effects of barriers to participation and achievement for children and young people are minimised.
Examples of evidence

1

I work with a group of three year 9 pupils daily on social skills. They have been excluded from mainstream school. Before I began the session I reminded them of the agreed class rules and their Individual Behaviour Plan targets. I explained to them that I expected the same of them as the teacher did and would therefore expect them to respect me, and one another, as we worked together. I asked them what this meant, and they were able to respond that they should try their best and listen to one another’s comments.

2

I was working with a year 2 girl. A serious illness had made school attendance irregular and her home environment was very protective. It became evident that she had no concept of units of measure. I mentioned this to the class teacher and we agreed that we should jointly plan and I would deliver one-to-one sessions, to introduce the basic skills of measurement and estimation. The sessions consisted of practical measurement activities inside and outside school, supported by resources that I designed and produced, such as flashcards, counters and comparative measures. Over a short period of time, it was noticeable how her knowledge and understanding of this curriculum area improved.

3

I work with a group of year 6 children in art, including one girl who has been identified as gifted and talented in this subject. From observing her in previous sessions, I knew she required significantly greater challenge than other pupils, so I ensured the task was carefully differentiated to take this into account. I knew the pupil was particularly interested in three dimensional work so I planned and incorporated this focus into the overall series of lessons. It became clear through my observations and monitoring of the pupils that others were also keen and aspiring to further their skill in this area.
Establish fair, respectful, trusting, supportive and constructive relationships with children and young people

Scope
This standard is about building and maintaining relationships with children and young people which are fair, respectful, trusting, supportive and constructive.

It is about understanding how such relationships will encourage and engender trust and recognising that, if treated with respect and consideration, children and young people are more likely to feel valued, safe and secure. All treatment of children and young people should reflect the diversity of needs.

Evidence should reflect the holistic nature of this standard. It is not necessary to evidence each discrete value listed.

Things to consider

• How fair treatment of children and young people is demonstrated, such as when resolving conflict or problems.

• How self esteem in children and young people is developed and maintained, explaining the reasons for any actions, consequences and next steps in such a manner as not to embarrass the child or young person.

• How the engagement and interest in learning of children and young people is maximised, by listening, involving them equally in activities, and providing advice and support where appropriate.
Examples of evidence

1. When a pupil stormed out of a lesson, obviously upset, I followed him to find out what was wrong. Before I spoke to him, I sat next to him on the bench, as I felt that this was a less confrontational position. I waited quietly for a few moments until he was ready to talk. I then chatted with him about more general matters until he became more relaxed. I asked if he was ready to return to class and suggested we talk later in the day. We then returned to the class together. I arranged to meet with him during the lunch break when we talked about what had upset him and discussed how to deal with it next time.

2. In order to encourage pupils to participate in discussions, I try to make them feel that it is OK to sometimes be uncertain or make a mistake. Rather than embarrassing pupils when they are not sure or get things wrong, I try to use their mistakes and misunderstandings to help the rest of the group to learn. So, for example, when we were discussing fractions and one pupil confused the numerator and the denominator, I pointed out that it was very easy to confuse the two and taught the group a mnemonic which helps me to remember the difference.

3. A year 1 pupil with a statement of special educational needs (SEN) and an Individual Education Plan (IEP) gets traumatised by the fire alarm bell. I have to be very aware of any fire alarm testing. I can then warn the child and explain why we are going outside. The pupil gets very nervous and puts his hands over his ears. On one occasion I tried to distract him by playing playground games with him. He decided he was going to go home and started to leave the school premises. I had to use my experience of the child and my relationship with him to coax him back. I know that he really loves art and I used this to get him back into school once the testing had finished. I encouraged him to draw a picture using pastels as I know he always enjoys this.
03 Demonstrate the positive values, attitudes and behaviour they expect from children and young people

Scope
This standard is about acting as a role model to children and young people, demonstrating appropriate values, attitudes and behaviours, in all settings and learning activities.

It is about promoting positive behaviour and attitudes as well as challenging the negative. It is also about demonstrating social responsibility for the surroundings.

Things to consider
• How positive ways of using social and emotional skills, attitudes and behaviour are modelled and demonstrated, using appropriate protocols and respect.
• How subject content is used to promote positive values, attitudes and behaviour, for example citizenship, history and literature.
• How the positive impact of out-of-school learning activities is maximised, practising and reinforcing social and emotional skills, and demonstrating proper treatment of own and other people's property and buildings.
• How opportunities to promote community cohesion amongst groups of children and young people from mixed ethnic backgrounds are used.
Examples of evidence

1
I planned a year 8 assembly on making a contribution to our school and community. I talked about famous and disadvantaged people who had made a difference by doing something heroic in their lives. By doing this, I was able to promote the school’s aim that every child should be a responsible citizen.

2
To help a small group of year 1 pupils who find it difficult to cooperate with each other and with other pupils, I set up and joined in structured activities such as cooperative games and having a meal together, where I was able to model and reinforce the social and emotional skills, such as turn taking, that I wanted to promote. I hoped that the trust and collaboration built between pupils in these sessions would transfer to other group situations, such as breaktimes or group activities in the classroom.

3
To enhance children’s strategies for calming down when they are feeling anxious about doing something new, I explained to a small group that I was feeling worried about my driving test that was later that day. I told them I would be using some of the relaxation techniques we had discussed and asked their advice about what I might do later to ensure I would stay calm and perform well.
Communicate effectively and sensitively with children, young people, colleagues, parents and carers

Scope
This standard is about demonstrating an ability to communicate in an appropriate manner with those in the school environment. It is about understanding that communication is central to working with children, young people, their parents and carers and with colleagues across both the school and the wider children's workforce.

It is about varying the style of communication according to the person(s) and the reason for the communication. It includes being sensitive to variations in family groupings, values and practice, and avoiding making assumptions and judgements.

Communication includes a variety of verbal or written means, and encompasses listening, consulting and information sharing. It requires knowledge of the kinds of information that can be passed on and the roles that different colleagues play in information sharing.

Evidence for this standard should demonstrate the breadth of communication skills.

Things to consider
• How the style of communication is adapted according to the situation, so that it is both sensitive and effective.
• How systems and practices for effective communication with teachers are established and maintained.
• How advice and support to colleagues is provided, such as when a colleague is supporting a particular learner or observing a group of learners.
• How communication with parents and carers is carried out, for example when delivering or collecting children from school or when seeking input on a child or young person’s attainment.
Examples of evidence

| 1 | I noticed that one of the pupils looked very worried during the GCSE maths lesson. I had a quiet word with her and explained that I was worried about her as she looked so unhappy. She became tearful and confided in me that she was struggling with the topic. I assured her that I would speak to the teacher on her behalf. I did so, explaining to the teacher that the girl felt she was the only one who was having difficulties. The teacher then offered some extra sessions to the group as a whole so that anyone who felt unsure could attend. The student who had been worried attended the sessions, alongside her peers and subsequently appeared much more confident in class. |
| 2 | A teaching assistant colleague of mine is also a parent at the school. One day she came into school upset because her daughter had come home from school on the previous night and said that she had fallen out with her friend. My colleague had said that she wanted to sort it out immediately. I knew that this would not be a good idea and explained to her that it would be best if I dealt with the situation as I was able to deal with it in a more objective way. I reassured her that I would keep her and the class teacher informed. I spoke to both pupils and the situation was resolved immediately, much to the relief of the pupils and my colleague. |
| 3 | Before a parents’ evening, teachers asked teaching assistants for short reports on the pupils they supported as supplementary information. Because I would not be present at the parents’ evening, I wrote my reports with the parents in mind. I made an effort to write clearly, using an appropriate tone, and avoided using educational abbreviations or jargon. I told the teacher that I would be happy to provide additional information if requested. |
Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people

Scope

This standard is about recognising and respecting that children and young people are part of a family or caring network. This involves acknowledging the critical role that parents and carers play in the development and well-being of children and young people and using this knowledge when considering individual needs.

It is about recognising the benefits to children and young people of liaising with and consulting parents and carers and maximising opportunities for their involvement, even when contact with them may not be common or direct. This standard requires evidence of how the role of parents and carers has been taken into account in relation to the circumstances and needs of individual children and young people.

Things to consider

• Initiatives used to involve parents and carers in the learning of children and young people, for example asking them to contribute resources or share their knowledge and skills on a topic.

• How parents and carers are informed of initiatives relevant to their child, such as healthy eating programmes and homework clubs.

• Steps taken to engage parents and carers in understanding a child’s or young person’s needs in relation to attainment, well-being or personal development.
Examples of evidence

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<tr>
<td>1</td>
<td>Due to the fact I have skills in one of the community languages spoken by pupils at our school, I explained the home/school reading and numeracy policy to a group of parents who spoke little English. I answered their questions and explained ways in which they could assist their children.</td>
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<tr>
<td>2</td>
<td>My school is running workshop sessions as part of their approach to the Social and Emotional Aspects of Learning (SEAL) programme. I was one of two teaching assistants who worked alongside the parent supporter from the local authority who was running the session. This involved helping to prepare and set up the sessions and to work with parents and their children to complete the activities. I was able to explain to the parents the strengths that their children showed in class and to discuss some of the things they were worried about. We intend to run the sessions ourselves next time.</td>
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<td>3</td>
<td>I work with three year 9 pupils who exhibit behavioural difficulties. The school’s contact with their parents has been less than we would have liked up to now. I know all the pupil’s parents are keen to support their children’s learning as much as possible and recognise that the links between home and school are a vital bridge for the pupils’ well-being. I have tried new ways of involving parents, for example e-mail to update them on the topics we were going to cover. I also contact parents by phone, or use the daily communication book if appropriate. I am supporting the pupils in a humanities course that covers World War 2. In one session we were going to discuss the principles of rationing in World War 2, and I emailed the parents to see if members of their family had any memories or artefacts that could be used to further the learning. We had a good response and the families are now much more confident and keen to support the pupils’ learning.</td>
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Demonstrate a commitment to collaborative and cooperative working with colleagues

Scope
This standard is about demonstrating collaborative and cooperative working with a range of other adults according to the individual educational setting. It is about acknowledging the role of others as well as the scope and limitations of the role of teaching assistants in relation to other adults.

Members of the school team must work together to ensure that the children and young people learn and achieve their potential. This team will include teachers, but may also include staff supporting individual children and young people, or professionals from outside agencies such as speech therapists or advisory teachers.

Things to consider
• How work is allocated between the teacher and the teaching assistant, clarifying roles and responsibilities for an activity.
• How contributions are made to teamwork, including supporting professionals from external agencies in discussions about individual learners.
• How information on learners and strategies relevant to them is shared with colleagues new to the setting.
Examples of evidence

1. Each half term I attend a meeting with the SENCO and class teacher to discuss the progress of pupils with IEPs, who I support. I am able to provide feedback and records of how the pupils have worked and this helps my colleagues to plan new targets for the pupils concerned. For a particular pupil I suggested activities and resources that could help him achieve his new targets.

2. For the past five years I have helped to plan and organise the year 7 residential camp. This year, as year 7 tutors and support staff, we met to plan the activities for the year group and to organise the pupils into appropriate groups. Because I work closely with many of the pupils, I was able to make a useful input to these discussions that helped the tutors to form the groups. Also, as a qualified first aider I made sure that all the staff were aware of the medical needs of individual pupils they would be responsible for at the camp.

3. I work with the very youngest children in school and we have a wide range of pupils with SEN within the class. Because of this quite a number of teachers, teaching assistants and specialists work as a team. One example of our collaboration is the way we gather evidence of each child’s achievements – we use a digital camera to capture progress. When any member of the team takes a photograph of a child, we note down in a record book that is kept with the camera exactly what achievement or area of progress the photograph is showing. The photographs and notes relating to each pupil are then put into the pupil’s individual record of achievement.
07

Improve their own knowledge and practice including responding to advice and feedback

Scope

This standard is about being proactive and taking responsibility for one’s own development. It requires reflecting on and improving knowledge and practice as well as listening to and acting upon advice and feedback from others.

This standard includes the acquisition of further knowledge and improved practice in identified area(s) of expertise. It is also about the development of knowledge and skills in relation to the wider role carried out.

Things to consider

• How advice and feedback are sought and used to improve practice, including observation and feedback from teachers or other colleagues.

• How practice is improved after reviewing own performance, agreeing development needs and evaluating learning achieved.

• How contributions to planning and evaluation are improved through increased knowledge of an area of expertise, for example after attending departmental professional development or completing an external course.
Examples of evidence

1

Having recently moved from year 1 to nursery, I asked if I could observe some ‘emergent writing’ sessions before starting to support very young pupils’ learning in this area of literacy. I also borrowed a book from the literacy coordinator to learn about innovative ways to help beginning writers to become more confident and competent. This made me much more aware of the stages of development and helped me think of creative ways to stimulate pupils’ early writing activities.

2

In order to improve my practice, I observed a visiting numeracy consultant delivering a lesson to a year 4 class. This gave me several new ideas and strategies which I discussed with the class teacher and, as a result, I’m now putting them into practice when I support pupils in the daily mathematics lessons.

3

I found the performance management process – being observed by a colleague and the subsequent discussions – really useful in helping me to reflect upon my own practice. The SMART targets that we set helped me focus on areas where I could improve. My latest targets relate to aspects of physical science as I have recently started to support one class in physics. I have attended a training course and am working closely with a science teacher to make sure that I have the necessary up-to-date knowledge to support and reinforce learning in each lesson.
I started my career as a teaching assistant working in Fairfields School, a special needs school in Northampton, to support pupils on a one-to-one basis. I decided I wanted to develop my career, and gained HLTA status in 2005.

Since achieving the status, I have taken on a much more involved role in the school – I speak to parents regularly face-to-face, and write notes in the pupils’ books so their parents can see what they’ve been doing, and how they are progressing.

I’ve also taken on additional responsibilities and more specialist roles such as Child Protection Officer, where I deal with any concerns about a child’s welfare or any possible signs of abuse.

The pupils at Fairfields have a variety of behavioural or learning difficulties, such as Autism and, as an HLTA, a key part of my role is to make sure that the mechanisms are in place to prevent potentially violent conflicts, and ensure that situations are diffused calmly. Class sizes are small but the pupils’ behaviour can be quite volatile at times. I play a crucial role in supporting the teacher by giving additional one-to-one support to children who need extra help. This prevents them getting frustrated and the classes remain calm and productive.

In my current role as an HLTA I get around to all of the different classes, whereas as a learning support assistant I was generally based in one class. I now take an extra lesson a week on my own, under the direction of a teacher, as well as taking parts of the class while a teacher is present, and I also cover PPA time.

The HLTA training and assessment gave me an excellent grounding in areas where I didn’t previously have experience, and has given me much greater confidence in my work. Now, I’m really keen to progress.

“Since achieving the status, I have taken on a much more involved role in the school – I speak to parents regularly face-to-face, and write notes in the pupils’ books so their parents can see what they’ve been doing, and how they are progressing.”
Professional knowledge and understanding

Those awarded HLTA status will demonstrate through their practice that they meet the following standards...
Understand the key factors that affect children and young people’s learning and progress

Scope
This standard is about understanding how learning can be affected by a range of factors. These could be social, religious, ethnic, cultural, or linked to domestic circumstances or physical or emotional development.

Such factors can have positive as well as negative influences on the learning and progress of children and young people. It is about understanding the impact such factors can have and taking appropriate action.

Things to consider
• How factors such as culture, religion or ethnicity are considered to inform practice.
• How knowledge of home backgrounds and experiences is used to increase engagement in learning activities.
• How confidence, self esteem, peer group factors and other physical, social and emotional aspects are considered when organising learning activities.
• How provision for learners with English as an additional language (EAL) takes account of individual needs and domestic circumstances.
Examples of evidence

1

In the ICT GCSE class that I support, there is a student who has no computer at home. Although he is keen and able in class, we can see that not having access to ICT at home affects his self esteem and confidence. I spoke to the teacher and asked if I might provide some extra time for the student to practise skills and complete homework using the school’s computers. After a week or two, I realised that there were other students in the same position and I now run a coursework club after school on two evenings a week.

2

I was asked to offer additional support to a class where issues around loss and bereavement were being explored. I was aware that there were two children whose parents had recently separated. One of these children was actively engaged in the task while the other seemed quiet and withdrawn. I went over to her and asked if she would like to talk to me and we found a quiet place. She told me about her parents and that she was worried. I acknowledged how she was feeling and that it was hard when parents split up. She seemed to feel reassured and chose to join the rest of the children. The following week when I spoke to her she explained that talking to the other children had helped her to realise that they were still okay even though their parents had split some time ago.

3

I have been working with a 10 year-old boy who has recently arrived from Russia. On arrival, he had minimal English, as did his mother. I invited her into school so that we could make our own dual language dictionary of the words he would need to learn first to help him settle into school. This contact with home was imperative as little things can become big barriers to fitting into a new school. The fact that I tried to see things from his point of view and that he had the necessary tools to support him from the beginning has helped him to cope with new situations. He is now very confident and ready to take on new challenges for himself.
Know how to contribute to effective personalised provision by taking practical account of diversity

**Scope**

This standard is about maximising the capacity of all children and young people to learn, achieve and participate through personalised provision.

It is about using knowledge of a child’s or young person’s progress and their engagement with learning to inform discussions about the most appropriate and beneficial provision for them. It includes using knowledge and understanding of individual children and young people’s needs and development to advance their learning.

It includes engaging children and young people in the learning process, in ways that are appropriate to them.

**Things to consider**

- The strategies used to engage children and young people in discussions about their own learning preferences and targets.
- The range of learning activities provided, to stimulate and maintain interest and support the diverse and individual needs of learners.
- The range of feedback and assessment techniques used to inform the progress of individual learners.
Examples of evidence

1. I liaised with a pupil with a visual impairment and with his learning support assistant to find out what kinds of modifications would need to be made to a food technology lesson in which pupils were making celebration cakes that they had designed. We considered modified equipment (talking scales) and support (with cutting and chopping ingredients, and taking the cake in and out of the oven) so that the pupil could be included as fully as possible, work as independently as possible and remain safe in the lesson.

2. I work closely with pupils from a travelling community. It became clear that one of the girls from that community in Year 5 was a talented singer. I liaised with the music teacher at the secondary school to find appropriate resources and opportunities for this pupil. The secondary school was able to provide regular sessions for the pupil to join their choir, and have personalised support to develop her vocal techniques. I knew the targets being set by the secondary teacher for the pupil, and ensured they were recorded in her files. On returning to our school, I asked her teacher if we could provide an opportunity in an assembly for her to demonstrate her singing skills to others.

3. Our school places a strong emphasis on engaging students in their learning and in the life of the school. All staff lead learning conversations with students through marking and through whole class feedback (‘voting’). When I was working with a whole class on the textures unit of work in art and design I spent 10 minutes at the end of the lesson gaining students’ views on the unit of work through paired peer feedback and self-evaluation of their progress. I also used voting-button technology to enable them to give anonymous feedback on how well they felt the unit had been introduced to them. I then collated the results and shared them with the teacher so that they could be used in writing the students’ annual reports and to inform future planning.
Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

Scope
This standard is about using an area(s) of expertise to support the development, learning and progress of children and young people. The breadth and depth of the understanding needed will depend on the context in which the individual is working and will be determined by factors such as the phase, age and ability range of learners being supported.

Understanding in the area(s) of expertise claimed should be sufficient to support planning, delivery, monitoring and evaluation of learning activities. It should include both the knowledge and the pedagogical skills required to support learning.

The area(s) of expertise being used to demonstrate this standard should be clear from the task and documentary evidence provided during assessment.

Things to consider

• How understanding in area(s) of expertise is used to identify next steps for individual learners, such as when supporting the teacher to consolidate learners’ understanding of the curriculum.

• How understanding in area(s) of expertise is used to lead activities, answer questions, confront and address any misconceptions.

• How understanding in area(s) of expertise is used to support extra-curricular activities, for example, modern languages, the natural environment, sports or music clubs.
Examples of evidence

1
I run an after-school homework club to enable pupils who do not have computers at home to complete their homework. Drawing on my ICT skills, I am able to support pupils in using the internet to research topics as well as suggesting techniques for formatting and presenting their work. This ensures that pupils who do not have access to computer equipment at home are able to practise vital ICT skills and are able to learn more about particular subjects.

2
I have been attached to the science department for the past two years and have built up my knowledge over that time. Whilst supporting individuals and groups in biology lessons, I have kept detailed notes of the lesson objectives and the methods the teachers use to engage the pupils in the activities. I have also familiarised myself with the scheme of work and checked my own understanding of the concepts and terminology used, mainly through discussions with colleagues and further reading. I am now taking responsibility for setting up the land based and environmental diploma we will start next year. I have established a school farm and have groups of students whom I supervise at lunchtimes and after school to care for the animals and prepare the land we have available for growing organic vegetables.

3
I have particular knowledge of ASDAN as a vocational accreditation for pupils as they move through secondary school. I organise the community component of the award. I make links with the local community and ensure that the pupils have the opportunity to make a positive contribution to some aspect of their own local community. I live in the locality so am also able to use my own networks and contacts.
Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy

Scope

This standard is about all HLTAs having a recognised minimum standard of literacy and numeracy. To demonstrate that they have met this standard, candidates must provide original certificates issued by the awarding body as evidence that they have achieved qualifications equivalent to level 2 or above of the national qualifications framework in English/literacy and mathematics/numeracy.

You can visit www.tda.gov.uk/support/hlta/resourcebank for the Guidance on meeting standard 11, which offers further details of acceptable qualifications.

The qualifications must be achieved by the candidate and verified by the RPA before the school visit can take place.
“It actually changed me as a person, giving me the confidence to use my initiative. It also altered my relationship with teachers in the school, giving them more confidence in my ability to support them in the classroom.”
Know how to use ICT to support their professional activities

Scope
This standard is about being able to use ICT to support a range of responsibilities in school. This includes using ICT tools for planning, research, analysis or administrative purposes as well as producing or modifying material for learning activities themselves.

It includes handling hardware such as digital cameras, computers, and video recorders as well as software for processing text and numerical data. The appropriate and safe use of e-mail and the internet is also included.

Things to consider

- How the school’s software systems are used when monitoring progress of children and young people and recording assessment data.
- How learning activities are enhanced, for example when searching on the internet for information or material that is relevant and from verifiable sources.
- How administrative tasks are organised, using ICT to update IEPs, write letters to parents, e-mail colleagues etc.
- How a worksheet or learning resource is created or edited to make it appropriate for a particular child or group of children or young people.
Examples of evidence

1. The class was working on extending their use of adjectives. I knew that the terminology was too abstract for a pupil with SEN, so before the lesson I downloaded pictures related to the topic onto a worksheet with letter prompts to help her to choose the right words.

2. I worked with a group of teachers to update schemes of work and learning resources, and then uploaded the new materials onto the learning platform. I also monitor pupil use of ICT-based lesson resources to support judgements about their progress and understanding.

3. I was asked by the teacher to use the Pupil Achievement Tracker (PAT) software to review the achievement of pupils in the class, to identify those who might need additional support. In preparation, I followed the tutorial provided as part of the software package and then worked with the teacher to review pupils’ tracked progress in different areas of the curriculum, to identify where they were having difficulty and might need support.
Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

**Scope**

This standard is about candidates demonstrating an understanding of the curriculum expectations for the pupils with whom they work. This will include showing how they employ appropriate strategies, informed by curriculum knowledge, to further the development of the full range of children and young people with whom they are involved.

It does not require a detailed knowledge of all statutory and non-statutory frameworks but it does require using a broad understanding of the frameworks to make active and informed contributions to planning, teaching and assessment.

Annex C refers to a wide range of guidance and legislation which demonstrates the scope of this standard.

**Things to consider**

- How planning takes account of the curriculum expectations for the pupils concerned.
- The steps taken to ensure teaching strategies and materials used with pupils reflect their age and developmental needs.
- How aspects of professional practice are informed by law.
Examples of evidence

1. I was asked to deliver extension work to a group of year 6 pupils who were very able in reading. Before doing so, I consulted the class teacher and the English coordinator to ensure that the content of the lessons and the strategies I planned to use were appropriate and in line with the key stage 3 strategy.

2. In our short term mathematics development plan, my focus was on counting. The early learning goals were to count reliably up to ten everyday objects and to recognise the numerals 1 to 9. I know that young children respond well to songs and rhymes and that they need to build upon what they already know and can do. I suggested an activity based upon 10 green bottles to enable the pupils to work towards achieving the learning goals. I chose this rhyme because I had already used it for a very successful outdoor activity and knew the children really enjoyed it.

3. My teacher and I discussed how we could bring the citizenship curriculum to life. I offered to organise a mock election at the time of our town election so that the children could get a real sense of how discussing ideas can affect others. I put up posters and held meetings at lunchtimes and arranged a secret ballot. It was a great success.
Understand the objectives, content and intended outcomes for the learning activities in which they are involved

Scope
This standard is about demonstrating knowledge and understanding of the objectives, content and intended outcomes for specific learning activities. These should be considered within the broader context of the age-related expectations and learning journey of the children and young people, taking account of their prior achievements and the intended next steps.

It requires an understanding of what the aims are for the children and young people as well as the intended knowledge and understanding learners will gain from the specific activity. This understanding will help to shape the role of individuals supporting the learning of children and young people.

Things to consider
• How the learning objectives fit within the broader curriculum context and the prior achievements of individual learners.
• How the content of learning activities is planned and reviewed afterwards against the intended outcomes.
• How delivery of the learning activity is supported to enable the learning outcomes to be met.
• How practical activities are organised to demonstrate specific learning objectives.
Examples of evidence

1
This was the third of a series of literacy lessons I had planned with the teacher focusing on the vocabulary of story telling, structured around beginning, middle and end. The aim was to enable all learners to give a simple account of events in the right sequence. I had gathered together picture cards and toys and another teaching assistant supported those who could only cope with two ideas – first and last. By the end of the session I checked their understanding by asking them to tell me the Goldilocks story.

2
In PSHE we were following the unit within the scheme of work that focuses on self-confidence and its impact on learning. The aim was to help all the learners to recognise what it feels like when your confidence grows. I organised a session where groups found something positive to say about all of the other group members. At the end we checked out how people were feeling – the atmosphere was really buzzy and when we did maths later in the morning they all worked really well.

3
I support the lower attaining year 7 pupils in maths. The teacher was going to continue the series of lessons on fractions but I knew that there were four pupils I work with who had had difficulty with the previous lesson and were not achieving at the level expected for their age. After the introduction I took them onto another table where I had assembled practical equipment for them to handle. I could show them practically the different ways of dividing things up. When they could do that for themselves I showed them how to write it down as fractions. Then we linked it to the Food Technology lesson which they were having later in the day where some of the weights were in fractions. They had really grasped the meaning of fractions and could apply it to their other lesson.
Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

Scope

This standard is about using understanding of the main features of the SEN code of practice and current disabilities legislation to ensure children and young people with a range of individual learning needs are able to access the curriculum and are given every opportunity to succeed.

It is about demonstrating this understanding through everyday practice to ensure the broader principle of access to the curriculum is met.

Things to consider

• How support provided to individual learners takes account of the requirements of the Code of Practice.

• How learning activities are planned to take account of individual needs, as identified in IEPs.

• How appropriate strategies, agreed with the teacher, are implemented to secure engagement with and benefit from the planned activities.

• How colleagues from a range of agencies are made aware of learners’ needs.

• How graduated methods of support for children and young people with SEN are provided, using additional or alternative teaching materials, or different teaching methods.
Examples of evidence

1. We were doing a science lesson on the senses. I knew that the boy with Down’s syndrome (whom I support) would be able to understand about the sense organs if I showed him practically — but he would not be able to draw them himself. To label the parts accurately I knew he would need to have the words to copy. I prepared some worksheets in advance to enable him to take part fully in the lesson.

2. I arrange all of the annual reviews for pupils who have a Statement of Special Educational Needs. During one review meeting where the SENCO, the pupil and her mother were present, I used my knowledge of the pupil’s current skills to contribute to the setting of new targets for literacy and numeracy. The new targets have focussed our support for the coming year and ensure that the pupil works within the key stage 3 curriculum.

3. I worked closely with a child in the early years unit with speech and language delay. I followed the SALT programme carefully and discussed the child’s specific needs regularly with the class teacher. Although the child is not yet on the special educational needs register, we are keeping a close record of their developmental milestones in order to track any emerging concerns.
Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

**Scope**
This standard is about demonstrating an understanding of the wider legislation and guidance which inform the support of children and young people in school. It is about those areas of school life which are not directly concerned with the curriculum; this will include health and well-being, safety and child protection and the broader context of the child or young person as part of a community.

While it is not necessary to have a detailed knowledge of legislation, candidates will need to show an awareness of the frameworks which underpin school policy and practice and identify those which are most relevant to their role. They should know how to gain information, support and assistance when required.

Annex C refers to a wide range of guidance and legislation which demonstrates the scope of this standard.

**Things to consider**
- How school policies, which reflect current legislation, are put into practice.
- How an understanding of the legislation that has informed policies and practice, is demonstrated, for example Child Protection and Health and Safety.
- How advice from colleagues with specific responsibilities for aspects of development and well-being is sought to inform practice.
Examples of evidence

1. We use the social and emotional aspects of learning materials to support the PSHE curriculum and plan together as a team to find the best ways of working with our children. On this occasion, I took responsibility for searching through the materials to find an idea to use with a group of girls who were being unkind to a girl with autistic spectrum difficulties. I found a circle time activity which really worked and has helped her to become more integrated within the class.

2. When the class teacher and I plan an educational visit I take responsibility for carrying out the risk assessment and ensuring that any possible health and safety issues have been identified and dealt with before the visit takes place. Through the careful planning that we all do when I accompany pupils on school trips, I have become familiar with the school’s policy on health and safety on educational visits, the local authority’s guidelines for schools, safety in offsite activities and the DfES guidance for the health and safety of pupils on educational visits.

3. I am a member of the working party that oversees Social and Emotional Aspects of Learning (SEAL) in the school, taking particular responsibility to ensure that all staff are aware of the half-termy theme and taking lead responsibility for organising and running the small group sessions. This involves planning learning opportunities based upon the SEAL materials and the intended learning outcomes for each session, feeding back to the class teacher and ensuring that the learning is followed up in class by colleagues who are supporting learning in the classrooms.
Case study
Judith Pewsey

HLTA
St John’s Junior Mixed Infants School

Science has always been my focus. Though I’ve only been working in a primary school for the last five years I’ve been a science technician for most of my working life, first in secondary schools and later in a college as a senior technician with students up to first year degree level.

Working for HLTA status was the most amazing voyage of discovery – you really get to learn just how much you know. Once you get into it you realise that you are already doing much of what is required – you’ve just never written it down before.

I started at my present school as a volunteer and then as a Midday Supervisory Assistant. When the teaching assistant (TA) vacancy arose the headteacher was keen to use my skills to support science across the school. Later, the present headteacher encouraged me to go for HLTA status – it seemed a very natural progression.

Now I am working with all four classes for at least one science lesson a week, sometimes supporting, sometimes team teaching and sometimes being supported by the teacher, depending on the topic. From next term I’ll be spending nine hours each week teaching literacy and numeracy to Year 5 pupils from a mixed year group, which will free the teacher to work with the Year 6 pupils in the run up to Key Stage 2 tests.

HLTA status has given me a lot of confidence. I don’t want to be a teacher myself – I am happy as an HLTA specialising in science – but I have gained a tremendous insight into the role of the teacher, and teachers have gained confidence in me. They will often come and ask me for advice about science, and as Science Co-ordinator I manage the science budget and make links with local organisations.

Moving into the primary sector was a change of career for me after having a family, but of course I still use my love of science and pass on my enthusiasm to the children. Now that I have HLTA status I want to go on and complete the science degree that I started a few years ago.

"I am happy as an HLTA specialising in science – I have gained a tremendous insight into the role of the teacher, and teachers have gained confidence in me."
Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Those awarded HLTA status will demonstrate through their practice that they meet the following standards...
Use their area(s) of expertise to contribute to the planning and preparation of learning activities

Scope

This standard is about being able to use expertise in a particular area to suggest, during planning and preparation discussions, examples of tasks or activities that could enhance the learning.

Contributions to planning should demonstrate an understanding of broader curriculum aims as well as the types of activities that could enable the specific learning objectives to be met.

Things to consider

• How suggestions made for in or out of school activities will advance the learning.
• How suggestions for learning activities take account of learner needs.
• How an area of expertise is used to inform the preparation of learning activities.
Examples of evidence

1. Each year we organise a school production in which we involve as many pupils as possible. This year we did ‘Guys and Dolls’. I have studied music myself and therefore made a significant contribution to the planning of the musical aspects of the production. I planned one particular session to show the solo singers how to sing with others – they find this hard – but I worked with them to develop their skills and confidence so that they could project their voices while moving around the stage.

2. I have always painted and I gained further knowledge about colour and the effect of colours against each other from an art course that I did. I have used this knowledge when planning with the year 4 staff. For our theme of colour and light, I suggested to the year group team the types of artists’ work that would best help the children think about the way they applied paint themselves to achieve particular colour effects. I also made notes on the planning that showed the links with the light unit within the physical processes science curriculum so that we could support children’s learning in other curriculum areas.

3. I have particular expertise in supporting pupils with EAL. When I was planning a series of lessons with the teacher, I suggested that using artefacts might be a good way of introducing a key text and making the lesson more accessible to pupils with EAL. I suggested that I could lead a brief ‘warm-up session’ for these pupils, using their home languages to introduce key concepts, to enable them to gain maximum benefit from the lesson.
Use their area(s) of expertise to plan their role in learning activities

Scope

This standard is about teaching assistants using an area of expertise to plan their own role in the learning activities in a way that complements the role of the teacher.

The role will depend on individual circumstances and may change across a range of learning activities, for example from leading an activity for the whole class, to supporting the teacher, to taking a separate group or individual child. In all cases it will involve managing the time available and deciding how resources are to be used and support and feedback provided to the learners and the teacher.

Things to consider

• How the role relates to that of the teacher and takes account of other colleagues involved.

• The level of support likely to be needed by the individual learners involved in the activity.

• The nature of any feedback to be provided to learners and the teacher during and/or after the learning activities.
Examples of evidence

1. I have expertise in supporting pupils with autistic spectrum disorder, through attending a specialist course for children with autism called ‘TEACCH’. I discussed with the teacher the medium-term science plans for the class, where the focus was on moving and growing. I planned my role, taking into account the pupil’s needs, and agreed with the class teacher that I would support him during the introduction and plenary as part of the whole class. I would then work individually with him during the practical tasks in order to maximise learning for everyone. I knew that it was important to create a quiet, calm atmosphere for the pupil to work in, so I ensured an appropriate space near to the rest of the class where he could focus on the practical tasks. I also ensured the activities for him were ‘chunked’ into smaller tasks as he cannot concentrate for long periods of time without becoming distracted and destructive.

2. My role in the lesson was to work intensively with a group of pupils on specific aspects of literacy, so they could catch up with work they had missed without impeding the progress of the rest of the class. Before each session I referred back to my synthetic phonics training on segmentation and blending and planned to set small achievable targets for each pupil so that they could see the progress they were making. I thought about how I could encourage pupils by praising them for effort and good behaviour as they met each target. I agreed with the teacher that after each session I would provide brief feedback on the pupils’ progress.

3. Because I am a native Italian speaker, I am closely involved in the planning of the speaking and listening aspects of the lessons. I developed a series of activities designed to improve pupils’ speaking and listening skills. This enabled the teacher to spend more time developing pupils’ reading and writing in the language. As many pupils are quite self-conscious about speaking in a different language, I knew I would need to give them lots of encouragement to raise their confidence and give immediate and ongoing feedback to the pupils throughout the lesson. I arranged to report back to the teacher after each lesson on the progress pupils had made, for example the new structures or vocabulary they had practised, and any concerns I had about individuals.
Devising clearly structured activities that interest and motivate learners and advance their learning.

Scope

This standard is about being able to devise appropriate activities so that learners meet the objectives set for them.

The content of activities should be structured in a way that enables progression of learning throughout the activity. It includes using appropriate strategies to ensure learners are challenged, their interest and motivation are maintained, and learning is advanced, for example using instruction, questioning and active listening and explaining tasks and concepts in a clear and stimulating manner.

Things to consider

• How activities aim to achieve full participation by all learners.
• How clear and stimulating materials are prepared that will engage learners.
• How instruction, questioning and active listening techniques are used to engage learners.
• How tasks promote confidence through immediate and constructive feedback.
Examples of evidence

1. I devised a science activity for years 1 and 2 where the learning objective was to understand that seeds come from fruit, and fruit comes from the blossom of a plant. I collected fruit that would show the seeds clearly to the pupils, ensuring some fruit would not be readily recognised by all pupils so as to add additional challenge. I used the interactive white board to help the pupils visualise where a strawberry grows on a plant. I had also gathered a selection of pictures from the internet to reinforce the connection between the three stages of the life cycle of a seed. To maintain interest and curiosity, I also prepared a practical task where pupils used their senses to touch, taste, smell and visualise the fruit. To consolidate their learning and keep them motivated, I devised two differentiated work sheets and ensured the content was bright, with visual prompts.

2. I worked with a group of year 9 pupils as part of PSHE. The learning objective was to help them to develop their skills of planning, cooperation and team work, as these were areas they found particularly difficult. I knew the pupils were keen on food, so I devised a series of activities where they worked as a team to plan a meal, invite chosen people to the meal, buy the ingredients, prepare the food and host the event. The activity was linked closely to their personal and social skills as well as relevant to the food technology part of the wider curriculum. The pupils were enthused by the idea because it was practical and had a real context to work towards. They learned to discuss their ideas, negotiate with one another and share responsibilities fairly.

3. When a new, shy and reluctant pupil joined the nursery part-way through the term, I set up some creative play in the ‘home corner’ and I could see that the new pupil was interested as she hovered on the fringes. I suggested that she might like to be a post woman delivering a parcel to the house, and we wrapped something up and addressed it. The other pupils in the house were having a tea party, so I suggested that they might invite the post woman to join them. They did and the shy pupil joined in quite happily. Over the next few days I planned a number of ways to get the pupil to make an initial approach to a group of pupils. After a while she made friends and was included naturally in activities and made good progress.
Plan how they will support the inclusion of the children and young people in the learning activities

Scope
This standard is about ensuring all learners receive appropriate support to enable them to be included in the learning activity. It is about recognising and promoting the principles of inclusive education and showing relevant links between practice, the national curriculum statutory inclusion statement and the school’s inclusion policies and procedures.

This standard is about taking account, at the planning stage, of issues that could result in individuals feeling excluded and taking appropriate action. All children and young people should feel able to achieve the learning outcomes set for them.

Things to consider
• How plans take account of the need to modify or adapt activities, materials or equipment to enable learners to participate in an activity alongside their peers.
• How plans take account of the full range of abilities and appropriate tasks set.
• How alternative tasks are used to encourage learners who are less confident or disaffected to participate more fully.
• The extent to which learning resources reflect the culture, history and language of the children and young people.
Examples of evidence

1. I discussed the literacy planning with the class teacher for year 3 pupils, where the activity was to follow and write up instructions on how to make a cup of tea. I knew there was a recently arrived pupil in the class from Portugal who spoke very little English. In order to ensure the Portuguese pupil could be fully included and access the learning, I referred to a Portuguese dictionary, and found the words required for the items we were using. I drew the items on a white board and labelled them in Portuguese and English. This enabled the pupil to begin using English words, whilst also recognising immediately what the rest of the class was talking about. It also extended other pupils’ knowledge of another language, and helped them become more aware of the Portuguese pupil’s communication needs at this early stage of their life in an English school.

2. There were several children in the nursery who had severe language and communication delay. Other children were able to communicate with one another, and the gap between the language skills was widening. I planned to use signs and symbols, using ‘Makaton’ in order to help those children whose language was very limited. I also incorporated this approach with other children. This resulted in all children being able to communicate with one another and ensure that everyone was included more fully.

3. We have a number of traveller pupils in the classes I support. When pupils were studying World War 2, I researched resources on ‘the forgotten Holocaust’ with reference to travellers, to make links with the cultural heritage of the traveller pupils and, at the same time, to broaden all pupils’ knowledge of the subject.
Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities

Scope
This standard is about using knowledge of children and young people’s interests and abilities to inform contributions to resource selection and preparation.

It is about offering realistic and constructive suggestions to help ensure appropriate resources are selected. This includes suggestions of how resources could be improved or adapted. Suggestions should be based on evidence from own knowledge, area of expertise or experience of the learners being supported.

Things to consider
• How resources relating to a particular topic or theme are developed to reflect learners’ interests.
• How resources are reviewed to ensure they remain appropriate to the age and ability range of the children and young people being supported.
• The range of potential resources to draw on, to motivate and engage individual learners.
Examples of evidence

1. I selected and prepared resources for pupils who needed a ‘catch up’ programme in order to help them achieve level 3 in mathematics. I was familiar with the Springboard strategy used to boost pupils’ progress, and used a questionnaire with the pupils in order to determine their preferred learning styles so that I could choose resources that would best match those different styles. I concentrated on a visual approach initially, and prepared number lines for everyone to use individually. In addition, I used my ICT skills to make and laminate number squares for pupils to ‘count on’ using counters. I chose counters that would appeal broadly to the pupils’ interests, including cars and animals.

2. When pupils did some internet research on alternative energy resources, I noticed that the sites they found independently, using search engines, were often inappropriate and too technical for them to understand. When I was evaluating the lesson with the teacher, I suggested that we could select and bookmark suitable websites for pupils to use.

3. I work in a nursery class and am often responsible for choosing the books, jigsaw puzzles and posters that we use with pupils. For our topic on toys and games, I chose resources that reflect the linguistic and cultural diversity of our community and that give positive images of disability.
Monitor learners’ responses to activities and modify the approach accordingly

Scope

This standard is about monitoring learners’ responses to learning activities, recognising any mismatch between the learners and the tasks and challenges set for them, and modifying the approach to ensure that the learning outcomes are met.

It includes demonstrating an understanding of the learning objectives and planned outcomes, making judgements about how well learners are participating in activities and the progress they are making. It is about how this information is then used diagnostically to inform the approach needed. Modifying the approach is about ensuring all learners continue to be engaged, included in, and benefiting from the learning activities.

Things to consider

• How knowledge of learners is used to identify those who are struggling or behaving unexpectedly and the alternative resources and activities used to engage them in the learning.

• How approaches are continually reviewed, fine-tuning activities in order to maintain progress towards the planned outcome.

• How learners who require additional challenge are provided with alternative activities, to stimulate interest and advance learning.

• How information is used to decide when further support is needed and when learners should work independently.
Examples of evidence

1. I was supporting a group of year 1 pupils requiring additional support in a phonics session. They did not know all the grapheme-phoneme correspondences, and the purpose of the lesson was to help them learn them. I chose the phoneme fans for pupils to use and choose from, and checked that I had the correct matching picture cards. I gave each child a phoneme fan and explained that I would show them a picture and they should find the correct phoneme on their fan. From monitoring their responses I could see immediately those who were confident, or not, in identifying the correct initial phoneme for the picture. As the session progressed, I noticed that two pupils were muddling the letters ‘b’ and ‘d’, so I modified my approach with them and introduced a fun way to remember those grapheme-phoneme correspondences. I asked them to find as many pictures from my picture box that began with the phoneme ‘b’ or ‘d’ and to place them underneath the correct letter. In this way I aimed to consolidate their learning before moving on to other phonemes. They responded well to this activity and I could see that by the end of the session, they were able to match pictures and initial phonemes accurately where previously they were confused.

2. I worked with a group of pupils with profound and multiple learning difficulties. The learning objective was to help them follow a story, encouraging them to use objects of reference, percussion instruments and puppets that related to the story. I had prepared the resources before the session, and introduced them to the pupils at the beginning of the session. As the lesson progressed, I monitored the pupils’ responses. I noticed one pupil covering their ears, and becoming unsettled. I realised that something was causing the pupil some distress, so offered the pupil another object that made no noise. The pupil was able to take notice of the story when the object had been exchanged for something they could tolerate more readily.

3. While I was supporting pupils in a music lesson I spoke to a group of pupils. Although they seemed very interested and knowledgeable about music generally, they seemed bored by the keyboard exercises they had been given to work through and were beginning to become distracted and disruptive in the class. When I investigated further, I found that these pupils had learnt instruments at their primary school and at least one of them was quite a good pianist. I spoke to the teacher about my feeling that the work might not be challenging enough. He talked to them and accelerated them through the keyboard programme. When they had more challenging work, I noticed that they were more engaged and their behaviour also improved.
Monitor learners’ progress in order to provide focused support and feedback

Scope
This standard is about identifying and providing appropriate verbal and/or written support and feedback on specific aspects regarding the progress learners have made. The support and feedback is given to the learner(s) when it is timely and appropriate to do so.

Whilst the focus of the feedback will depend on individual situations and circumstances, in all cases it should be accurate, objective and supportive. It should enable the learner(s) to be clear about what their next steps should be.

Things to consider
• How different strategies are used to monitor progress, for example, questioning, peer review, group work.
• How and when feedback is provided to keep learners interested and motivated.
• How the nature and style of feedback takes account of the needs of different learners.
Examples of evidence

1. I monitored pupils’ progress during an activity focused on old and new toys. I explained to the pupils in my group that they were going to choose from a selection of toys, and group those toys into old and new. I questioned the pupils about their choice of toys and how they had decided to group them. I used this as an opportunity to support the pupils in their choices as well as guiding those that had not grasped the task securely. As the session developed I gave immediate feedback to each of the pupils about their choices, asking why they had made the choices they had. This also gave pupils positive rewards and encouraged them to think again in some cases. I made notes on my planning sheet that indicated whether or not pupils had understood the task, and noted those pupils that needed further work in order to grasp the concepts of old and new.

2. I worked with a small group of year 7 pupils who had recently arrived from Poland. They spoke very little English, and I followed a programme to help them learn basic vocabulary and communication skills in the initial weeks of their new school life. During the session, I gave individual and immediate feedback to the pupils as they attempted to pronounce new vocabulary, and use simple sentences in response to my questions. I sensitively corrected their pronunciation where necessary and gave much verbal praise, as well as showing through my facial expression how well they were doing. I prepared folders for them to store their work, and used time at the end of the session to summarise their learning. Where the pupils had written tasks, I marked their work alongside them in order to provide immediate feedback.

3. I monitored the children as they used the role play area in the foundation stage. The focus is changed regularly, and I had helped to reorganise the area as a café. This was the first time that the children had the opportunity to use and explore the café, and I was nearby to observe them. I noticed there were several children that were inclined to take over and dominate activities, and I wanted to ensure that quieter, less confident children could take part and initiate as well as follow. I saw several children take the role of waiter and waitress, and others sat at the tables looking at the menus. I suggested as time went by that the children could take different roles, and encouraged them to listen to one another. I used sticky notes to write my immediate observations for each child, and these went towards their foundation stage profile records.
Support the evaluation of learners’ progress using a range of assessment techniques

Scope
This standard is about showing an awareness of the teacher’s reasons for monitoring or assessing particular learners and demonstrating familiarity with the methods that could be used.

It is about carrying out a range of formal and informal monitoring and assessment activities effectively. This includes making use of agreed procedures, assessment data, tools and criteria appropriate to the context of the school, its values, ethos and curriculum.

It is about showing an understanding of and adherence to school policies and procedures, including the confidentiality of information about children and young people.

Things to consider
• How evaluation is planned for, discussing with the teacher before the planned learning activity takes place what they are looking for and the recording method to be used.
• How work produced is used to identify weaknesses in learner(s) understanding and to inform possible learning approaches.
• How responses by different groups of learners are used to review and evaluate progress.
Examples of evidence

1
I supported a group of year 5 pupils, as part of the Springboard strategy. They had attained level 2b in their yearly optional tests, and needed additional help to achieve level 3. I encouraged pupils to assess their own learning as part of the plenary, by using a traffic light system with highlighter pens – using red for 'unsure', amber for 'getting there' and green for 'I understand'. At the end of the lesson, I completed the Springboard assessment forms for each pupil so that the teacher and I could evaluate the pupils’ progress within the programme and decide on their next steps in learning.

2
I assessed a pupil’s phonic and spelling skills during a one-to-one session. After the session, I spoke to the teacher highlighting the particular strengths and difficulties the pupil had. I supported my assessment with annotated copies of the pupil’s work, which were later used as evidence when the pupil’s IEP and English targets were being reviewed.

3
After discussing and annotating two pupils’ coursework entries with the science coordinator, I helped to assign a level to them. This involved referring to AQA’s guidance on standardising material. After looking at one standard that both pupils failed to meet, I suggested improvements to our practice that might help to address the weakness.
25 Contribute to maintaining and analysing records of learners’ progress

Scope
This standard is about demonstrating awareness of the range of records used for the learners and the reasons for keeping them. It is about knowing which records to contribute to, obtaining the appropriate information and recording it systematically and accurately.

It also includes reviewing and analysing the records of progress in some detail, in order to help identify features, trends or patterns.

Things to consider
• How records of learners’ progress are stored, retrieved and maintained.
• How learners’ records are analysed to derive evidence-based information for use in reporting, consulting with parents, setting targets or reviews of IEPs.
• How any limitations of the data are identified when drawing out conclusions.
• How local and national data is used when analysing individual or school data.
Examples of evidence

1. The pupils all have a statement of special educational needs. I work closely with the speech and language therapist (SALT) for pupils who have language and communication delay. I follow the SALT programme carefully and make sure I work to the targets outlined in the pupils’ Individual Education Plans. After each session, I add my observations of the pupils’ progress to their files, noting any targets that had been achieved, or aspects of the programme that individual pupils were finding either too easy or too difficult. For one pupil I noted that she continued to use ‘me’ rather than ‘I’, resulting in overly immature speech patterns. I recorded several examples of her speech and added this information to her record of achievement file. Reviewing this information enabled me to see whether or not there had been any improvement over time for this pupil. I meet regularly with the speech and language therapist to analyse the pupils’ progress, and to help revise the targets for their speech and language development. My observations are used when there is an annual review of the pupil’s progress.

2. I supported the teacher in analysing the results of the class’s end-of-module mathematics test by converting raw scores into percentages. Using a spreadsheet on the computer, I then recorded each pupil’s performance on each question and highlighted those questions that had been answered incorrectly. The spreadsheet enabled the class teacher to identify pupils who were falling below age-related expectations and gave her information about specific areas that pupils were finding difficult.

3. After listening to reception pupils read, and issuing them with new books, I update the class reading record file and comment in the pupil’s home reading records. I then review the records and if I feel that a pupil is ready to move on to more challenging books, I alert the teacher and she hears the pupil read to see if she agrees. If she does, I work with the pupil in order to help them select books that are at an appropriate level and have content that interests the pupil.
Use effective strategies to promote positive behaviour

Scope

This standard is about managing pupil behaviour effectively to secure a positive learning environment. It is about understanding that positive behaviour stems from good relationships, positive role models, consistent practice, clear communication and well-organised and stimulating learning activities.

It is about working proactively to promote positive learning behaviours as well as responding to situations as they arise in a way that is appropriate to the learners, the context and the circumstances of the school.

Things to consider

• How the school’s behaviour policy is followed, using different strategies to promote positive learning behaviours.

• How knowledge of learners is used to identify appropriate behaviour management strategies.

• How potentially difficult situations are handled, demonstrating an awareness of when and how to seek advice or help.

• How techniques are used to model appropriate behaviour for learners to adopt, explaining, implementing and rehearsing rules and routines with individual learners, small groups or whole classes.
Examples of evidence

1
One pupil in the class found it difficult to cope with a change of teacher and was increasingly presenting challenging and aggressive behaviour. The replacement teacher and I decided that it would be useful if I could spend more time with the child on a one-to-one basis. We agreed I should use a PSHE CD-ROM activity that explores disruptive behaviour and other issues such as learning, expectations and relationships. This proved to be a very effective resource, as the pupil could identify with the character portrayed on the CD-ROM and she began to make a conscious effort to behave more appropriately.

2
When I was working with the whole class while the teacher was not present, I positioned pupils working on laptop computers around the outside of the classroom and the rest of the pupils at tables in the middle of the room so that I could monitor all the pupils while I was working in a more focused way with individuals or groups. At the beginning of the session I asked them to remind me of the items in their negotiated class charter. Later on two children began to move off task and behave in a rather silly manner. I went up to them for a quiet word. I knelt down so that I would be at their level, asked them to tell me what the class charter said and to think about whether they were following it. This refocused their attention on their work, showing enthusiasm for the task throughout the rest of the lesson.

3
I work in the foundation stage and know that children respond well to visual prompts, rewards and stickers. I follow the school’s behaviour management policy, looking for positive things that I can celebrate about the child’s work and efforts. During the snack time that I helped prepare with the children, I noticed one child pushed their way towards the fruit and drink, causing another to fall over. As I moved to deal with the situation, another child went over to the distressed child to help them to their feet. I used this event to praise the helper and chose them to be ‘star of the day’, placing their photograph on the shape of a star prominently for everyone to see. I reminded the other child that we don’t push our way to the front for snack times.
Recognise and respond appropriately to situations that challenge equality of opportunity

Scope

This standard is about taking positive action to deal with situations that arise which challenge equal opportunities due to, for example, ethnicity, language, culture, gender, ability, social background, sexuality, religion, or race.

It is about taking positive, timely action in accordance with school policies and procedures, which may require seeking the help of other colleagues.

Things to consider

• How situations that conflict with school rules are addressed, using reasonable sanctions when necessary.

• Arrangements made to support children and young people who have recently arrived in the UK and may be affected from what they have witnessed, for example, war, famine or family breakdown, including structured additional support to ensure they can adapt and be fully integrated into the school.

• How additional support is provided to support ethnic minority children and young people who are dependent on help at home but whose parents and carers do not have English as a first language.

• How stereotypical views of what boys and girls can achieve are challenged.
Examples of evidence

1. Being a member of the school’s equal opportunities working party raised my awareness of the way that statutory frameworks informed the school policies that the group was responsible for. These included equal opportunities, racial equality, data protection, and the Disability and Discrimination Act. I find that this involvement means I am more likely to notice if children use stereotypical language in the classroom. I am also much more comfortable about discussing equal opportunities issues with them when the need arises.

2. When some boys ridiculed a girl’s ambition to become a professional footballer, I led a discussion about gender stereotypes and occupations. I pointed out the high status of women’s football in the USA and told pupils that women’s football is the fastest-growing sport in the UK. I then asked pupils to think about why other jobs, for example, nursing and fire-fighting are often associated with one gender or another, and whether there was any reason why they should not be equally open to men or women.

3. When a pupil was upset because she had been called racist names, I dealt with the situation following school procedures. I first comforted the pupil and talked about the incident. I then discussed the incident with everyone who was involved or had witnessed the incident – explaining it was hurtful and then encouraging pupils to empathise with victims of racism. After the lesson, I reported the incident to the class teacher and ensured the incident was recorded and reported in the school’s racist incidents book.
Use their ICT skills to advance learning

Scope

This standard is about using ICT with learners. It is about using ICT to engage learners and to enable learning objectives to be met.

The use of ICT should be underpinned by an understanding of the relevant issues relating to internet use and other e-safety issues.

The opportunities that support staff have to demonstrate this standard should not be dependent on particular hardware, software or connectivity in their school.

Things to consider

- How ICT tools are used in activities to facilitate more effective learning, including eg. using whiteboards, digital cameras, robots, adding speech to screen-based text to help those with specific learning needs.
- How ICT hardware and software are used to support the production of videos or photographs to stimulate recall and/or discussion in groups.
- How websites are carefully selected to discuss design, content, verification of research sources or to discuss the concept of personal information and being safe online.
- How software packages are used to advance learning.
Examples of evidence

1. I used an internet connection with an interactive whiteboard to show pupils how to search effectively using appropriate search engines to find information about Italian cities. I then demonstrated how copyright-free images from the internet can be imported into presentation software.

2. We were using the story of the Three Billy Goats Gruff as a starting point for a range of practical activities. I suggested that we use the programmable robot with the children so they could plot a route for the goats over the fields and across the bridge. The children drew the fields, a river and the bridge on large paper set out on the floor and I challenged them to explore how to program the ‘goat robot’ in the direction they wanted it to go.

3. I have completed my European Computer Driving Licence course and have since been supporting the ICT department. As part of our extended schools’ provision I have set up a digital experts club where year 9 pupils have used their ICT skills to teach younger pupils how to use PowerPoint presentations to present their learning. For example, the older pupils demonstrated how to import photographic images, video clips and music from a range of sources.
Advance learning when working with individuals

Scope

This standard is about taking responsibility for providing an individual with focused or differentiated teaching and learning support. This responsibility can be given when the headteacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

It is about demonstrating how, as a result of the work carried out with the individual, learning has been advanced. This will require an understanding of the objectives and intended outcomes, as well as recognition of the individual’s needs and, hence, identification of appropriate learning strategies.

Things to consider

• How learning activities are structured to meet the needs of the individual.

• How support is provided, to encourage the individual to undertake tasks more confidently or independently.

• How feedback and monitoring takes place to confirm that learning has been advanced.
Examples of evidence

1. I was using a precision teaching strategy to help the pupil I support spell high frequency words more accurately. At the end of the lesson I used ‘look, cover, write, say’ to see how many of the newly introduced words she could spell accurately and independently. The results showed that the pupil had learned five new spellings during the lesson.

2. Over the past term I have been working closely with a student with Down’s syndrome, in preparing her for the transition to college. A target we were working towards was to improve her understanding of the use of money. Each week I visited the local college with her and we enjoyed a coffee at their cafeteria. By the end of the term’s visits the student was confidently ordering and purchasing coffee for herself independently.

3. Part of my role is to oversee the home reading programme. A year 5 pupil who was on our gifted and talented register was finding it difficult to find appropriate literature in the school library. I knew that she was interested in cycling, so I challenged her to research in the local library appropriate autobiographical works and challenged her to present the outcome of this research to her class mates in an interesting way. She rose to the challenge, located several autobiographies of cyclists, read them and found that they interested her. She then presented her review to the class using PowerPoint.
Advance learning when working with small groups

Scope

This standard is about taking responsibility for small groups of learners. This responsibility can be given when the headteacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

It is about demonstrating how, as a result of the work carried out with the group, learning has been advanced. This will require an understanding of the objectives and intended outcomes, as well as recognition of the needs of the individuals in the group and, hence, identification of appropriate teaching and learning strategies.

Things to consider

• How tasks are explained and learning objectives clarified for groups of learners.
• How appropriate interventions are provided for learners who, for various reasons, require extra support.
• How appropriate teaching strategies are chosen, taking account of the range of abilities within the group.
Examples of evidence

1. I lead reading sessions regularly during the week for a small group of key stage 2 pupils who have not made enough progress in reading. On this occasion the group was initially hesitant to join in and some of them tried to be disruptive. By choosing texts that were fun and interested them and by structuring the session so they could all join in, I managed to involve them all. As their confidence has grown they have become mutually supportive and now read with greater enjoyment and understanding.

2. I am a qualified trampoline coach. I was asked to coach three students who had been selected to represent our school at a regional event. They had been taught many basic individual moves, but the teacher and I felt that they were ready to move onto more challenging routines. I was able to provide manual support for them in somersaults and modelled how the moves could be put together, without losing height and maintaining a central position on the trampoline. Their progress was rapid and they were very successful in the competition.

3. I am currently planning and running an after school club for children in year 7 who have been identified as needing additional support with social and emotional skills. These sessions are designed to promote the SEAL learning outcomes through the use of art and drama. Each activity is designed with key social and emotional skills in mind. These intentions are shared with the children. I have planned a plenary at the end of each session where I ask the children to reflect on how successful the activity has been and how far they feel they have achieved the identified social and emotional intended learning outcome. I also negotiate personal targets with each child at the beginning of the club and then review these with them alongside the intended learning outcome for the group.
Advance learning when working with whole classes without the presence of the assigned teacher

Scope

This standard is about taking responsibility for whole classes without the presence of an assigned teacher. This responsibility can be given when the headteacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

Whilst no teacher should be present, other adults, such as other teaching assistants, learning mentors, etc. may be present, as would normally be the case if the teacher were leading the activities.

The school will need to confirm that sessions taken with the whole class are the same as sessions that would be described as a whole class within the school’s timetable, i.e. made up of the same number and mixture of learners as would normally be the case for an assigned teacher.

The activity should work successfully without any intervention other than that available under the school’s arrangements for dealing with exceptional events (e.g. under the behaviour management policy) or emergencies.

Things to consider

• How learning for the whole class is progressed to ensure the objectives are met.
• How an area of expertise is drawn on to impact the learning of the whole class.
• How the complexity of a topic or task is managed so that the needs of all learners are met.
Examples of evidence

1

I led the whole class in the ICT suite as part of the class project on producing a newspaper. This was the third lesson in a series that I had planned and delivered, without a teacher being present. The learning objective was to become familiar with inserting images into text. By the end of the lesson, all of the pupils achieved this at a level that was appropriate for their differing levels of prior attainment. Their printed results now form part of the interactive classroom display.

2

I led a language taster session during activity week. There was no teacher present, but another TA was present in order to support a boy with a statement. I ensured that the TA was well prepared so that she could support that pupil’s learning and those pupils nearby. My aim was that by the end of the session all the children would be confident to be able to answer a simple question asked in French. We used role play to practise three simple phrases and by the end of the session all of the pupils were prepared to answer at least one of the questions asked.

3

After the teacher and I had planned the science lesson on energy transfer together, it was decided I would lead the lesson while the teacher worked in another room with two pupils with SEN. I set up the investigation and organised the pupils into small groups. I introduced the learning objective and tasks to them and then observed each group’s approach to the tasks in turn. I used an evaluation sheet I had devised to note pupils’ comments and responses to the questions the teacher and I had prepared to check their understanding. I also used open-ended questions about insulation and its effect on transfer of energy to stretch their thinking.
Organise and manage learning activities in ways which keep learners safe

Scope

This standard is about demonstrating the application of the school’s policies and procedures and legislation to ensure the well-being and safety of children and young people.

It is about identifying potential risks associated with the activities being organised and acting to minimise them. The standard is about managing allocated activities in such a way that a productive and safe learning environment is maintained at all times and that safe techniques and practice are observed.

Things to consider

• How action is taken to ensure the safe and proper use of resources, eg. such as in ICT having regard to electrical wires and screen usage, ensuring proper safeguards are in place regarding internet content.

• How risk assessment is undertaken where appropriate, with regard to the safe use of equipment, and intervening, where necessary, to ensure safe learning.

• How duties under statutory legislation are taken account of and unsafe practice reported, even if carried out by another member of staff.

• How the planning of learning activities takes account of both the learning environment and the needs of the learners.
Examples of evidence

1. I was supporting a teacher in a foundation stage session where the children were cutting and sticking, using scissors. The children were very excited at the prospect of this activity, and I reminded them of the safety rules about using and carrying scissors. I ensured that I positioned the scissors so that they were readily accessible and would reduce the need for the children to move around the room carrying scissors.

2. When I was cooking with a group of pupils, we discussed the hygiene aspects of handling food. I made sure pupils washed their hands, put on aprons and tied long hair back. We also discussed the safe use of cooking utensils, in particular how knives should be used and passed to each other.

3. When I was planning activities under the supervision of a teacher, I suggested that pupils would benefit from additional supervision from a technician at two points in an electronics lesson: when cutting circuit boards to size and when using an acid-etching process to print their circuits.
Direct the work, where relevant, of other adults in supporting learning

Scope

This standard is about demonstrating the ability to direct other adults in a learning context.

Other adults could include classroom assistants, adult students, parent volunteers, cover supervisors, visiting speakers, or professional colleagues from outside the school who are supporting the learning. It is about recognising where it is appropriate to direct the work of others, to ensure adults are working together in supporting learning.

The standard does not require formal line management responsibilities.

Things to consider

• How learning activities are organised with other adults present, such as when the assigned teacher is not present and direction is given to other adults supporting the learning activities.

• How knowledge of the needs of a particular learner or group of learners is used to direct other adults in the use of appropriate behaviour management strategies.

• How additional adults are directed to help meet agreed learning activities, such as when parents help with specific tasks or when adults accompany educational visits.
Examples of evidence

1

In a whole class maths session I was leading, I was aware that there was a group of four pupils who would find the task most difficult. Before the lesson I spoke to the TA who would be supporting the group and shared my lesson plan with her so that she could prepare the necessary resources to support the group. I asked her to use specific vocabulary, approaches and resources with the group and to feed back to me the outcomes for those pupils after the session, so that I could take account of this in my planning for the next session.

2

When I run the after-school netball club, I am assisted by two junior sports coaches from the local secondary school. Last week I assigned them umpiring roles within five-a-side mini-games, asking them, on this occasion, to focus on accurate passing, which pupils had been practising, rather than on footwork. After the match I thanked them for their help and gave some constructive feedback on the support they had given.

3

After I had worked with the teacher to plan a visit to an art gallery, I briefed a group of parents and volunteers who would be accompanying the class about the schedule and objectives for the visit. I explained the worksheet that pupils would complete, and the questions that they should ask the pupils. I also explained important health and safety matters that they should be aware of and the actions they should take if particular situations arose.
Annex A – Professional standards for higher level teaching assistant status

Those awarded HLTA status must meet all of the following 33 standards:

**Professional attributes**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate a commitment to collaborative and cooperative working with colleagues, and
7. improve their own knowledge and practice including responding to advice and feedback.

**Professional knowledge and understanding**

Those awarded HLTA status must demonstrate, through their practice, that they:

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. know how to use ICT to support their professional activities
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation, and
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.
Professional skills
Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations
Those awarded HLTA status must demonstrate, through their practice, that they:

17 use their area(s) of expertise to contribute to the planning and preparation of learning activities

18 use their area(s) of expertise to plan their role in learning activities

19 devise clearly structured activities that interest and motivate learners and advance their learning

20 plan how they will support the inclusion of the children and young people in the learning activities, and

21 contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment
Those awarded HLTA status must demonstrate, through their practice, that they:

22 monitor learners' responses to activities and modify the approach accordingly

23 monitor learners' progress in order to provide focused support and feedback

24 support the evaluation of learners' progress using a range of assessment techniques, and

25 contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities
Those awarded HLTA status must demonstrate, through their practice, that they:

26 use effective strategies to promote positive behaviour

27 recognise and respond appropriately to situations that challenge equality of opportunity

28 use their ICT skills to advance learning

29 advance learning when working with individuals

30 advance learning when working with small groups

31 advance learning when working with whole classes without the presence of the assigned teacher

32 organise and manage learning activities in ways which keep learners safe, and

33 direct the work, where relevant, of other adults in supporting learning.
Annex B – HLTA candidate support sheet

You can register either online at [www.hlta-info.tda.gov.uk/register](http://www.hlta-info.tda.gov.uk/register) or by telephone on 0845 8800 929.

You will require the following information when registering, along with a few personal details.

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<tr>
<th>School details</th>
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<tr>
<td>Provider of preparation (PoP) details</td>
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<tr>
<td>Regional provider of assessment (RPA) details</td>
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<td>Funded by</td>
<td>LA</td>
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<tr>
<td>Prepared against set of HLTA standards</td>
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Once you have completed the registration process you will be issued with a unique reference number (URN), which you should insert below for future reference.

| URN |  |
Annex C – Relevant guidance and legislation

Further information in support of the following standards can be found through the Department for Children Schools and Families (DCSF) websites www.dcsf.gov.uk www.standards.dfes.gov.uk or through www.teachernet.gov.uk

National curriculum information is on the QCA website www.qca.org.uk and the national curriculum online website www.nc.uk.net

**Standard 13:** Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

- QCA (2001) Planning, teaching and assessing the curriculum for pupils with learning difficulties (ref: QCA/01/759)
- Children Act 2004 Details about the implementation of the Act and the wider reform programme are available in Every Child Matters www.everychildmatters.gov.uk
- Early years foundation stage curriculum 2007 (EYFS) www.standards.dfes.gov.uk/eysf
- Foundation stage profile (statutory assessment for children in final year of Foundation Stage)
- Primary Strategy (Excellence and Enjoyment 2003)
- Primary framework for literacy and mathematics (2006)
- Statutory national curriculum tests (at end of key stages 1, 2 and 3)
- Non-statutory national curriculum tests (English and mathematics at the end of years three, four, five, seven and eight)
- Key Stage 3 National Strategy (four principles including: Expectations, Progression, Engagement and Transformation)

**Statutory/non-statutory curriculum requirements at key stage 3 and 4**

- Leading in Learning: developing thinking skills at key stage 3 (development within and across curriculum areas at key stage 3)
- Leading in Learning: developing thinking skills in secondary schools (materials for key stage 4 and some supplementary materials for key stage 3)
- Social and emotional aspects of learning (SEAL programme for developing pupils’ emotional literacy in primary and secondary schools)
- DCSF Changes to curriculum 14 – 19 http://dcsf.gov.uk/14 – 19
- DFES 2004 Aiming High (raising academic achievement of ethnic minority groups)
- DFES 2004 New Opportunities at 14 – 19 (including KS4 National Curriculum)
- DFES 2004 A new relationship with schools (Personalised learning)
- Post 16 Learning to succeed

**Standard 15:** Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

- Special Educational Needs and Disability Act 2001
- Education Act 1996, Part IV Special Educational Needs
DCSF SEN website  
www.teachernet.gov.uk/wholeschool/sen

National Grid for Learning, inclusion website  
http://inclusion.ngfl.gov.uk

Disability Discrimination Acts 1995, 2005  
www.direct.gov.uk/DisabledPeople/RightsAndObligations/YourRights


Standard 16: Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Child Protection


Children Act 1989 (especially section 3(5) on what is reasonable in safeguarding and promoting children’s welfare)

Disability Discrimination Act 1995 (as amended)


Early Years 2001 National Standards (for under 8s day care)

Safeguarding vulnerable groups act (Nov 2006) (CRB checks)

Children’s Act 2004 (combating bullying and challenges to discrimination by and of children and young people)

Education Act 2005 (schools required to evaluate extent to which pupils feel safe and adopt safe practices)

Inclusion/discrimination

A guide for schools (ISBN: 1 85442 433 5)  
www.cre.gov.uk

Code of practice for schools


Race Relations (Amendment) Act 2000

DFES 2004 Aiming High (guidance on supporting the education of asylum seeking and refugee children) www.standards.DFES.gov.uk

The Sex Discrimination Act 1975 (as amended)

Health and Safety at Work Act 1974 (as amended), sections 7 and 8

DFES 2004 Schools Racial Equality Policies (reporting on racist incidents monitored and reported to LAs)

Race Relations Act 2000 (Equality of opportunity and tracking pupils’ achievement)

Race Equality in Education (2005)

Equality Act (2006)

Extended school activities

DFEE Health and safety on work experience (ref: GPS/RS/2)

DFEE (1998) Health and safety of pupils on educational visits: a good practice guide (ref: HSPV 2). Three supplements were published in 2002: Standards for LEAs in overseeing educational visits; Standards for adventure; and A handbook for group leaders. These are available on www.teachernet.gov.uk/visits and are published form to local authorities and schools on request.


Both the above are available from DCSF Publications or downloadable from the study support website (www.standards.dcsf.gov.uk/studysupport)
Other relevant documents


DfEE (2001) Promoting children’s mental health within early years and school settings (ref: DfEE 0121/2001)

Protection from Harassment Act 1997


Children Act 2004 Details about the implementation of the Act
www.everychildmatters.gov.uk

Workforce Agreement Monitoring Group notes provide guidance on matters relating to deployment and employment of HLTAs (www.remodelling.org/resources/download_section.php?cid=52)

Healthy Schools Initiative Healthier living and learning focused on PSHE, healthy eating, physical activity and emotional health and well-being www.healthyschools.gov.uk

Eco-schools (sustainable development as part of life and ethos to fit the curriculum) www.eco-schools.org.uk
A school’s success depends on the skills of its workforce.