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For more information about the HLTA programme, visit the TDA website: www.tda.gov.uk/hlta

For information on training and development opportunities for all school support staff visit: www.tda.gov.uk or www.skills4schools.org.uk

For general support staff enquiries: **t 0845 600 2944**
e info@skills4schools.org.uk

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Higher level teaching assistant

A school's success depends on the skills of its workforce



TDA0426/10-07/BEL

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

- 01 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 02 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 03 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 04 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 05 Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
- 06 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 07 Improve their own knowledge and practice including responding to advice and feedback

Professional attributes

“It has been very rewarding to gain higher level teaching assistant status and to know that I am making a positive impact on pupils’ learning and development. As well as ensuring I have the correct skills, this status has given real structure to my career.”

Nazish Mohammed



Professional knowledge and understanding

- 08 Understand the key factors that affect children and young people’s learning and progress
- 09 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
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

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

- 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
- 21 Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities

Monitoring and assessment

- 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
- 25 Contribute to maintaining and analysing records of learners’ progress

Teaching and learning activities

- 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
- 33 Direct the work, where relevant, of other adults in supporting learning

Professional skills