

REVISED STANDARDS FOR HIGHER LEVEL TEACHING ASSISTANT STATUS

APPROVED BY MINISTERS

JUNE 2007

Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It 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.
- The term 'colleagues' is used for all those professionals with whom a 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.
- 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
 - social and economic well-being.

Those awarded HLTA status must meet all of the following 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
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
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 of a 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
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 focussed 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	
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
33.	direct the work, where relevant, of other adults in supporting learning

