

Professional Standards for HLTAs

The Standards set out what an individual should know, understand and be able to do to be awarded HLTA status. They are organised in three inter-related sections:

Professional values and practice

These Standards set out the attitudes and commitment to be expected from those trained as HLTAs.

Knowledge and understanding

These Standards require HLTAs to demonstrate they have sufficient knowledge, expertise and awareness of the pupils' curriculum to work effectively with teachers as part of a professional team. They also require HLTAs to demonstrate that they know how to use their skills, expertise and experience to advance pupils' learning.

Teaching and learning activities

These Standards require all HLTAs to demonstrate that they can work effectively with individual pupils, small groups and whole classes under the direction and supervision of a qualified teacher, and that they can contribute to a range of teaching and learning activities in the areas where they have expertise. They require all HLTAs to demonstrate skills in planning, monitoring, assessment and class management.

The Standards apply to HLTAs working in all phases of education and in all areas of school life. They have been designed to be applicable to the diversity of roles in which school support staff work to support pupils' learning. The Standards are also designed to support progression to QTS for those HLTAs with the potential and interest to go on to qualify as teachers.

1 Professional values and practice

Those meeting the higher level teaching assistant Standards must demonstrate all of the following.

- 1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- 1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.
- 1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- 1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- 1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- 1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

2 Knowledge and understanding

Those meeting the higher level teaching assistant Standards must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning. This knowledge and understanding will relate to a specialist area which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs). Those meeting the higher level teaching assistant Standards must demonstrate all of the following.

- 2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- 2.2 They are familiar with the school curriculum, understand the principles of the Cwricwlwm Cymreig, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- 2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- 2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.
- 2.5 They know the key factors that can affect the way pupils learn.
- 2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.
- 2.7 They are aware of the statutory frameworks relevant to their role.
- 2.8 They know the legal definition of Special Educational Needs (SEN), are familiar with the guidance about meeting SEN given in the SEN Code of Practice and know the key factors that can affect the way SEN pupils learn
- 2.9 They know a range of strategies to establish a purposeful and disciplined learning environment and to promote good behaviour.

3 Teaching and learning activities

The following teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the head teacher of the school. Those meeting the higher level teaching assistant Standards must demonstrate all of the following.

3.1 Planning and expectations

- 3.1.1 They contribute effectively to teachers' planning and preparation of lessons.
- 3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- 3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- 3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

3.2 Monitoring and assessment

- 3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.
- 3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.
- 3.2.2 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- 3.2.4 They contribute to maintaining and analysing records of pupils' progress.

3.3 Teaching and learning activities

- 3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.
- 3.3.2 They communicate effectively and sensitively with pupils to support their learning.
- 3.3.2 They promote and support the inclusion of all pupils in the learning activities in which they are involved.
- 3.3.3 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- 3.3.4 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- 3.3.5 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
- 3.3.6 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- 3.3.7 They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.