The HLTA Standards

The HLTA 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