

## **HIGHER LEVEL TEACHING ASSISTANTS STANDARDS**

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

<b>PROFESSIONAL ATTRIBUTES</b>	
<b>1</b> have high expectations of children and young people with a commitment to helping them fulfil their potential	
<b>2</b> establish fair, respectful, trusting, supportive and constructive relationships with children and young people	
<b>3</b> demonstrate the positive values, attitudes and behaviour they expect from children and young people	
<b>4</b> communicate effectively and sensitively with children, young people, colleagues, parents and carers	
<b>5</b> recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people	
<b>6</b> demonstrate a commitment to collaborative and cooperative working with colleagues	
<b>7</b> improve their own knowledge and practice including responding to advice and feedback	
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>	
<b>8</b> understand the key factors that affect children and young people's learning and progress	
<b>9</b> know how to contribute to effective personalised provision by taking practical account of diversity	
<b>10</b> have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people	
<b>11</b> have achieved a nationally recognised qualification at level 2 or above in English / literacy and mathematics/numeracy	
<b>12</b> know how to use ICT to support their professional activities	
<b>13</b> know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	
<b>14</b> understand the objectives, content and intended outcomes for the learning activities in which they are involved	
<b>15</b> know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation	
<b>16</b> know how other frameworks, that support the development and well-being of children and young people, impact upon their practice	

<b>PROFESSIONAL SKILLS</b>	
<b>Planning and expectations</b>	
<b>17</b> use their area(s) of expertise to contribute to the planning and preparation of learning activities	
<b>18</b> use their area(s) of expertise to plan their role in learning activities	
<b>19</b> devise clearly structured activities that interest and motivate learners and advance their learning	
<b>20</b> plan how they will support the inclusion of the children and young people in the learning activities	
<b>21</b> contribute to the selection and preparation of resources suitable for children and young people's interests and abilities	
<b>Monitoring and assessment</b>	
<b>22</b> monitor learners' responses to activities and modify the approach accordingly	
<b>23</b> monitor learners' progress in order to provide focused support and feedback	
<b>24</b> support the evaluation of learners' progress using a range of assessment techniques	
<b>25</b> contribute to maintaining and analysing records of learners' progress	
<b>Teaching and learning activities</b>	
<b>26</b> use effective strategies to promote positive behaviour	
<b>27</b> recognise and respond appropriately to situations that challenge equality of opportunity	
<b>28</b> use their ICT skills to advance learning	
<b>29</b> advance learning when working with individuals	
<b>30</b> advance learning when working with small groups	
<b>31</b> advance learning when working with whole classes without the presence of the assigned teacher	
<b>32</b> organise and manage learning activities in ways which keep learners safe	
<b>33</b> direct the work, where relevant, of other adults in supporting learning	