

Annex 8

Those awarded HLTA status must meet all of the following 33 standards:

Professional attributes <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	Professional knowledge and understanding <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	Professional skills <i>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.</i>		
		Planning and expectations <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	Monitoring and assessment <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	Teaching and learning activities <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>
1 Have high expectations of children and young people with a commitment to helping them fulfill their potential	8 Understand the key factors that affect children and young people's learning and progress	17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities	22 Monitor learners' responses to activities and modify the approach accordingly	26 Use effective strategies to promote positive behaviour
2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people	9 Know how to contribute to effective personalised provision by taking practical account of diversity	18 Use their area(s) of expertise to plan their role in learning activities	23 Monitor learners' progress in order to provide focused support and feedback	27 Recognise and respond appropriately to situations that challenge equality of opportunity
3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people	10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people	19 Devise clearly structured activities that interest and motivate learners and advance their learning	24 Support the evaluation of learners' progress using a range of assessment techniques	28 Use their ICT skills to advance learning
4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers	11 Have achieved a nationally recognised qualification at level 2 or above in English /literacy and Mathematics/ numeracy	20 Plan how they will support the inclusion of the children and young people in the learning activities	25 Contribute to maintaining and analyzing records of learners' progress.	29 Advance learning when working with individuals
5 Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people	12 Know how to use ICT to support their professional activities	21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.		30 Advance learning when working with small groups
6 Demonstrate a commitment to collaborative and cooperative working with colleagues	13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support			31 Advance learning when working with whole classes without the presence of the assigned teacher
7 Improve their own knowledge and practice including responding to advice and feedback.	14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved			32 Organise and manage learning activities in ways which keep learners safe
	15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and equalities legislation			33 Direct the work, where relevant, of other adults in supporting learning.
	16 Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.			