



## FAQs

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### **What is Higher Level Teaching Assistant Status?**

HLTA is a nationally recognised status. People who have HLTA status have been assessed as having successfully met 33 specific Standards.

### **Why would I and my school benefit from me having HLTA status?**

HLTA status is verification that you meet the highest level nationally agreed Standards for adults supporting teaching and learning. This verifies the quality of your work and assures parents and carers (as well as OFSTED) that learners are receiving high quality support.

### **What do HLTAs do?**

This varies from setting to setting. However, in order to meet the Standards, HLTAs have to be able to demonstrate that they:

Behave in a professional manner and work well with colleagues.

Advance the learning of children and young people in a range of different situations, including teaching whole classes without any qualified teacher being present.

Direct the work of other adults supporting teaching and learning.

Understand the curriculum.

Can plan and personalise activities.



Monitor, assess and evaluate learning.

Follow school policies, including those related to learners' wellbeing and SEN.

***(A full list of the 33 Standards is included at the end of this document)***

## **What does HLTA assessment involve?**

- **Writing 4 tasks that each relate to your work:**

**Task 1:** Describing a lesson where you advanced the learning of an individual pupil.

**Task 2:** Describing a lesson where you advanced the learning of a small group of pupils.

**Task 3:** Describing a lesson where you advanced the learning of a whole class with no qualified teacher present.

**Task 4:** Describing 5 short situations related to any aspect of your role.

***These tasks are emailed to your assessor for them to study before the school visit.***

- **Preparing a file of supporting documents:**

These documents must relate to the situations you have described in your tasks. You are allowed a maximum of 2 documents per Standard. This means a total of no more than 64 documents (as you do not have to provide evidence of Std 11 in your file – this will already have been verified).

***This file remains in school for the assessor to study during their visit.***

- **A half day school visit by your allocated assessor:**

This will last 3 hours and involves:

2 x 30 minute (approximately) meetings with you

1 x 30 minute meeting with a teacher (or shared between 2 teachers, one at a time)

1 x 15 minute meeting with your headteacher (or their representative)

Approximately 1 hour studying your document file.

***The assessor will not give you any indication of the result.***

***Assessments are moderated every month.***

***You will receive confirmation of your outcome shortly after the monthly moderation event.***

**1. Note – all our HLTA assessors are accredited by 'The HLTA National Assessment Partnership' and external to your setting.**



## How would I prepare for assessment?

Potential HLTAs undertake the equivalent of 3 days of Preparation, carried out by a Provider of Preparation (PoP). Preparation is designed to help you understand how to write the tasks, evidence the Standards, select and prepare documents and prepare yourself and your colleagues for the assessor visit. During Preparation you will also need to register with your RPA so that assessment can be arranged.

## How do I find a PoP to prepare me?

As the RPA for the North of England, HLTA North (a partnership between Leeds Beckett, Leeds Trinity University, Northumbria University and Sheffield Hallam University) can help you find an appropriate Preparation group. A full list of PoPs is available on this website

Your LA may already have links with a PoP. Some LAs organise Preparation groups and some LAs are actually PoPs themselves

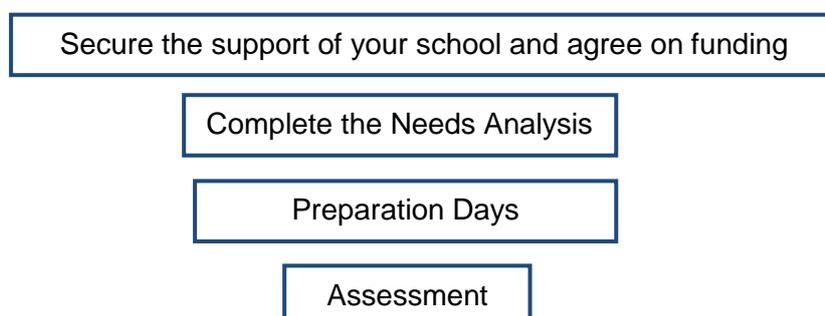
**Please contact us if you need help in finding a Preparation group.**

## How long does it take to gain HLTA status?

There is no set timescale. In most cases you are likely to be assessed about 3 months after you have started Preparation. The Preparation days are likely to be spread out over a period of 5 – 8 weeks (this will vary between groups). You will then be given 3 – 4 weeks to finalise your tasks. There will then be an assessment window of about 4 – 6 weeks within which your assessment visit will take place (by mutual agreement with your assigned assessor).

**Note, all the evidence you supply for assessment must be current and relate to things you have done within 12 months of your assessment date.**

## The basic process (simplified):





## Do I need any previous qualifications before being accepted for Preparation?

Before you start Preparation, you **must** have a Level 2 qualification in **both English/literacy and maths/numeracy**. Your PoP will need to see **original certificates** for both these qualifications.

Examples of L2 qualifications that are acceptable include:

- GCSE Grades A\* - C English
- GCSE Grades A\* - C Mathematics
- Adult Literacy L2
- Adult Numeracy L2

Other qualifications may be acceptable equivalents. Please see the HNAP Std11 guidance in the resources section of this website and contact us if you are in doubt.

### What do I do if I do not have the necessary L2 qualifications?

Your LA or school may be able to help you achieve these through on-line or other assessments. We can also provide access to HLTA tests. Contact us for details.

### What do I do if I cannot find my original certificates?

You may contact the Awarding Body that assessed you at L2 and ask for:

- A replacement certificate. These are expensive and usually take 3-4 weeks to arrive.
- A 'third party letter' confirming that you have achieved these results. This is a cheaper and usually quicker option. This letter would need to be sent to a specified person either within your PoP or within our RPA. Please contact us if you need to take this option.
- Take an HLTA access test – cost £25 for one test, £40 for both.

## What else do I need before I am ready to start Preparation for Assessment?

To be ready to undertake Preparation you should already be meeting most of the 33 Standards and be confident that you will have the opportunity, in your setting, to meet any remaining Standards before you are assessed.

If you find that there are many Standards that you do not currently meet you may want to postpone Preparation until you have had more experience.

HLTA Preparation does **not** involve training towards meeting Standards. Some PoPs and other organisations may, however, offer separate training sessions (at additional cost).



Before you are accepted for Preparation you need to complete a Needs Analysis.

This is usually provided by your PoP or carried out by your LA. We can provide you with the appropriate document and assess your readiness for HLTA (there is a £50 fee for this) if you need us to do this.

You also need to be employed in an appropriate setting, working with learners aged between 3 and 19.

### **How much does gaining HLTA cost?**

The amount each PoP will charge for the 3 days Preparation will vary from PoP to PoP and may vary between different groups being run by the same PoP. You will need to ask your PoP for specific costs for the group(s) you may join.

The fee for assessment is additional to Preparation costs. The current cost of assessment is £450.

If we as an RPA carry out your Needs Analysis we will charge a fee of £50. PoPs may carry this out and, if so, will probably have included the costs in their Preparation fee.

### **Local Authorities:**

Though LAs have previously been able to pay for Preparation, there are very few LAs who are currently able to do this.

Some LAs, however, may be able to carry out your Needs Analysis.

It is worth contacting your LA HLTA contact to find out whether they are able to offer any support.

Please contact us if you need further information.

### **Would I be suitable to undertake HLTA preparation and assessment now?**

Use the checklist below to assess whether you are suitable for HLTA assessment.

- I am employed in a setting where I support learners aged between 3 and 19.
- I have L2 qualifications in English/literacy and maths/numeracy
- I already meet most of the 33 Standards
- I will have the opportunity to meet any Standards I do not already meet before assessment.
- My school supports my application.
- I / my school will be able and willing to fund Preparation and assessment.

If you can answer YES to all the questions then it is likely you are suitable to undertake HLTA Preparation:

Please contact us if you:

- Need further advice as to whether you are ready for HLTA assessment.
- Want to progress to HLTA Preparation but are unsure as to what to do next.



## **Any further questions?**

Please feel free to get in touch if you have any queries or for further information:

Website

[www.hltanorth.co.uk](http://www.hltanorth.co.uk) or [www.hltanorth.com](http://www.hltanorth.com)

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

<b>Professional attributes</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Professional knowledge and understanding</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Professional skills</b> <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>		
		<b>Planning and expectations</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Monitoring and assessment</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Teaching and learning activities</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>
<b>1</b> Have high expectations of children and young people with a commitment to helping them fulfil their potential	<b>8</b> Understand the key factors that affect children and young people’s learning and progress	<b>17</b> Use their area(s) of expertise to contribute to the planning and preparation of learning activities	<b>22</b> Monitor learners’ responses to activities and modify the approach accordingly	<b>26</b> Use effective strategies to promote positive behaviour
<b>2</b> Establish fair, respectful, trusting, supportive and constructive relationships with children and young people	<b>9</b> Know how to contribute to effective personalised provision by taking practical account of diversity	<b>18</b> Use their area(s) of expertise to plan their role in learning activities	<b>23</b> Monitor learners’ progress in order to provide focused support and feedback	<b>27</b> Recognise and respond appropriately to situations that challenge equality of opportunity
<b>3</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people	<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>19</b> Devise clearly structured activities that interest and motivate learners and advance their learning	<b>24</b> Support the evaluation of learners’ progress using a range of assessment techniques	<b>28</b> Use their ICT skills to advance learning
<b>4</b> Communicate effectively and sensitively with children, young people, colleagues, parents and carers	<b>11</b> Have achieved a nationally recognised qualification at level 2 or above in English /literacy and Mathematics/ numeracy	<b>20</b> Plan how they will support the inclusion of the children and young people in the learning activities	<b>25</b> Contribute to maintaining and analyzing records of learners’ progress.	<b>29</b> Advance learning when working with individuals



<p><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</p>	<p><b>12</b> Know how to use ICT to support their professional activities</p>	<p><b>21</b> Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.</p>		<p><b>30</b> Advance learning when working with small groups</p>
<p><b>6</b> Demonstrate a commitment to collaborative and cooperative working with colleagues</p>	<p><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</p>			<p><b>31</b> Advance learning when working with whole classes without the presence of the assigned teacher</p>
<p><b>7</b> Improve their own knowledge and practice including responding to advice and feedback.</p>	<p><b>14</b> Understand the objectives, content and intended outcomes for the learning activities in which they are involved</p>			<p><b>32</b> Organise and manage learning activities in ways which keep learners safe</p>
	<p><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</p>			<p><b>33</b> Direct the work, where relevant, of other adults in supporting learning.</p>
	<p><b>16</b> Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.</p>			