

# HLTA PROFESSIONAL STANDARDS 2007

## Those awarded HLTA status must meet all of the following 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 of a teacher and in accordance with arrangements made by the headteacher of the school.</i>
<ol style="list-style-type: none"> <li>1. have high expectations of children and young people with a commitment to helping them fulfil their potential</li> <li>2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people</li> <li>3. demonstrate the positive values, attitudes and behaviour they expect from children and young people</li> <li>4. communicate effectively and sensitively with children, young people, colleagues, parents and carers</li> <li>5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people</li> <li>6. demonstrate a commitment to collaborative and cooperative working with colleagues</li> <li>7. improve their own knowledge and practice including responding to advice and feedback</li> </ol>	<ol style="list-style-type: none"> <li>8. understand the key factors that affect children and young people's learning and progress</li> <li>9. know how to contribute to effective personalised provision by taking practical account of diversity</li> <li>10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people</li> <li>11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy</li> <li>12. know how to use ICT to support their professional activities</li> <li>13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>14. understand the objectives, content and intended outcomes for the learning activities in which they are involved</li> <li>15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation</li> <li>16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice</li> </ol>	<p><b>Planning and expectations</b>  <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i></p> <ol style="list-style-type: none"> <li>17. use their area(s) of expertise to contribute to the planning and preparation of learning activities</li> <li>18. use their area(s) of expertise to plan their role in learning activities</li> <li>19. devise clearly structured activities that interest and motivate learners and advance their learning</li> <li>20. plan how they will support the inclusion of the children and young people in the learning activities</li> <li>21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities</li> </ol> <p><b>Monitoring and assessment</b>  <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i></p> <ol style="list-style-type: none"> <li>22. monitor learners' responses to activities and modify the approach accordingly</li> <li>23. monitor learners' progress in order to provide focussed support and feedback</li> <li>24. support the evaluation of learners' progress using a range of assessment techniques</li> <li>25. contribute to maintaining and analysing records of learners' progress</li> </ol> <p><b>Teaching and learning activities</b>  <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i></p> <ol style="list-style-type: none"> <li>26. use effective strategies to promote positive behaviour</li> <li>27. recognise and respond appropriately to situations that challenge equality of opportunity</li> <li>28. use their ICT skills to advance learning</li> <li>29. advance learning when working with individuals</li> <li>30. advance learning when working with small groups</li> <li>31. advance learning when working with whole classes without the presence of the assigned teacher</li> <li>32. organise and manage learning activities in ways which keep learners safe</li> <li>33. direct the work, where relevant, of other adults in supporting learning</li> </ol>

### ***Note on the terminology used in the standards***

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
  - The term 'colleagues' is used for all those professionals with whom a HLTA might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom HLTAs may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
  - The term 'learning activities' is used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
  - The term 'well-being' refers to the rights of children and young people in relation to:
    - physical and mental health and emotional well-being
    - protection from harm and neglect
    - education, training and recreation
    - the contribution made by them to society
    - social and economic well-being
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