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**Higher Level Teaching Assistant Preparation for Assessment Application Form**

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| **PLEASE NOTE:** This application is for HLTA assessment, this is not for a training programme but an online preparation workshop leading to a half h g to a half day school-based remote assessment. For further information, please contact: hlta.enquiries@hants.gov.ukAll sections of this form *must* be completed and returned with Level 2 Maths and English certificate copies before it can beprocessed. **The certificates must be signed by your headteacher to verify that the original copies have been seen.** |

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| **Section One: To be** *completed* **by the Applicant** |
| Full Name: |  | Address: |  |
| Title: |  |
| Role in school: |  |
| Telephone: |  | Email: |  |
| **Section Two: School Details** |
| School Name: |  | Headteacher’s name: |  |
| DfE Number: |  |
| School Address: |  | School telephone number: |  |
| Phase/type:*Please note that applicants must be working in school settings working where children are not below 3yrs or adults above 19yrs.*  | 🞏 infant🞏 junior🞏 primary🞏 secondary🞏 special/PRU🞏 independent  | School email: |  |
| Local Authority: |  |
| **Section Three: Experience and qualifications** |
| Please state length of service in school/s: | 🞏 under 1 year (months)🞏 3- 5 years🞏 1-2 years🞏 more than 6 years |
| Please indicate which ‘stand-alone’ qualification you hold at Level 2 in English and Mathematics*Qualifications which have elements of English and Mathematics as part of the whole are not acceptable.* *For further information please access the HLTA National Assessment Partnership website* [*www.hlta.org.uk*](http://www.hlta.org.uk) | **English/Literacy**🞏 ‘O’ Level Grade 🞏 CSE Grade One (other grades not acceptable) 🞏 GCSE A\* - C only (grades 4 – 9 from 2017)🞏 Adult Level 2 Pass🞏 Other Please specify……………….🞏 Qualification gained overseas ***(Please note that equivalence should be checked via UK NARIC)***  | **Mathematics/Numeracy**🞏 ‘O’ Level Grade🞏 CSE Grade One (other grades not acceptable) 🞏 GCSE A\* - C only (grades 4 – 9 from 2017)🞏 Adult Level 2 Pass🞏 Other Please specify🞏 Qualification gained overseas ***(Please note that equivalence should be checked via UK NARIC)*** |
| **You are required to scan copies of your certificates and submit with this application form. These must be verified (signed and dated) by your line manager or Headteacher. Applicants CANNOT attend a course unless they can provide evidence of qualifications. *Please note that the original certificates must be certified by your headteacher.*** |

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| **Section Four: Opportunities to demonstrate the HLTA Standards** |

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| An indication of ‘Yes’ means you have some experience / understanding of the standard **within the last 12 months**. Where there is a ‘No’ indication you will need to discuss with the school how you can gain opportunities to evidence these standards. **All standards must** be evidence before the school-based assessment can take place.  |
| **In your current role, do you….** | **Yes** | **No** |
| **Professional attributes (standards 1 – 7)** |
| 1. show you have high expectations of children’s learning and behaviour? |  |  |
| 2. build effective and supportive relationships with children? |  |  |
| 3. act as a role model for positive values, attitudes and behaviours? |  |  |
| 4. communicate with a range of different people (including children) and in different ways? |  |  |
| 5. show that you recognise (directly or indirectly) the contribution that parents make to the development and wellbeing of children? |  |  |
| 6. work collaboratively with colleagues and other professionals? |  |  |
| 7. take steps to improve your own knowledge and practice? |  |  |
| **Professional knowledge and understanding (standards 8 – 16)** |
| 8. understand some of the different factors that affect how children learn (e.g. emotional, physical, cultural, social or domestic)? |  |  |
| 9. use your knowledge of the children you work with to plan personalised provision to support their learning? |  |  |
| 10. have an area of expertise – an aspect of your role for which you have developed knowledge used to support learning? |  |  |
| 11. See Section Three |  |  |
| 12. use ICT in your role but not directly with children (e.g. internet, database, Microsoft Word for planning, email communication etc.)? |  |  |
| 13. have some knowledge of a curriculum related ‘framework’ (e.g. National Curriculum, QCA schemes, ASDAN, Primary Frameworks)? |  |  |
| 14. know about the learning objectives, content and intended outcomes for the activities you support? |  |  |
| 15. know about how your school works in line with the SEN Code of Practice as well as Disabilities Legislation? |  |  |
| 16. have some knowledge of a frameworks related to the wellbeing and protection of children (e.g. child protection, health and safety, race equality, etc.)? |  |  |
| **Professional Skills. Planning & Expectations (standards 17 – 21)** |
| 17. contribute to teachers’ planning in an informed way (e.g. make suggestions, etc.)? |  |  |
| 18. have opportunity to plan your own role or make decisions about an activity? |  |  |
| 19. have strategies to ensure that learners will be included in the learning activity? |  |  |
| 20. plan, in advance, how individuals will be included in the learning activity? |  |  |
| 21. have opportunity to select, prepare or create resources suitable for the learning activity or that support learners? |  |  |
| **Professional Skills. Monitoring & Assessment (standards 22 – 25)** |
| 22. recognise when an activity should be adapted as a result of an identified misconception of other issues? |  |  |
| 23. monitor learners’ responses and give them personal feedback that will move their learning on? |  |  |
| 24. have experience of a range of different assessment techniques, informal and formal? |  |  |
| 25. keep your own records of learner progress and access records in order to analyse? |  |  |

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| **Professional Skills. Teaching & Learning Activities (standards 26 – 33)** |
| 26. have a range of different strategies to manage children’s’ behaviour? |  |  |
| 27. have examples of times when you have recognised situations that challenge equal opportunity, and responded accordingly? |  |  |
| 28. use ICT directly with learners (e.g. interactive whiteboard, learning programmes, ICT equipment, etc)? |  |  |
| 29. have examples of times when you have taught an individual and had an impact on their learning or development? |  |  |
| 30. have examples of times when you have taught a small group and had an impact on their learning or development? |  |  |
| 31. have examples of times (at least 2) when you have taught a class normally taught by a teacher (but where the teacher was not present) and had an impact on their collective learning or development? |  |  |
| 32. have examples of where you have had regard for the safety of learners? |  |  |
| 33. have the opportunity to give instructions to other colleagues involved with supporting learning? |  |  |

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| **Section Five: Supporting statement – describe your suitability for HLTA and your current job role in your school** |
| **In no more than 500 words, please summarise your suitability for HLTA Status stating whether you have had opportunities to teach in a 1:1, group or whole class setting where you were responsible for teaching & learning. (If you don’t have examples of all of these you will need to have gained opportunity and experience before you can be assessed).** |
| **Curriculum:** Please describe one curriculum area (subject) with which you are most familiar, including the year group/key stage you work with. Evidence for Standards 10, 17 and 18 require you to identify at least one lesson you have delivered in this curriculum subject and how you contributed to planning the lesson. The subject may be a national curriculum topic, an intervention programme, life skills, BTEC or specialised curriculum. You must have planned against a clear learning objective or target, delivered the learning and able to state what the learner(s) could do at the end of the lesson because of your teaching, showing progress towards the stated learning objective. **This may be used as evidence for Standards 10, 13, 17 and 18, although you may choose to use other examples for your final assessment.** |
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| **Lesson Delivery:** Please give examples of lessons/classes you have delivered against a learning objective or target for the following types of lesson |
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| **One-to-one teaching:** One lesson/activity with a clear learning objective or target where you were solely delivering the input to one learner. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learner had made progress. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. **This may be used as evidence for Standard 29, although you may choose to use another example for your final assessment.** |
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| **Group teaching**: One lesson/activity with a clear learning objective or target where you were solely delivering the input to a group of learners. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learners had made progress. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher’s input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. **This may be used as evidence for Standard 30, although you may choose to use another example for your final assessment.** |
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| **Whole class teaching**: One lesson/activity with a clear learning objective or target where you were solely delivering the input to a whole class which is a typical whole class size for your school context. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learners had made progress. They may not all meet the learning objective, but they should make steps towards it. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher’s input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. In addition, the whole class teaching should be without any qualified teacher present during any part of the lesson. **This may be used as evidence for Standard 31, although you may choose to use another example for your final assessment.** |
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| **Section Six: Headteacher’s contribution Note: This section could be completed by the headteacher or senior member of staff. However, the headteacher needs to be aware and ultimately support the application.**  |
| This statement and signature are to confirm the candidate’s suitability and length of experience working at a Higher Level Teaching Assistant. The headteacher needs to confirm that the candidate is:* already working against the HLTA standards
* competent in teaching 1:1, group and whole class lessons.

*Examples of these will be required for the final assessment.* * Candidates should have contributed to planning these lessons and, for whole classes, should have taken the class successfully with no teacher present on more than one occasion.
* Headteacher also needs to annotate, sign and date the Level 2 equivalent certificates in Literacy and Numeracy.
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| **Whole class teaching: *(Standard 31) advance learning when working with whole classes without the presence of the assigned teacher*** |
| Has the candidate had experience of this in the last 12 months? | YES | NO |
| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for whole class teaching:** |
| **Group teaching: *(Standard 30) - advance learning when working with small groups*** |
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| Has the candidate had experience of this in the last 12 months? | YES | NO |

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| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for teaching small groups:** |
| **Individual (1:1) Teaching: *(Standard 29) - advance learning when working with individuals*** |
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| Has the candidate had experience of this in the last 12 months? | YES | NO |

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| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for teaching a pupil 1:1:** |

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| **Headteacher’s agreement:** |
| **Headteacher’s name:** |  |
| **Headteacher’s signature:** |  |
| **Date:** |  |
| ***Section Eight: Payment arrangements.*** |
| The cost of gaining HLTA status is £1026* £576 for the four-session preparation programme (£405 for schools with an HTLC subscription)
* £450 for the assessment

*The full amount will be charged to schools on completion of session 1.* |
| Payment for 4 session preparation and assessment visit | Invoice Name ……………………………………………………………………………………….Invoice address……………………………………………………………………………………. …………………………………………………………………………………….Email ………………………………………………..……………………… IBC school ..*Yes/No*.. |

 **Privacy Notice**Hampshire County Council is collecting this information from you in connection with the Preparation for Assessment for Higher Level Teaching Assistant Status Programme. Some or all of the information below is collected by us for the purposes described below:

* Personal information you provide us for the purpose of registering with us and keeping you up to date with the programme (such as Full name, Email, Job Title, Role, Mobile and other Phone number(s));
* School Information (such as Establishment name, Address, DfE Number, Phase);
* Dietary/Special access requirements;
* Billing information (Name, Address, Town, Postcode, Email, IBC School)

We will not share your responses with any organisations or third party processors. All data will remain within the UK. All information we collect, store and process will be held on the County Council’s Document Management System with controlled user access, within our secure network. No information is stored outside of the European Economic Area (EEA).

The information we collect for the purpose of this service will be held within our secure systems and will be kept for a period of no longer than six years from the end of the Preparation for Assessment for Higher Level Teaching Assistant Status Programme and then disposed of as appropriate.

You have some legal rights in respect of the personal information we collect from you. Please see our website <https://www.hants.gov.uk/aboutthecouncil/strategiesplansandpolicies/dataprotection> Data Protection page for further details. You can contact the County Council’s Data Protection Officer at data.protection@hants.gov.uk. If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

***# All sections of the form MUST be completed & returned with certificate evidence of level 2 Maths and English qualifications #***