Candidates should read the following list of HLTA standards which are requirements for application on to a cohort for HLTA preparation and assessment. All applications are received on the assumption that the candidate is already working at HLTA level and successfully leading 1:1, group and whole class teaching.

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| **1 – have high expectations of children and young people with a commitment to helping them fulfil their potential** | **2 – establish fair, respectful, trusting, supportive and constructive relationships with children and young people** | **3 - demonstrate the positive values, attitudes and behaviour they expect from children and young people** |
| **4 - communicate effectively and sensitively with children, young people, colleagues, parents and carers** | **5 - recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people** | **6 - demonstrate a commitment to collaborative and cooperative working with colleagues** |
| **7 - improve their own knowledge and practice including responding to advice and feedback** | **8 - understand the key factors that affect children and young people’s learning and progress** | **9 - know how to contribute to effective personalised provision by taking practical account of diversity** |
| **10 - have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people** | **11 - have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy** | **12 - know how to use ICT to support their professional activities** |
| **13 - know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support** | **14 - understand the objectives, content and intended outcomes for the learning activities in which they are involved** | **15 - know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation** |
| **16 - know how other frameworks, that support the development and well-being of children and young people, impact upon their practice** | **17 - use their area(s) of expertise to contribute to the planning and preparation of learning activities** | **18 - use their area(s) of expertise to plan their role in learning activities** |
| **19 - devise clearly structured activities that interest and motivate learners and advance their learning** | **20 - plan how they will support the inclusion of the children and young people in the learning activities** | **21 - contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities** |
| **22 - monitor learners’ responses to activities and modify the approach accordingly** | **23 - monitor learners’ progress in order to provide focussed support and feedback** | **24 - support the evaluation of learners’ progress using a range of assessment techniques** |
| **25 - contribute to maintaining and analysing records of learners’ progress** | **26 - use effective strategies to promote positive behaviour** | **27 - recognise and respond appropriately to situations that challenge equality of opportunity** |
| **28 - use their ICT skills to advance learning** | **29 - advance learning when working with individuals** | **30 - advance learning when working with small groups** |
| **31 - advance learning when working with whole classes without the presence of the assigned teacher** | **32 - organise and manage learning activities in ways which keep learners safe** | **33 - direct the work, where relevant, of other adults in supporting learning** |