



Higher Level Teaching Assistant Status

Preparation for Assessment Handbook

HLTA National Assessment Partnership
A partnership of providers who deliver the assessment of HLTAs



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Acronyms used throughout this handbook include:	
HLTA	Higher Level Teaching Assistant
HNAP	HLTA National Assessment Partnership – A partnership of providers who deliver the assessment of HLTAs
RPA	Regional Provider of Assessment – conducts HLTA assessment and awards HLTA status
PoP	Provider of Preparation – provides preparation for those wishing to undertake assessment. Preparation is delivered by a 'preparer'

Section A: Introduction

1 Workforce reform and HLTA status

HLTA status was introduced in 2003 to support school workforce reform. An important part of the reforms was the introduction of a set of professional standards that recognise high level support for teaching and learning.

Teaching assistants working at the higher level provide valuable support for teaching and learning. People with HLTA status undertake a wide variety of roles – some work across the curriculum, some act as specialists for a specific subject; many help plan lessons and develop learning resources.

The HLTA professional standards provide assurance to teachers, employers and parents of the quality of the contribution to pupils' learning that teaching assistants with HLTA status can be expected to make. The standards identify what candidates need to demonstrate to be awarded HLTA status. To be awarded HLTA status candidates must meet all the standards.

2 Management of the HLTA programme

HLTA National Assessment Partnership (HNAP) continues to work to maintain a quality assured continuation of the programme in each region and across the country.

The HLTA National Assessment Partnership:

- 1. Is a national organisation working together under a transparent Code of Practice, accessible to all schools**
- 2. Operates locally within regions to provide HLTA assessment and moderation**
- 3. Maintains the national integrity and consistency of the HLTA status**
- 4. Ensures that HLTA status is underpinned by agreed national standards**
- 5. Is governed by a board, including Headteachers, HLTAs and RPAs**
- 6. Works closely with schools and academies in the development of serving leaders, including HLTAs in the training, preparation and assessment of candidates under the auspices of the RPA**
- 7. Charges a national assessment fee (£450 final assessment fee)**
- 8. Applies a national assessment process subject to moderation and quality assurance**

Gaining HLTA status – an overview

This handbook sets out the steps that candidates will need to work through to gain HLTA status. Whilst the time needed to gain HLTA status will vary for individual candidates, the overall process is the same across the country. An overview of the process involved in gaining HLTA status is set out below. Each step is explained in more detail in Section B.

Step 1: Gaining support from the school	The school has a crucial role in supporting the HLTA candidate throughout the process, from considering application to completing the assessment. Not only will the HLTA candidate need the agreement of the Headteacher in supporting their application to pursue HLTA status, but they will also need the support of other colleagues in the process leading up to and during the assessment for HLTA status.	Further information on the importance and role of their school is provided on Page 8
Step 2: Securing funding	Each candidate seeking to gain HLTA status will require funding for the 'Preparation' for assessment and for the assessment process itself. The fee for the HLTA final assessment has been fixed across the country (£450). The fee for preparation is decided by the Provider of Preparation (PoP) and varies from provider to provider. The HLTA candidate and their school will need to discuss how each part of the process will be funded.	Further information on how HLTA status is funded and who candidates need to contact is provided on Page 9
Step 3: Identifying training needs	To gain HLTA status each candidate needs to meet all the professional standards for HLTA status. It is therefore important to identify, early on, any potential gaps in experience, knowledge or skills which might prevent them from gaining HLTA status. Appropriate training or development opportunities must be put in place before preparation is started.	Further information on how to determine any training needs and who to contact is provided on Page 9
Step 4: Preparing for assessment	Before they can proceed to assessment all HLTA candidates must complete 'preparation' for assessment. This process is the same for all HLTA candidates. Preparation normally takes the equivalent of three days, face to face and online for final assessment, and is delivered by Providers of Preparation (PoPs) for HLTA status. Preparation for assessment also involves completing assessment tasks which draw on their experience against the HLTA standards.	Further information on what preparation involves and the tasks candidates need to complete is provided on Page 10
Step 5: Completing the assessment process	All candidates complete the same assessment process. Assessment is carried out by assessors appointed in their region by the Regional Provider of Assessment (RPA). The appointed assessor arranges an appointment to discuss with the candidate, Headteacher (or his/her representative) and a nominated teacher their evidence of meeting the HLTA standards. Appointments are online through a virtual meeting room.	Further information on how to find out who provides assessment in their region and what assessment involves is provided on Page 20
Step 6: Receiving the outcome and deciding next steps	All RPAs carry out quality assurance procedures before they issue the outcome, i.e., confirmation of whether a candidate has gained HLTA status. Candidates usually receive their outcome within eight weeks of their assessment. Whether candidates are successful in gaining HLTA status or not, candidates will want to discuss their next steps.	Further information on the assessment outcomes and possible next steps are provided on Page 25

Section B: The HLTA process in detail

1. Gaining support from the school

In some cases, an individual will be approached by their school and recommended for HLTA status; in other cases, the initial interest might come from the candidate. In all cases it is important to gain the support of the Headteacher. This might be done via their line manager or directly with the Headteacher.

The HLTA application process requires evidence that the Headteacher agrees to support the candidate, for example, by writing a supporting statement on the application form, or confirming that the candidate has opportunities to demonstrate the standards in school either as part of their role or by arrangement. The Headteacher, or another member of the School Leadership Team will be involved with the provision of evidence during the assessment process, so must agree that the candidate is competent and meets the standards.

The support of the school is important in the process leading up to and during assessment. Whilst candidates are preparing for HLTA status they will need to ensure they have sufficient opportunities to meet the HLTA requirements. It is important that the line manager is aware of what the HLTA standards require and hence the experience the candidate will need to have to provide evidence that they meet the standards. This includes having sufficient opportunities to take whole classes without a qualified teacher being present.

To ensure candidates receive the right support and guidance leading up to HLTA assessment, it is recommended that schools appoint a mentor for HLTA candidates. Ideally a mentor should be someone who already has a professional relationship with the candidate and is available to meet with them occasionally during the preparation and assessment process to offer advice and support. In particular, mentors can give further support by:

- helping candidates understand and contextualise the HLTA standards for their particular role in the school
- informing other school staff about HLTA training and assessment expectations, and the needs of the candidate in undertaking this process
- enabling candidates to carry out any development activities required prior to a training session or starting the assessment process
- providing opportunities to put any training into practice
- identifying the most suitable experiences to be written up as assessment tasks
- preparing for the assessment by the assessor

Mentors should familiarise themselves with the standards and the HLTA process and agree with the candidate how they will support the candidate during the HLTA assessment.

Assessment for HLTA status will include the equivalent of a three-hour final assessment by an appointed assessor who will need to speak with the candidate as well as a teacher and the Headteacher (or designated representative); this will be held virtually (online) via an online meeting room. It is important that both the teacher and Headteacher are familiar with the HLTA standards and hence the sort of questions they might be asked about the breadth and depth of the candidate's knowledge, skills and experience. Full details of the assessment process, including the school visit, are provided in section 5.

2. Securing funding

All candidates for HLTA status need funding to complete 'Preparation' and the assessment process. There may also be additional costs, for example, the cost of releasing the candidate to attend preparation, or any training and development that might be required prior to preparation.

There is no longer any government funding for HLTA assessment, and few local authorities can support schools financially with the HLTA programme.

Schools or the candidates themselves will need to fund both preparation and assessment or agree that funding for the process will be shared with the candidate. These are decisions to be made by the school and the candidate alone.

It is usual for application forms for preparation and/or assessment (if the provider is the same) to request invoicing instructions.

Teaching London will charge the full fee and make the assessment fee payment to the RPA. Teaching London will invoice the school or candidate for their preparation. Teaching London will also pass on the candidate's information to the RPA to inform them that HLTA assessment is required.

3. Identifying candidates' suitability for preparation and HTLA assessment

Before embarking on preparation HLTA candidates need to be sure that they can demonstrate each of the **33** professional standards. This is a requirement of the assessment process where candidates need to provide evidence that they meet the standards in three different ways:

- written task evidence,
- documentary evidence, and
- through discussion with the assessor, or verified by colleagues, during the assessment

It is advisable that prospective candidates discuss with their line manager each professional standard in turn to ensure that they can demonstrate them all, and specifically that the school is able to support their claims when it comes to endorsing their application and speaking with the assessor.

Level 2 qualifications in literacy and numeracy

To gain HLTA status, standard 11 requires that candidates have achieved a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy. These must be in place prior to attending preparation as they are checked by the preparer. Candidates should not apply for preparation unless this requirement is met.

Relevant qualifications are those recognised nationally as being equivalent to Level 2 of the Qualifications and Credit Framework (QCF). Level 2 qualifications typically include GCSE grades A*- C/grade 4; O level grades A – C (or 'Pass' if taken prior to 1976); CSE Grade 1, or 'stand-alone' Adult Level 2 qualifications in literacy and numeracy. Level 3 qualifications such as A levels in English and mathematics are also acceptable for HLTA status.

Overseas qualified teaching assistants must have applied to ENIC (the national agency responsible for international qualification equivalency) via www.enic.org.uk to obtain written confirmation that their qualifications are equivalent to UK Level 2 qualifications.

Teaching London and RPA will require proof that the teaching assistant has gained relevant Level 2 qualifications. This must be in the form of the original certificate provided by the awarding body, a replacement 'Final certifying statement of results' document from the awarding body, or a UK ENIC letter with the original overseas gained certificate.

Further information on acceptable qualifications can be found in the HLTA literacy and numeracy factsheet available from your RPA or Teaching London.

4. Preparing for assessment

All HLTA candidates need time to prepare for their assessment to ensure a successful outcome. This will ensure that all candidates understand the professional standards, the evidence they need to submit and the assessment process.

Teaching London will support candidates in preparing evidence for their assessment. To access preparation, candidates must fulfil the following criteria:

- they are employed in a school or other education setting
- they work with children or young people between the ages of three and nineteen*
- they are fully supported by their school
- they have appropriate evidence of Level 2 qualifications in English/literacy and mathematics/numeracy
- they have a source of funding for both preparation and final assessment

**Candidates working in school based two-year-old provision may be eligible and should approach their Provider of Preparation for guidance prior to applying.*

Preparation involves the equivalent of three days briefing and guidance. PoPs may offer different patterns of provision, e.g., preparation as a stand-alone event or preparation incorporated into a training programme. In all cases, the preparation aspects must be clearly identified and will be equivalent to three full days.

Principles of preparation

- Preparation is about advice and guidance on the assessment process, not training and development in relation to the HLTA standards. Candidates coming forward to preparation are already expected to be meeting the standards
- Preparation is about boosting candidates' confidence, building trust and support between candidates
- Advice and guidance must be generic and process related. Preparers must not give any pre-assessment judgements. A preparer's role is not to assess or suggest a potential assessment outcome but to support candidates in preparing their evidence for the assessor.

Preparation will usually include:

- information about the assessment process
- support for candidates to register for assessment through application to their RPA
- activities to build familiarity with the HLTA standards and their application
- making candidates aware of the need to provide individualised responses to assessment tasks
- ensuring that any extracts from completed documentation referred to during preparation are for illustrative purposes only
- guidance on the assessment tasks, including the completion of documentation
- opportunities for candidates to receive generic feedback as they complete the documentation
- information about the assessment
- an opportunity for candidates to provide feedback on the quality of preparation.

Preparation for assessment should be a positive professional activity which not only supports the assessment process but encourages the teaching assistant to reflect on their work and their performance against the professional standards.

To support this, preparation usually includes:

- activities that build confidence, trust and networking
- personal reflection time
- drafting of documentation
- an exchange of critical feedback with candidates
- the analysis and synthesis of information
- collaborative tasks
- paired and group dialogue
- opportunities to ask questions and to raise issues.

Reviewing their current work

Teaching London will help candidates to review their current work against the standards, helping them to identify how their current work demonstrates that they are meeting, or are near to meeting, the standards. This activity is likely to include a self-review which may highlight areas to focus on more closely leading to assessment.

When reviewing how their work demonstrates the standards, candidates are encouraged to think about the full breadth of their role and responsibility, their work inside and outside the classroom, with teachers and other colleagues, as well as contact with parents/carers. Where activities take place outside the school, they must be part of the school's curriculum or extra-curricular provision and be managed by the school.

It is important to bear in mind that the evidence candidates provide will be reviewed by an assessor and they may be asked about it in more detail. As some activities in which candidates are involved may be seasonal or annual, such as school trips, evidence candidates include may be retrospective. However, where this is the case evidence should normally be from within the past 12 months prior to the assessment date. If the evidence includes the oral or written testimony of a teacher, that teacher should still be available for corroboration if required.

Evidence for Standard 11

Teaching London is responsible for confirming that candidates have provided evidence of their Level 2 qualifications in literacy and numeracy.

Candidates are required to bring their Level 2 qualification certificates (and a photocopy) to Day 1 or Session 1 of the preparation. Teaching London will complete a record of signed verification to confirm candidates' Level 2 qualifications.

For online preparation signed verification of candidates' Level 2 qualifications will be verified before the first session. This can either be through recorded delivery receipt of original certificates by the HNAP regional office or through the Headteacher signing and dating copies of certificates with a confirmation statement – 'original certificates seen and verified'.

Teaching London will confirm the photocopy of Level 2 qualification to be a genuine copy and will forward it with the record of signed verification to the RPA. Candidates will retain the original certificate.

Registering for HLTA assessment

HLTA candidates will need to register for assessment by the end of Day 2 of preparation. This will be facilitated by Teaching London.

Once candidates are registered for assessment, they will be sent a unique reference number (URN) which they should note down for future reference. Teaching London may also ask for their URN for their own records.

Overview of the assessment process

There are three strands to the HLTA assessment process. At each strand, evidence is gathered by the assessor to make a recommendation to the RPA about whether each standard has been met.

Strand One Assessment Tasks	Eight assessment tasks completed by the candidate - 3 main tasks: working with an individual, a group and a whole class, and five shorter tasks about any activity or situation.	Reviewed by the assessor prior to the assessment date
Strand Two Supporting Evidence	Supporting evidence collated in a file and linked to information given in the assessment tasks	Reviewed by the assessor during OR prior to the three- hour assessment
Strand Three Oral Evidence	Oral evidence from the candidate, a nominated teacher who knows the candidate's work, and the Headteacher (or their nominated representative)	Recorded by the assessor during the timetabled meetings during the assessment

Overview of the Assessment Tasks (Strand One)

Candidates must complete all eight assessment tasks. Teaching London will explain the nature of each assessment task, in detail, and how candidates should use them to record their evidence against the standards. The specific examples candidates select will depend upon the needs of the pupils concerned and on their own area(s) of expertise.

Task One	F1	Working with an individual	This is an account of a real learning activity where the candidate can demonstrate that they have advanced the learning of an individual child or young person.	In tasks 1-3 candidates will need to demonstrate: - How they worked with a teacher to plan their contribution - Their own planning for the work - How they carried out the work - How they evaluated their personal learning
Task Two	F2	Working with a group	This task is about a real learning activity for a group of learners (two or more) where the candidate can show that they have advanced the learning of the children within the group.	
Task Three	F3	Working with a whole class	This is an account of a lesson or activity involving the same number of children in a class normally taught by the teacher. It shows the candidate has the skills to teach a whole class and advance the learning of the class when the teacher is not present.	
Tasks Four to Eight	F4 F5 F6 F7 F8	Five accounts of any role, task, activity or situation	The topics covered by an HLTA candidate in these tasks will vary from candidate to candidate. They are chosen because they enable the teaching assistant to demonstrate how they meet a standard or reinforce their evidence about a standard already demonstrated in their main tasks.	These may relate to their wider professional experiences and responsibilities connected to their role in school or other teaching and learning activities.

Working with a whole class – Task 3

'Whole class' is not defined by a precise number of pupils. The size of a whole class will be determined by the context in which candidates work, e.g., special schools, sixth form, primary and secondary settings. The size and makeup of a whole class is defined by what would normally be assigned to the teacher timetabled for that lesson.

In settings where 'whole class' is usually taken to mean an individual learner, e.g., a pupil referral unit (PRU), there is still a requirement for candidates to demonstrate they have the skills to support learning with a larger number of pupils. If this is not possible within their setting, the school may be able to arrange a placement in another setting where it would be possible for candidates to demonstrate that they can lead a whole class. One of the HLTA standards requires candidates to demonstrate that they can work with a whole class without the assigned teacher present.

Tasks 4 to 8

These tasks give candidates an opportunity to look at five situations that provide evidence for standards not already fully covered in tasks 1-3.

- working with pupils, teachers and other adults inside and outside the classroom
- assisting in educational visits
- participating in professional meetings and working parties
- situations that occur as part of their general role
- wider responsibilities such as midday supervision, extra-curricular activities, school events

Candidates must complete all five accounts (F4 to F8).

Candidates are unlikely to decide what to include in these situations until they have completed tasks 1-3 and therefore have an indication of the standards which they still need to evidence. However, it is helpful to begin to think about the possible situations candidates might use so that these can be reviewed during the preparation process.

The situations should be a series of notes that summarise their reflections on situations that made candidates think about what happened, why it happened and the nature of their own involvement. As guidance, it is likely that they will be more limited in extent compared to tasks 1, 2 and 3.

Demonstrating the standards in the tasks

Whilst candidates are writing their tasks, they will explain actions, skills and knowledge that relate to the standards. As they do this, they should indicate the standard they believe they are describing by noting the standard number on the task form. This process will be explained in more detail during the preparation.

Across all the tasks, there should be written evidence for every one of the standards. Each must appear at least once. Some standards may appear in several tasks. Candidates should not attempt to describe all standards in every task.

Supporting evidence (Strand Two)

To support their assessment tasks, candidates will need to provide supporting evidence that has been produced during their normal work activities. This information should be presented in electronic format for the assessor to scrutinise as part of the assessment.

Supporting evidence should relate to the content of their tasks. Candidates should identify one or two documents that support the information about each standard in their tasks.

Example One:

In a task a candidate describes how they intervened with a child's inappropriate behaviour using the agreed sanctions contained in the school Behaviour Policy. The appropriate section of the policy, with the sanctions the candidate applied highlighted, could be presented in their folder of supporting evidence because it reinforces that the candidate was acting in line with the school policy.

Example Two:

In a task a candidate describes how they designed a visual resource to support a child with autism so that they could be fully included in a learning activity. As part of their supporting evidence, they provided a copy of this resource to support their claim that when they plan, they include all children in learning activities and consider appropriate resourcing in the preparation and selection.

A wide range of documentary evidence is permissible and might include:

- samples of pupils' work
- lesson plans
- assessment records
- reports
- planning sheets
- case studies
- qualification/training certificates
- witness statements
- observation notes
- meeting agendas/minutes/notes
- classroom resources
- photographic evidence of lessons

However, the range of supporting evidence will vary from candidate to candidate so this should not be an exhaustive list. Many other examples exist and documents in schools will vary.

It is important that candidates label their supporting evidence to show the standard(s) they believe it supports with a rationale as to why they believe it supports their claim.

Teaching London will provide further information on the types of evidence candidates may wish to use. It is important to bear in mind that any documentary evidence should support and relate to the tasks.

Retention of documentary evidence

All documentary evidence must be retained in the school for a period of 6 months after the assessment, regardless of the outcome.

Completing response sheets for the assessment tasks

Response sheets are provided for each task. The response sheets have been designed to help candidates structure their responses. Teaching London will explain how to complete the response sheets for these tasks. The response sheets (labelled F1 – F8) are provided by RPAs and Teaching London, but are also available on the HLTA National Assessment Partnership website at www.hlta.org.uk.

Whilst all candidates must complete the response sheets, it is for candidates to decide what writing style to use; lists of asterisked or numbered points are as acceptable as continuous prose. What matters most of all is that their writing focuses on the standards, without simply repeating their wording.

Whilst the quality of their writing is not an assessment criterion, candidates should bear in mind that it is important that they communicate clearly to their assessor how they are meeting the standards.

Candidates should use the section headings on the response sheets as a guide, noting all relevant information, including their reflections on and evaluation of a particular activity.

Completing their assessment grid

As indicated above, candidates are advised when planning their tasks to think about which standards they can provide evidence for and the supporting documentation they need to provide for the assessor. Candidates should complete an assessment grid to help track progress in providing evidence for each of the standards. The grid also helps the assessor to understand how candidates have demonstrated the standards. The assessment grid (F9/10) is also provided by Teaching London but is available on the HLTA National Assessment Partnership website at www.hlta.org.uk.

Teaching London will discuss ways of referencing their supporting evidence. Each document should be given a reference number and a label providing a rationale for its choice. The relevant document number should then be listed on the assessment grid against the relevant standard(s). A single piece of evidence may be used to support more than one standard as shown in example two above.

Once candidates have identified appropriate examples for each task and appropriate supporting evidence, they should:

- complete the relevant task response sheet (F1 – F8)
- complete details about themselves and their schools using the F0 form
- keep a copy of all relevant supporting documents, including their planning and their contribution to the assessment of the pupils, and
- complete appropriate parts of their assessment grid (F9/10) and make this available to the assessor as a word document due to the assessment requirements.

Formative feedback on the assessment tasks

This stage provides an opportunity to check on candidates' progress in drafting their assessment tasks. Candidates should bring their response sheets for tasks 1–3 and their assessment grid to the final preparation session. They should also have available a list of the sources of evidence they plan to use to show that they have met each standard. It is not the role of the Preparer to 'assess' whether supplementary evidence is sufficient. The assessor will examine these documents as part of the assessment process, prior to the scheduled assessment date.

At this stage candidates may not have completed all the task 4 to 8 situations. However, candidates should bring with them a draft response for at least one of the five situations to the session. Candidates should also know by this stage what they plan to cover in all five. This will allow candidates to check that they are providing evidence to meet all the standards.

Teaching London should be able to identify from draft tasks any standards where candidates may be misunderstanding the requirements or be struggling to provide appropriate evidence. This will be managed in a way that does not identify individual candidates. Feedback will be in a generic 'feedback to all' format. Teaching London will provide further guidance on particular standards for the benefit of the whole cohort of candidates, rather than to each individual. The reason for this is that PoPs are unable to provide detailed feedback on individual tasks to individual candidates.

Their assessment tasks need to be based on their own work and detailed, individual feedback by a preparer would compromise this process. The guidance candidates receive will therefore be framed in terms of broad issues and questions, rather than direct instructions.

Candidates should use the general feedback provided by Teaching London to review their tasks, supporting evidence and assessment grid, and identify any further work needed before progressing to assessment.

Preparing for the assessment date (Strand Three)

Arrangements for the assessment

The assessor from the RPA will contact the candidate to arrange a date for the assessment. This must be within 12 working weeks of the date of the final preparation session.

The assessment cannot go ahead unless candidate has:

- shown Teaching London documentary evidence that they have a level 2 qualification in literacy and numeracy which the RPA can verify
- completed an entry against each standard on their assessment grid (F9/10)
- identified that the fee for assessment has been or will be paid

Failure to meet these requirements will lead, without exception, to the assessment being deferred.

Briefing colleagues who will talk with the assessor

Teaching London will explain how the assessment works and the arrangements candidates will need to make. During the assessment the assessor will speak with the Headteacher (or delegated senior representative) and a teacher (or at most two teachers). At least one of these personnel should be a qualified teacher to answer questions in relation to standard 31.

Candidates will need to brief their Headteacher (or their representative) about the nature and purpose of the assessment. In addition, candidates should identify the teacher(s) who are most familiar with their work and explain what is required.

Candidates will need to check their availability at the times recommended on the indicative timetable for the assessment that will be provided by their RPA. It is worth reminding them nearer the event. Candidates and their supporting colleagues should ensure that they have copies of the HLTA standards and are therefore aware of the requirements of the status.

Candidates are advised to make their tasks available to their nominated colleagues as well as provide them with an opportunity to see the supporting evidence. In particular, candidates should ensure that the teacher(s) and the Headteacher are able to corroborate all standards but particularly able to identify the candidate's areas of expertise (Standard 10) and opportunities to teach whole classes without a teacher present (Standard 31). It is important that inconsistency is avoided.

The supporting evidence

In advance of the visit, candidates will be advised by their RPA or Teaching London about where and when to send their completed response sheets for all eight tasks (F1 to F8) together with their completed assessment grid (F9/10) and F0 and supporting evidence. Candidates should keep copies of all the documents. This evidence will be scrutinised as part of the assessment process.

Arranging the assessment interviews

The assessment will need to take place in a quiet and confidential space for the interviews with the candidate, the teacher(s) and the Headteacher (or representative). On the day of the assessment, the

candidate should confirm that the contact method agreed is working. They should prepare and post a 'meeting in progress' sign on the door. There should only be one person present for each interview.

Informing others

The candidate should inform all staff who are part of the process the name of the assessor. The school office should also be aware should there be any need for the assessor to contact the school.

Candidates with Additional Needs

Candidates who have declared an additional need on application may wish to consider whether those needs will impact on their preparation or on the subsequent assessment. This should be discussed with Teaching London in the first instance. Information that may impact the assessment arrangements should be referred by the candidate to the RPA. If necessary, reasonable adjustments will be made to the assessment process.

5. Completing the assessment process

The time allocation for the assessment is the equivalent of three-hours carried out by an assessor approved by their RPA. Each RPA carries out the assessment process in the same way.

What happens during an assessment?

The assessment enables candidates to:

- explain in more detail aspects of the activities they have analysed in their assessment tasks
- provide the oral evidence that supports their responses to the assessment tasks, and
- have their evidence verified by the Headteacher (or representative) and by teacher(s)

Indicative timetable

Assessors spend the equivalent of half a day (3-hours per candidate). The following timetable for the assessment is for guidance only. The assessment could be in the morning or afternoon. However, the sequence of events should remain the same.

Form number	Meeting content	Timing
	Candidate's first conversation with the assessor followed by assessor study time	20 – 40 minutes
	Assessor's conversation with the nominated teacher(s)	30 minutes
	Assessor's conversation with the Headteacher or representative	15 minutes
	Assessor's preparation time before the second interview with the candidate	15 minutes
	Candidate's second conversation with the assessor	30 minutes
	Assessment finishes.	

The total time for the assessment is three hours. This includes the time allowed for the assessor to study the candidate's documents, this may be completed prior to the assessment date or between interviews on the designated day. The study of documents should not happen once the candidate's second interview is completed.

The interview with the class teacher (or representative)

If the class teacher interview time is split between two teachers, at least one colleague must be a qualified teacher. In such cases the assessor will speak with the colleagues individually and the 30-minute allocation will be across the two meetings.

When selecting the teacher/colleague to talk with the assessor, candidates should consider who is best placed to comment on their work in detail. They will be asked to provide examples of how the candidate has met the requirements of the standards.

They will need to verify that the candidate has sufficient knowledge of the area(s) of expertise the candidate has identified in their tasks, as well as their ability to develop further knowledge.

The interview with the Headteacher (or representative)

This 15-minute discussion is normally with the Headteacher, though there may be circumstances where another senior manager is more appropriate; for example, the deputy Headteacher with responsibility for staff deployment and broader contribution to the overall functioning of the school and their professional values and practices.

The assessor's review time

These 15 minutes are for the assessor to review all the additional information provided at the three previous meetings and to prepare for the final meeting with the candidate.

Second interview with the assessor

This second meeting of 30 minutes gives the assessor the opportunity to clarify details and double-check evidence. The issues raised, and the questions posed, do not necessarily imply any weaknesses in the evidence submitted for assessment.

The assessor will not be able to give candidates or their colleagues any indication at this stage of the outcome of their assessment. Assessors make a recommendation to the RPA who will moderate the information and ensure that the process of assessment has been completed in line with expectations.

Dealing with absences on the day of the assessment

If the candidate is absent, the assessment should be rescheduled. If both the teacher and the Headteacher (or Headteacher's representative) are absent, the visit should be rescheduled. It may be possible to continue the assessment if any party is able to access the link/telephone from home and is well enough and willing to do so.

Assessors should consult the school to see whether contact at home is likely to be feasible and appropriate. The assessor will consider the appropriateness of this action. At the start of any telephone conversation/electronic meeting, the assessor should check that the teacher is in a location appropriate to a confidential discussion. The final discussion with the candidate must take place after the interviews with the teacher(s) and Headteacher (or representative) so that new information can be reviewed to help shape final questions to the candidate.

It may be possible with the agreement of the candidate that an alternative interviewee be used to cover this absence.

Accommodating witnesses who have left the candidate's school

There will be occasions when the most appropriate teacher has moved to another school or retired, in these circumstances it is perfectly reasonable to make advance arrangements to speak to them by electronic means. This should take place either before or during, but not after, the assessment visit because the final discussion with the candidate should not take place until the assessor has seen and heard all the other evidence and is in a position to decide which standards require further exploration with the candidate.

All discussions should take place in the sequence set out above. The only permitted change is that the Headteacher and teacher meetings may be reversed.

After the assessment

The assessor will use the entire evidence put forward - the tasks, supporting evidence and notes of all the interviews – to make a recommendation about the assessment.

The recommendation that the assessor intends to make at this stage is subject to moderation by the RPA. Moderation takes place on a regular basis. During moderation a sample of candidate files is reviewed to:

- ensure that the assessor's judgements are secure
- ensure that there is consistency of judgement across assessors
- ensure that there is consistency of judgement across providers, and
- support accurate and constructive feedback to assessors and candidates

Following moderation, the RPA can issue candidates with the outcome of their assessment. Candidates should normally receive their result within 8 weeks of the school visit.

Online preparation (N/A to Teaching London – we ONLY offer face to face training)

Many providers of preparation (Teaching London) will offer the programme online. Programmes such as these may consist of a combination of self-directed and supported study, access to online materials, and webinars. The total time allocated to supporting candidates should be the equivalent of a normal 3-day face-to-face programme, although it is unlikely that the webinars alone will take up this amount of time. Candidates should be aware that, as for the typical face-to-face programme, they will be required to carry out additional study in their own time.

PoPs should make the Candidate Handbook and all other templates and preparation materials available to candidates in an appropriate format for their method of delivery, this may be by access to a website. In this case Teaching London will require verification of the certificates by the Headteacher of the candidate's school.

International Programmes

Some PoPs and RPAs can offer preparation and assessment for overseas candidates. These programmes are aimed at candidates working in schools overseas where the curriculum is taught primarily in English and where schools follow a British curriculum model, for example British International Schools. Candidates must meet the requirements for qualifications in English and maths. Schools or prospective candidates should consult one of the regional providers of assessment in the first instance for advice about how to gain HLTA status through an international programme.

6. Receiving the outcome and deciding next steps

The outcome

Following moderation, candidates will receive a letter from their RPA informing them of their result.

There are three possible outcomes:

Standards met	All the standards have been met and candidates have achieved HLTA status. A certificate confirming their status will be issued within a couple of weeks.
Partial reassessment	Some standards (up to a maximum of three) have not been fully met. This implies that candidates were judged to have met all but a small number of standards, and the weaknesses were modest in nature. The RPA will advise candidates on the most appropriate next steps which may require that the candidate: ▪ rewrites one or more of the main tasks ▪ produces an additional shorter task example. The evidence given (either written or oral) could relate to the situations described in the original tasks, or could be examples that have taken place since the original assessment ▪ provides additional supporting documentation Where only verification or clarification is needed, partial reassessment could involve candidates answering additional questions, with verification from the school. Discussions or reviews of any additional evidence could be obtained by telephone. In cases of partial reassessment, the RPA will need to refer to the original response sheets they hold for all the tasks (response sheets F1–F8) and the assessment grid (F9/10). This is to enable assessors to identify all possible evidence against the standards at issue. Any additional evidence or clarification provided will only need to relate to those standards that are under reconsideration. Assessors conducting a reassessment will only scrutinise evidence relating to those standards under reconsideration.
Full reassessment	There is insufficient evidence that all the standards have been met and the candidate is not recommended for HLTA status. If this is the outcome, candidates could: ▪ extend their experience and/or skills (with respect to a limited number of standards), then be reassessed via their RPA in the near future ▪ extend their experience and/or skills (with respect to many standards), then be reassessed via their RPA in the distant future, or ▪ continue with what candidates are doing now and defer obtaining HLTA status pending further experience.

Next steps

Once a candidate has been assessed and informed that they have achieved HLTA status their information will be retained by the RPA on a database of HLTAs in the region, and data can be removed on request. Candidates can review each RPAs Privacy Notices to understand how their data is processed and securely stored.

In deciding what is next in terms of continuing professional development, candidates may want to discuss their options with their mentor and/or line manager. RPAs are unable to advise on what would be

appropriate for individual candidates. This needs to be considered in the context of both the individual's and the school's needs.

Guidance to the Standards

The work of HLTAs complements that of teachers; the roles are not interchangeable. As more HLTAs gain status the range of support available to teachers and schools is increased. Higher level teaching assistants undertake a wide variety of roles – some work across the curriculum, some act as specialist assistants for a specific subject or department – the work varies according to the needs, type and age-phase of the school. In addition, HLTAs can be expected to work in a range of settings, working with individuals, small groups and whole classes. Whilst the roles are diverse, a common feature of HLTAs is their contribution to the development and well-being of children and young people. Teachers and Headteachers, working within the regulatory framework, will make professional judgements on an individual basis about which teaching and learning activities HLTAs will undertake and the level of guidance and support needed.

Understanding the standards

The professional standards for HLTA status set out for teachers, employers and parents the contribution to pupils' learning that HLTAs can be expected to make. They are designed to be applicable to a diversity of roles in schools which support learning.

The standards are set out in three sections:

- **professional attributes** (standards 1–7) - these set out the attitudes, values and commitment expected of HLTAs
- **professional knowledge and understanding** (standards 8–16) - these set out the knowledge and skills needed by HLTAs to be able to work effectively with teachers as part of the professional team supporting learning, and
- **professional skills** (standards 17–33) - these set out the expectations for planning, monitoring, managing and evaluating learning within the framework of guidance and supervision agreed with the assigned teacher and in accordance with arrangements made by the Headteacher of the school.

Many of the standards are inter-related. The standards relating to professional attributes underpin the standards for knowledge and understanding and skills, and candidates should be able to demonstrate that the professional attributes underpin everything they do.

Similarly, the standards relating to professional knowledge are closely linked to those relating to professional skills, and successful candidates will demonstrate their professional knowledge in planning, monitoring and support for learning activities.

The examples provided in this guidance are based on the work of support staff identified as working at the higher level. The examples suggest ways in which the standards can be met, although the evidence provided by individual candidates will depend on any number of variables, including school phase, size and type and the role of the individual.

The examples given directly exemplify the standard they are listed under. However, given the inter-related nature of the standards some examples may also relate to other standards.

Using the guidance

The guidance to the standards should help all those involved in the HLTA programme to gain a clear and thorough understanding of the expectations set out in the standards. These examples are not finite and are used to exemplify and guide.

It will be of particular interest to:

- candidates considering gaining HLTA status
- school leaders responsible for staff development
- providers of HLTA training, preparation and assessment for HLTA status

How to Use the Guidance

Each Standard is explained in the following way:

<i>Wording of the Standard</i> PROFESSIONAL ATTRIBUTES – STANDARD 1 Those awarded HLTA status will demonstrate through their practice that they ...have high expectations of children and young people with a commitment to helping them fulfil their potential.		
Scope <i>This provides further information about what the standard encompasses.</i>		
Things to consider • ? • ? • ? <i>This section suggests what might be covered when considering how the standard is met. It is not intended to be an exhaustive list, nor should the considerations be used as a checklist. They are intended to guide readers in identifying evidence relevant to the standard.</i>		
Examples <i>This section offers examples of evidence used to illustrate the standard. There are three examples for each standard, taken from different contexts. They describe common and less-common scenarios relevant to the standard.</i>		
1)	2)	3)

STANDARD 1

...have high expectations of children and young people with a commitment to helping them fulfil their potential.

Scope

This standard is about maximising children and young people's potential through planning, monitoring and delivering teaching and learning activities.

It is about acknowledging national benchmarks for achievement, such as age-related expectations, and planning work that builds on previous progress, and is challenging and appropriate for the individual children and young people. It includes setting and expecting high standards of behaviour from all.

Things to consider

- How stereotypical views or low expectations of what children and young people can achieve are challenged.
- How expectations about what children and young people can achieve are raised, e.g. increasing participation by devising learning activities that take account of a learner's interests and the ways they prefer to learn.
- How effects of barriers to participation and achievement for children and young people are minimised – such as working directly with other adults and colleagues to change unacceptable practice or changing own practice.

Examples

1) I work with a group of three year nine pupils daily on social skills. They have been excluded from mainstream school. Before I began the session, I reminded them of the agreed class rules and their behaviour targets. I explained to them that I expected the same of them as the teacher does and would therefore expect them to respect me, and one another, as we work together. I asked him what this meant and they were able to respond that they should try their best and listen to one another comments.

2) I was working with a year two girl a serious illness had made School attendance irregular and her home environment was very protective. It became evident that she had no concept of units of measure. I mentioned this to the Class teacher and we agreed that we should jointly plan and I would deliver one-to-one sessions to introduce the basic skills of measurement and estimation. The sessions consist of practical measurement activities inside and outside school supported by resources that I designed and produced such as flashcards counters and comparative measures.

3) I work with a group of year six children in art, including one girl who has been identified as gifted and talented in this subject. From observing her in previous sessions I knew she required significantly greater challenge than other peoples so ensure the task was carefully differentiated to take this into account. I need the pupil was particularly interested in three-dimensional work so I planned and incorporated this focus into the overall series of lessons it became clear through my observations and monitoring of the pupils that others were also keen and aspiring to further their skill in this area.

STANDARD 2 ...establish fair, respectful, trusting, supportive and constructive relationships with children and young people.		
SCOPE This standard is about building and maintaining relationships with children and young people which are fair, respectful, trusting, supportive and constructive. It is about understanding how such relationships will encourage and engender trust and recognising that, if treated with respect and consideration, children and young people are more likely to feel valued, safe and secure. All treatment of children and young people should reflect the diversity of needs. Evidence should reflect the holistic nature of this standard. It is not necessary to evidence each discrete value listed.		
THINGS TO CONSIDER • How fair treatment of children and young people is demonstrated, such as when resolving conflict or problems. • How self-esteem in children and young people is developed and maintained – such as explaining the reasons for any activities, consequences and next steps in such a manner as not to embarrass the child or young person. • How the engagement and interest in learning of children and young people is maximised – by listening, involving them equally in activities, and providing advice and support where appropriate.		
Examples		
1) When a people stormed out of a lesson obviously upset, I followed him to find out what was wrong before I spoke to him. I sat next to him on the bench as I felt this was a less confrontational position. I waited quietly for a few moments until he was ready to talk, I then chatted with him about more general matters until he became more relaxed. We talked about what had upset him and discussed how he could deal with it. He was unprepared to return to the classroom with me and continue with his task.	2) In order to encourage Pupils to participate in discussions I tried to make them feel that it's okay to sometimes be upset uncertain or make a mistake rather than embarrassing people when they are not sure or get things wrong I try to use their mistakes and misunderstandings to help the rest of the group to learn so for example when we were discussing fractions and when people confuse the numerator in the denominator I pointed out that it was very easy to confuse the two and taught the group and demonic which helps me to remember the difference.	3) A year when people with better educational needs gets traumatized by the fire alarm bell I have to be very aware of any fire alarm testing. I can then warn the child and explain why we were going outside. People get very nerves and piss his hands over his ear on one occasion and I tried to distract him by playing playground games with him he decided he was going to go home and started to leave the school premises. I had to use my experience of the child in my relationship with him to coax him back I know that he really loves art and I use us to get him back into the school once the testing had finished and encouraged him to draw a picture using pastels as I know he always enjoys this.

Standard 3

...demonstrate the positive values, attitudes and behaviour they expect from children and young people.

SCOPE

This standard is about acting as a role model to children and young people, demonstrating appropriate values, attitudes and behaviours, in all settings and learning activities.

It is about promoting positive behaviour and attitudes as well as challenging the negative. It is also about demonstrating social responsibility for the surroundings.

THINGS TO CONSIDER

- How positive ways of behaving are modelled and demonstrated, using appropriate protocols and respect – such as when meeting and greeting children and young people and/or adults.
- How subject content is used to promote positive values, attitudes and behaviour – such as citizenship, history and literature.
- How the potential impact of out-of-school learning activities is considered – such as considering the surrounding environment and demonstrating proper treatment of own and other people's property and buildings.
- How opportunities to promote community cohesion amongst groups of children and young people from mixed ethnic backgrounds are used.

Examples

1) During a lunchtime duty I noticed that two of our pupils were treating a piece of play equipment quite roughly I went across to them and reminded them that the operators was for their enjoyment of everyone within our school and how we needed to remember this and be respectful to our school and environment I then muddled how to handle the equipment and also pointed out a group of children who were playing carefully with their equipment as a good example to follow.

2) I plan a year eight assembly on making a contribution to our school community. I talked about famous and disadvantage people who had made a difference by doing something heroic in their lives by doing this. I was able to promote the schools aim that every child should be a responsible citizen.

3) To help a small group of year one pupils who find it difficult to cooperate with each other and with other pupils are used structure activities such as cooperative games and having a meal together where I was able to model and reinforce the social behaviours I wanted to improve. I hope that the trusted collaboration built between pupils in these sessions to transfer to other group situations such as playtime or group activities in the classroom.

Standard 4

...communicate effectively and sensitively with children, young people, colleagues, parents and carers.

SCOPE

This standard is about demonstrating an ability to communicate in an appropriate manner with those in the school environment. It is about understanding that communication is central to working with children, young people, their parents and carers and with colleagues across both the school and the wider children's workforce.

It is about varying the style of communication according to the person(s) and the reason for the communication. It includes being sensitive to variations in family groupings, values and practice, and avoiding making assumptions and judgements.

Communication includes a variety of verbal or written means, and encompasses listening, consulting and information sharing. It requires knowledge of the kinds of information that can be passed on and the roles that different colleagues play in information sharing.

Evidence for this standard should demonstrate the breadth of communication skills.

THINGS TO CONSIDER

- How the style of communication is adapted according to the situation, so that it is both sensitive and effective.
- How systems and practices for effective communication with teachers are established and maintained.
- How advice and support to colleagues is provided, such as when a colleague is supporting a particular learner or observing a group of learners.
- How communication with parents and carers is carried out, such as when delivering or collecting children from school or when seeking input on a child or young person's attainment.

Examples

1) I noticed that one of the people have looked very worried during the GCSE maths lesson. I had a quiet word with her and explain that I was worried about her. She looked so unhappy she became tiff and then confided to me that she was struggling with the topic I assured her that I would speak to the teacher on her behalf I did so explain to the teacher that the girl felt she was the only one who was having difficulties the teacher then offered some extra sessions to the group as a whole so that anyone who felt unsure could attend. The student who had been worried attended the session alongside her peers and subsequently appeared much more confident in class.

2) A teaching assistant colleague of mine is also a parent at the school one day she came to school upset because her daughter had come home from school on the previous night and said that she'd fallen out with her friend my colleague had said that she wanted to sort it out immediately. I knew that this would not be a good idea and explain to her that it would be best if I dealt with the situation as I was able to deal with it in a more objective way. I reassured her that I would keep her and the class teacher informed I spoke to both pupils and the situation was result immediately much to the relief of the pupils and my colleague.

3) Before appearance evening teachers asked teaching assistance for short reports on the pupils they supported a supplementary information because I would not be present at the parents evening. I wrote my reports with the parents in mind. I made an effort to write clearly using an appropriate time and avoided using educational abbreviations or jargon I told the teacher that I'd be happy to provide additional information if requested.

Standard 5

...recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.

SCOPE

This standard is about recognising and respecting that children and young people are part of a family or caring network. This involves acknowledging the critical role that parents and carers play in the development and well-being of children and young people.

It is about recognising the benefits to children and young people of liaising with and consulting parents and carers and maximising opportunities for their involvement. In some circumstances contact with parents and carers may not be common or direct, however, consideration should be given to the circumstances and needs of the individual children and young people.

THINGS TO CONSIDER

- Initiatives used to involve parents and carers in the learning of children and young people – such as asking them to contribute resources or share their knowledge and skills on a topic.
- How parents and carers are informed of initiatives relevant to their child, such as healthy eating programmes and homework clubs.
- Steps taken to engage parents and carers in understanding a child's or young person's needs such as in discussions about attainment, well-being or personal development.

Examples

1) The first Parent conference takes place early in the autumn term when new peoples on their families are still getting used to the school setting from observations in class and previous conversations between the parent teacher and myself. I believe that Mum had been trying to prepare her child for school I didn't do so he created stress for both of them. I was keen to make the mother aware of my recognition of their role as parents and that their views are . I reassured the parents that this was about sharing information and getting to know them and the child better I was able to set up a homeschool book when I wrote suggestions for activities mum could do.

2) Due to the fact I have skills in one of the community languages spoken by pubs at school. I explained the homeschool reading and numerous policy to a group of parents who spoke little English. I answered their questions and explained ways and which they could assist their children.

3) I know all the pupils' parents are keen to support their children children's learning as much as possible and recognize that the links between Home and School are vital bridge for the people's well-being. I've tried new ways of involving parents for example email to update them on the topics we're going to cover. I also contact parents by phone or use the Daly communication book of appropriate. I'm supporting the pupils in a humanity course that covers World War II and one session we were going to discuss the principle of rationing in World War II and I emailed the parents to see if members of the family had any memories or artefacts that could be used further the learning very good response and the families are much more confident and keen to support the pupils' learning.

Standard 6

...demonstrate a commitment to collaborative and cooperative working with colleagues.

SCOPE

This standard is about demonstrating collaborative and cooperative working with a range of other adults according to the individual educational setting. It is about acknowledging the role of others including the scope and limitations of the role of teaching assistants in relation to other adults.

Members of the school team must work together to ensure that the children and young people learn and achieve their potential. This team will include qualified teachers but may also include staff supporting individual children and young people, or professionals from outside agencies such as speech therapists or advisory teachers.

THINGS TO CONSIDER

- How work is allocated between the teacher and the teaching assistant – such as clarifying roles and responsibilities for an activity.
- How contributions are made to teamwork – such as supporting professionals from external agencies in discussions of learners.
- How information is shared – such as informing someone new to the setting, for example, a supply teacher or other visiting adults, on learners and strategies relevant to them.

Examples

1) Each half term I attend a meeting with the SENCO and Class teacher to discuss the progress of people who I support I can provide feedback and records of how the pupils have worked and this helps my colleagues to plan new targets for the pupils concerned for a particular pupil I contributed by putting forward ideas relating to activities and resources that might help him achieve his new targets	2) For the past five years I've helped to plan and organise the year seven residential camp this year as year seven doesn't support staff. We meant to plan the activities for the year group and to organise the pupils into appropriate groups because I work closely with many of the pupils I was able to make a useful input to these discussions that helped the tutors to form the groups also as a qualified first aider I made sure that all the staff were aware of the medical needs of individual pupils for whom they will be responsible at the camp.	3) I work with the very youngest children in school and we have a wide range of people with SEND within the class because of this quite a few of the teachers teaching assistance and specialist work as a team one example of our collaboration of the ways we gather evidence of each child achievements we use a digital camera to capture progress when any member of the team takes a photograph of a child. We note down in a record book that is kept with the camera exactly what achievement or area of progress a photograph is showing the photographs and notes relating to each people are then put into the peoples individual record of achievement.
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Standard 7

...improve their own knowledge and practice including responding to advice and feedback.

SCOPE

This standard is about being proactive and taking responsibility for one's own development. It requires reflecting on and improving knowledge and practice as well as listening to and acting upon advice and feedback from others on own performance.

This standard includes the acquisition of further knowledge and improved practice in identified area(s) of expertise. It is also about the development of knowledge and skills in relation to the wider role carried out.

THINGS TO CONSIDER

- How advice and feedback is sought and used – such as changing practice following observation and feedback from teachers or other colleagues.
- How practice is improved – after reviewing own performance, agreeing development needs and evaluating learning achieved.
- How contributions to planning and evaluation are improved through increased knowledge of an area of expertise – such as after attending departmental professional development training or completing an external course.

Examples

1)) Having recently moved from year 1 to nursery, I asked if I could observe some 'emergent writing' sessions before starting to support very young pupils' learning in this area of literacy. I also borrowed a book from the literacy coordinator to learn about innovative ways to help beginning writers to become more confident and competent. This made me much more aware of the stages of development and helped me think of creative ways to stimulate pupils' early writing activities.

2) In order to improve my practice, I observed a visiting numeracy consultant delivering a lesson to a year 4 class. This gave me several new ideas and strategies which I discussed with the class teacher and, as a result, I'm now putting them into practice when I support pupils in the daily mathematics lessons

3) I found the performance management process – being observed by a colleague and the subsequent discussions – really useful in helping me to reflect upon my own practice. The SMART targets that we set helped me focus on areas where I could improve. My latest targets relate to aspects of physical science as I have recently started to support one class in physics. I have attended a training course and am working closely with a science teacher to make sure that I have the necessary up-to- date knowledge to support and reinforce learning in each lesson.

Standard 8

...understand the key factors that affect children and young people's learning and progress.

SCOPE

This standard is about understanding how learning can be affected by a range of factors. These could be social, religious, ethnic, cultural, or linked to domestic circumstances or emotional development.

Such factors can have positive as well as negative influences on the learning and progress of children and young people. It is about understanding the impact such factors can have and taking appropriate action.

THINGS TO CONSIDER

- How factors such as culture, religion or ethnicity are considered – for example, researching background to inform practice.
- How knowledge of home backgrounds and experiences is used to ensure engagement in learning activities.
- How confidence, self esteem, peer group factors and other social and emotional aspects are considered when organising learning activities.

Examples

This section offers examples of evidence used to illustrate the standard. There are three examples for each standard, taken from different contexts. They describe common and less-common scenarios relevant to the standard.

1) I support a pupil with epilepsy. I am aware that the medication that he takes for his condition can make him very drowsy due to this. I decided to plan a short fast pay session for him with plenty of time to discuss and the learning gain from the session I insured that I began the session with a quick and fun introductory activity that would involve him in a sorting exercise and be very kinaesthetic which is his preferred style of learning.	2) In the ICTGCSE class that I support there is a student who has no computer at home although he is keen enabling Class we can see that not having access to ICT at home affects his self-esteem and confidence. I've spoke to the teacher and asked if I might provide some extra time for the student to practice skills and complete homework using the schools computers after a week or two I realise that there were other students in the same position and I now run a coursework club after school on two evenings a week.	3) I was asked to offer additional support to a class where issues around loss and bereavement were being explored. I was aware that there were two children whose parents had recently split up. One of these children was actively engaged in the task while the other seemed quiet and withdrawn. I went over to her and asked her if she would like to talk to me and we found a quiet place. She told me about her parents and how she was worried. I acknowledge how she was feeling and that it was hard when Parent split up. She chose to join the rest of the children in the following week when I spoke to her to explain that she had found talking to the other children had helped her realise that there were still okay even though their parents had split some time ago.
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Standard 9

..... know how to contribute to effective personalised provision by taking practical account of diversity.

SCOPE

This standard is about maximising the capacity of all children and young people to learn, achieve and participate through personalised provision.

It is about using knowledge of a child's or young person's progress and their engagement with learning to inform discussions about the most appropriate and beneficial provision for them. It includes using knowledge and understanding of individual children and young people's needs and development to advance their learning.

It includes engaging children and young people in the learning process, in ways that are appropriate to them.

Things to consider

- The strategies used to engage children and young people in discussions about their own learning preferences and targets.
- The range of learning activities provided, to stimulate and maintain interest and support the diverse and individual needs of learners.
- The range of feedback and assessment techniques used to inform the progress of individual learners.

Examples

1) I was working with a year 3 EAL pupil who struggled with writing and found it difficult to access the worksheet activities in literacy. I sat with him to find out about his interest which lessons he most enjoyed and why he shared that he liked lessons where there were examples left on the board to give him ideas. I spoke to the Teacher and suggested that I prepare examples on a personalized prompt sheet for each of the written activities. He was interested in Minecraft and I made a reward chart for literacy lessons so that he could win a Minecraft sticker for each activity he completed as a result. He was much more engaged and motivated to achieve in lessons.	2) Closely working with people from a travelling community it became clear that one of the girls from that community in year eight was a very talented singer but had no knowledge of different music genres. She confided in me that she wanted to take a GCSE in music but realised that she would struggle with the theory. I arranged for her to have a weekly lunchtime session with the TA who ran the orchestra and had previously been a professional musician. I also devised some music quiz questions to use at the start of our 11 sessions. She looked forward to the challenge and was significantly more engaged in the learning activities.	3) Pupil AB is a reluctant reader and falling behind age related expectation at assessment. I consulted the class teacher and it was agreed I would work with him to address this. I chatted to AB about his love of football and was unable to identify a range of suitable football books to suit his ability level. I also showed him how he could find information to read about his favourite team on the Internet. AB is now reading much more keenly.
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Standard 10

..... have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.

SCOPE

This standard is about supporting the development, learning and progress of children and young people in an area of expertise. Understanding of an area of expertise should be sufficient within the context in which the individual is working. This will be determined by school phase and expertise claimed, as well as the age and ability range of the learners being supported.

The understanding in the area of expertise claimed should be sufficient to support the planning, delivery, monitoring and evaluation of learning activities. It should cover both the knowledge and the pedagogical skills and expertise required to support learning.

The area(s) of expertise being used to demonstrate this standard should be clear from the task and documentary evidence provided during assessment.

THINGS TO CONSIDER

- How knowledge is used to identify next steps for individual learners, such as supporting the teacher to consolidate learners' understanding of the curriculum.
- How knowledge is used to lead activities, answer questions, confront and address any misconceptions.
- How knowledge of a particular subject is used to support extra-curricular activities, for example, modern languages, the natural environment, sports or music clubs.

Examples

1) I have a background in graphic design and I use this experience to support in designing technology lessons for year six. The teachers draw on my knowledge to plan practical activities to meet the national curriculum criteria for design and making I can suggest simple construction tasks make links to the criteria and produce prototypes and resources to support in the DT lessons. I work with the lower ability groups to support them in articulating ideas and suggest projects which are suitable for their needs.	2) Before becoming a teaching assistant, I used to work in a care home. I use my experience as the basis of a presentation to pupils taking a vocational GCSE in health and social care to make my own experience relevant to the course I referred to the course handbook and anticipated peoples questions.	3) Because I am a native German speaker I can contribute strongly to developing and evaluating people speaking and listening skills in German lessons. I frequently work on a one-to-one basis with pupils experiencing difficulties. This gives them greater confidence to contribute in whole class lessons.
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Standard 11

...have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy.

This standard is about all HLTAs having a recognised minimum standard of literacy and numeracy. To demonstrate that they have met this standard, candidates must provide original certificates issued by the awarding body as evidence that they have achieved qualifications equivalent to level 2 or above of the national qualifications framework in literacy and numeracy.

Standard 12 ...know how to use ICT to support their professional activities.		
SCOPE This standard is about being able to use ICT to support a range of responsibilities in school. This could include using ICT tools for planning, research, analysis or administrative purposes as well as producing or modifying material for learning activities themselves. It could include handling hardware such as digital cameras, computers, and video recorders as well as software for processing text and numerical data. The appropriate and safe use of e-mail and the Internet is also included.		
THINGS TO CONSIDER ▪ How the school's software systems are used – such as when monitoring progress of children and young people, recording assessment data. ▪ How learning activities are enhanced – such as searching on the internet for information or material that is relevant and from verifiable sources. ▪ How administrative tasks are organised – such as using ICT to update IEPs, write letters to parents, e-mail colleagues. ▪ How a worksheet or learning resource is created or edited to make it appropriate for a particular child or group of children or young people.		
Examples		
1) The class was working on extending their use of adjectives. I knew that the terminology was too abstract for a girl with SEND so before the lesson I downloaded Pictures related to the topic onto a worksheet with letter prompts to help her to choose the right words.	2) I worked with a group of teachers to update schemes of work and learning resources and then uploaded the new materials onto the learning platform. I also monitor people use of ICT based mass resources to support judgements about their progress and understanding.	3) I was lost by the teacher to Use the raise line software to review the achievement of pupils in the class identify those who might need additional support in preparation. I followed the tutorial provided as part of the software package and then worked with the teacher to review peoples track progress in different areas of the curriculum to identify where they were having difficulty and might need support.

Standard 13

...know how statutory or non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

SCOPE

This standard is about candidates demonstrating an understanding of the curriculum expectations for the pupils with whom they work. This will include showing how they employ appropriate strategies, informed by curriculum knowledge, to further the development of the full range of children and young people with whom they are involved.

It does not require a detailed knowledge of all statutory or non-statutory frameworks, but it does require using a broad understanding of the frameworks to make active and informed contributions to planning, teaching and assessment.

Things to consider

- How planning takes account of the school curriculum and age-related expectations for the pupils concerned.
- Steps taken to ensure the strategies and materials used with pupils reflect their age and developmental needs.
- How aspects of professional practice are informed by the legal frameworks.

Examples

1) While planning a science lesson with the designated teacher we discussed an activity which involved using acids and alkali. The year seven classes is two boys with SEND support plans. These boys are on the autistic spectrum and will need extra support during this practical lesson, I adapted the resources in the success criteria for these boys in line with the learning objections of the specific lesson and their learning prof. I provided scaffolded resources to help them access the learning and a differentiated assessment activity.	2) This was a group maths lesson relating to number in line with national curriculum requirements for key stage one number addition and subtraction .3 and four. I was working with a small group as they were struggling to achieve that age expectation in this area and the class teacher had asked me to work with them to ensure that their specific learning needs were met and so enable them to meet the learning objective alongside their peers. The landing objectives were to add mentally to one digit numbers and to solve one step problems that involve addition using concrete objects.	3) In our short term mathematics development plan my focus of counting the early learning goals would count reliably up to 10 every day objects and to recognize the numerals one to 9. I know that young children respond well to songs and rhymes and that they need to build upon what they already know and can do. I suggest an activity based upon 10 green bottles to enable the pupils to work towards achieving the learning goals. I chose this rhyme because I have already used it for a very successful outdoor activity and now the children really enjoyed it.
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Standard 14

...understand the objectives, content and intended outcomes for the learning activities in which they are involved.

SCOPE

This standard is about demonstrating knowledge and understanding of the objectives, content and intended outcomes for specific learning activities. These should be considered within the broader context of the age-related expectations and learning journey of the children and young people, taking account of their prior achievements and the intended next steps.

It requires an understanding of what the aims are for the children and young people as well as the intended knowledge and understanding learners will gain from the specific learning activity. This understanding will help to shape the role of individuals supporting the learning of children and young people.

THINGS TO CONSIDER

- How the learning objectives fit within the broader curriculum context and the prior achievements of the individual learners
- How the content of learning activities is planned and reviewed afterwards against the intended outcomes.
- How delivery of the learning activity is supported to enable the learning outcomes to be met.
- How practical activities are organised to demonstrate specific learning objectives

Examples

1) We were doing some work on the vocabulary of storytelling focusing on beginning middle and end. The aim was to get them all to be able to give a simple account of events in the right sequence. I had gathered picture cards and toys and another teaching assistant supported those who could only go with two ideas first and last by the end of the session I checked their understanding by getting them to tell me the Goldilocks story.	2) In Y5 PSHE the learning objective was to understand the nature and consequences of bullying and aggressive behaviours. How to respond to them and ask for help. I organise a session where groups took different examples of bullying considered the impact on individuals they had to produce a poster floater indicating the impact of each type of bullying and step to take to address the bullying. We finished with the comparison of the different types and I link back to the school values and systems in place to provide support in the case of bullying.	3) I support the lower attaining pupils in year seven in maths. The teacher was going to continue the series of lessons on fractions but I knew there were four people I work with who had had difficulty with the previous lesson and would find it difficult to understand after the introduction I took them into another table where I had assembled practical equipment for them to handle. I could show them practically the different ways of dividing things up when they could do that for themselves. I show them how to write it down as fractions, then we linked it to the food technology desk in which they were having later in the day with some of the weight were in fractions. They really got the idea of the meaning of fractions.and could apply it to their other lessons.
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Standard 15

...know how to support learners in accessing the curriculum in accordance with the special educational needs and disability (SEND) code of practice and equalities legislation.

SCOPE

This standard is about using understanding of the main features of the SEND code of practice and current equalities legislation to ensure that children and young people with a range of individual learning needs can access the curriculum and are given every opportunity to succeed.

It is about demonstrating, through everyday practice, an understanding of the main features of special educational needs and disabilities legislation and the SEND Code of Practice to ensure the broader principle of access to the curriculum is met.

Things to consider

- How learning support provided to individual learners takes account of the requirements of the Code of Practice.
- How learning activities are planned to take account of individual needs, as identified in personalised plans such as Individual Educational Plans (IEPs) or Education, Health and Care Plans (EHCPs).
- How appropriate support strategies, agreed with the teacher, and where appropriate the SENDCo, are implemented to secure engagement with and learning from the planned activities.
- How colleagues from a range of agencies are made aware of learners' needs.
- How graduated methods of support for children and young people with SEND are provided – such as providing additional or differentiated teaching materials or using different teaching methods.

Examples

1) We were doing a science lesson on the senses. I knew that the boy with Down's syndrome (whom I support) would be able to understand about the sense organs if I made reasonable adjustments to the activity (in line with disabilities legislation and the Equality Act 2010) and showed him practically- but he would not be able to draw them himself. To label the parts accurately I knew he would need to have the words to copy. I prepared some worksheets in advance to enable him to take part fully in the lesson. I also modelled the inclusion of specific words for organs

2) I arrange all the annual reviews for pupils who have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC). During one review meeting where the SENCO, the pupil and her mother were present, I used my knowledge of the pupil's current skills to contribute to the setting of new targets for literacy and numeracy. The new targets have focussed our support for the coming year and ensure that the pupil works within the key stage 3 curriculum.

3) I worked closely with a child in the early years unit with speech and language delay. I followed the SALT programme carefully and discussed the child's specific needs regularly with the class teacher. We are keeping a close record of their developmental milestones to track any emerging concerns that may trigger additional support in line with SEND legislation.

Standard 16

...know how other frameworks that support the development and well-being of children and young people, impact upon their practice.

SCOPE

This standard is about demonstrating an understanding of the wider legislation and guidance which inform the support of children and young people in school. It is about those areas of school life which are not directly concerned with the curriculum; this will include health and wellbeing, safeguarding and child protection and the broader context of the child or young person as part of a community.

While it is not necessary to have a detailed knowledge of legislation, candidates will need to show an awareness of the frameworks which underpin school policy and practice and identify those which are most relevant to their role. They should know how to gain information, support and assistance when required.

THINGS TO CONSIDER

- How school policies, which reflect current legislation and guidance, including Keeping Children Safe in Education, are put into practice.
- How an understanding of legislation and statutory guidance that has informed policies and practice, e.g., Child Protection, Health and Safety, is demonstrated.
- How advice from individuals with specific responsibilities for aspects of development and wellbeing is sought to inform practice e.g. the Designated Safeguarding Lead (DSL).

Examples

1) 1) We use the social and emotional aspects of learning materials to support the PSHE curriculum. I looked through the materials and decided to use an idea about circle of friends with a group of girls who were being unkind to a girl with autistic spectrum difficulties; it really worked and has helped her to become more integrated within the class.	2) When the class teacher and I plan a school visit I take the responsibility for carrying out the risk assessment in line with the school's policy on health and safety and educational visits, the local authority's guidelines for schools, safety in offsite activities and the DfE guidance for the health and safety of pupils on educational visits. I ensure that any possible health and safety issues have been identified and dealt with before the visit takes place.	3) I seated myself on the carpet with the pupils. At this time, by way of reassurance, I made an additional point of smiling and using eye contact with a pupil whom I had had a conversation with earlier in the day. She had been quite upset and disclosed some information to me about a situation at home which involved her. What she said had really concerned me. I know that legislation including the Keeping Children Safe in Education Act 2014 and recent statutory guidance from the DfE requires me to report any safeguarding concerns and, because of this, I listened to what the child had to say to me at the time and then reported the matter to the Headteacher who is our "designated safeguarding lead" in school; I also used a special form to make a written recording of the disclosure and the action I took.
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Standard 17

...use their area(s) of expertise to contribute to the planning and preparation of learning activities.

SCOPE

This standard is about being able to use knowledge and/or experience in a particular area to suggest, during planning and preparation discussions, examples of tasks or activities that could enhance the learning.

Contributions to planning should demonstrate an understanding of broader curriculum aims as well as the types of activities that could enable the specific learning objectives to be met.

THINGS TO CONSIDER

- How suggestions are made for in or out of school activities that will advance the learning of children and young people.
- How suggestions for learning activities take account of learner needs
- How an area of expertise is drawn on to contribute to teacher's planning and preparation.

Examples

1) I have expertise in supporting peoples with EAL. When I was planning a series of lessons with the teacher I suggested that using artefacts might be a good way of introducing a text and making the lesson more accessible to pupils with EAL. I suggested that I could lead a brief warmup session for these people using their home languages to introduce key concepts to enable them to gain maximum benefit from the lesson.

2) I've always painted and I've learned about colour and the effects of colours against each other in part time course that I did I've used this knowledge when planning with year four staff our theme of colour and light I suggested to the year group team the types of artists work that would best help the children think about the way they applied paint themselves to achieve particular colour effects. I also made notes on the planning that showed the links with the light unit within the physical processes science curriculum so that we could support children learning in other curriculum areas.

3) Each year we organise a school production in which we involve as many people as possible this year we did guys and dolls. I've started music myself and therefore made a significant contribution to the planning of the musical aspects of the production. I planned one particular session to show the solo singers how to sing with others they find this hard but I worked with them to develop their skills and confidence that they could project their voices while moving around the stage.

Standard 18

...use their area(s) of expertise to plan their role in learning activities.

SCOPE

This standard is about using an area of expertise to plan the individual's role in the learning activities in a way that complements the role of the teacher.

The role will depend on individual circumstances and may change across a range of learning activities, for example from leading an activity for the whole class, to supporting the teacher, to taking a separate group or individual child. In all cases it will involve managing the time available, deciding how resources are to be used and support and feedback provided to the learners.

THINGS TO CONSIDER

- How the needs of individual learners allocated for specific activities are taken into account.
- How the role complements that of the teacher and takes account of other colleagues involved.
- The level of support likely to be needed by the learners involved in the activity.
- The nature of the feedback to be provided during and after the learning activities.

Examples

1) I have expertise in supporting people with autistic spectrum disorder through attending a specialist course for children with autism. I discussed with the teacher the science plans for the class with a focus on moving and growing. I plan my role considering the peoples needs and agreed with the class to each other that I would support him during the introduction and plan as part of the whole class. I would then work individually with him during the practical tasks to maximise learning for everyone. I knew that it was important to create a quiet calm atmosphere for him to work in so I insured an appropriate space near to the rest of the class where he could focus on the practical tasks. I also ensured the activities for him with 'chunked' into smaller tasks as he cannot concentrate long periods of time without becoming distracted.	2) My role in the lesson was to work intensively with a group of pupils on specific aspects of literacy. They could say they could catch up with work they had missed without impeding the progress of the rest of the class in each session and I plan to set small achievable targets for each pupil so that they could see the progress they were making. I thought about how I could encourage pupils by praising them for effort and good behaviour as they met each Target. I agreed with the teacher that after each session, I could provide brief feedback on the pupils progress.	3) Because I am a native Italian speaker I plan a lead activities designed to develop pupil speaking and listening skills. This enables to teach to spend more time developing peoples reading and writing in the language as many people are quite self-conscious about speaking in a different language I plan to start the lesson with an amusing video clip on the topic of ordering food followed by a role-play with the TA demonstrating the correct pronunciation. The pupils work pairs to practice the dialogue examples and peer assess. I plan to assess by observation and listening to each pair giving support and feedback on their progress. At the end of each lesson I have the class showing their examples to music which is good fun. I knew I would need to give them lots of encouragement to raise their confidence. Arrange to report back to the teacher after each lesson on the progress people had made..
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Standard 19 ...devise clearly structured activities that interest and motivate learners and advance their learning.		
SCOPE This standard is about being able to devise appropriate activities so that children and young people meet the learning objectives set for them. The content of such activities should be structured in a way that enables gradual progression of learning throughout the activity and the learning objectives to be met. It includes using appropriate strategies to ensure learners are challenged, their interest and motivation are maintained, and learning is advanced, for example using instruction, questioning and active listening, explaining tasks and concepts clearly and in a stimulating manner		
THINGS TO CONSIDER ▪ How activities aim to achieve full participation by all learners. ▪ How clear and stimulating materials are prepared that will engage learners. ▪ How instruction, questioning and active listening techniques are used to engage learners. ▪ How tasks promote confidence through immediate and constructive feedback.		
Examples		
1) I advise a science activity for years one and two year where the learning objective was to understand that seeds come from fruit and fruit comes from the blossom of a plant. I collected a fruit that would show that is clearly to the pupils ensuring some fruit would not be readily recognised by all pupils so it's to add additional challenge and learning I use interactive whiteboard to help the peoples visualize where the strawberry grows on a plant. I had also gathered a selection of pictures from the Internet to reinforce the connection between the three stages of the life cycle of a seed. To main interest and curiosity I also prepared a practical task where pupils use their senses to touch taste smell and visualize the fruit. To consolidate their learning and keep them motivated I devised two differentiated worksheets and insured the content was bright with visual prompts.	2) I worked with a group of year nine pupils as part of PSHE. I helped them to develop their skills of planning cooperation and teamwork as these were areas they found particularly difficult. I need the pupils were keen on food so I devised a series of activities where they worked as a team to plan a meal invite chosen people to the meal by the ingredients prepared the food and host the event. The activity was linked close to their personal and social skills as well as relevant to the food technology part of the wide curriculum. The people were enthused by the idea because it was practical and had a real context to work tow they learn to discuss their ideas negotiate with one another and share responsibilities fairly.	3) When a new shy and reluctant people join the nursery partway through the term I set up some creative play in the "home corner and I could see that the new people was interested if she hovered on the fringes I suggested that she might like to be a post Woman delivering a parcel to the house and we wrap something up and addressed it the other people in the house we're having a tea party so I suggested that they might invite the postwoman to join them. They did and the giant people joined in quite happily. Over the next few days I plan several ways to get the pupil to make an initial approach to a group of pupils after a while she made friends and was included naturally in activities and made good progress.

Standard 20

...plan how they will support the inclusion of the children and young people in the learning activities.

SCOPE

This standard is about ensuring all learners receive appropriate support to enable them to be included in the learning activity. It is about recognising and promoting the principles of inclusive education and showing relevant links between practice, the National Curriculum statutory inclusion statement and the school's inclusion policies and procedures.

This standard is about taking account, at the planning stage, of issues that could result in individuals feeling excluded and taking appropriate action. All children and young people should feel able to achieve the learning outcomes set for them.

THINGS TO CONSIDER

- How plans take account of the need to modify or adapt activities, materials or equipment to enable learners to participate in an activity alongside their peers.
- How plans take account of the full range of abilities, including those identified as gifted and talented, and appropriate tasks set.
- How planned alternative tasks encourage learners who are perhaps less confident or disaffected to participate more fully.
- The extent to which learning resources reflect the culture, history and language of the children and young people.

Examples

1) I discussed the literacy planning with the class teacher for year three pupils, well the activity was to follow and write up instructions on how to make a cup of tea. I knew there was a recently arrived people in the class from Portugal who spoke very little English. In order to ensure the Portuguese people could be fully included in access to learning I referred to a Portuguese dictionary and found the words required for the items we were using. I drew the items on a whiteboard and label them in Portuguese in English. This enabled the people to begin using English words whilst also recognizing immediately that the rest of the class we're talking about. It also extended other pupils' knowledge of another language and help them become more aware of the Portuguese peoples communication needs at this early stage of their life in an English school.

2) There were several children in the nursery that had severe language in communication delay. Are the children were able to communicate with one another and the gap between the children's language skills was widening I plan to use science and symbols using Macton to help those children whose language was very limited I also incorporated this approach with other children. This resulted in all children being able to communicate with one another and ensure that everyone was included more fully.

3) We have several traveller pupils in the class I support. When people were studying World War II, I researched resources on the forgotten holocaust with references to gypsy travellers to make links with the cultural heritage of the gypsy traveller pupils and at the same time to broaden all pupils knowledge on the subject.

Standard 21

...contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

SCOPE

This standard is about using knowledge of children and young people's interests and abilities to inform contributions to resource selection and preparation.

It is about offering realistic and constructive suggestions for improvements to resources. It requires supporting these contributions with evidence from own knowledge, area of expertise or experience of the learners being supported.

THINGS TO CONSIDER

- How a range of resources relating to a particular topic or theme are developed to reflect the wide variety of interests and/or abilities of the learners – such as published materials, visual aids or specialist equipment.
- How ICT is used to prepare resources appropriate to the age and ability of the children and young people being supported.
- How knowledge gained on a training course is used to contribute to the purchase of new resources.

Examples

1) I selected and prepared resources for pupils who needed a 'catch up' programme to help them achieve level 3 in mathematics. I was familiar with the Springboard strategy used to boost pupils' progress and used a questionnaire with the pupils to determine their preferred learning styles so that I could choose resources that would best match those different styles. I concentrated on a visual approach initially, and prepared number lines for everyone to use individually. In addition, I used my ICT skills to make and laminate number squares for pupils to 'count on' using counters. I chose counters that would appeal broadly to the pupils' interests, including cars and animals.

2) When pupils did some internet research on alternative energy resources, I noticed that the sites they found independently, using search engines, were often inappropriate and too technical for them to understand. When I was evaluating the lesson with the teacher, I suggested that I could select and bookmark suitable websites for pupils to use. Following this I spent some time identifying the suitable sites and bookmarking them on the server so that the pupils were able to access them. This proved most effective as in the next lesson the pupils were able to continue their research work, choosing from the identified sites without encountering inappropriate material

3) I work in a nursery class and am often responsible for choosing the books, jigsaw puzzles and posters that we use with pupils. For our topic on toys and games, I chose resources that reflect the linguistic and cultural diversity of our community and that give positive images of disability.

Standard 22

...monitor learners' responses to activities and modify the approach accordingly.

SCOPE

This standard is about monitoring learners' responses to learning activities, recognising any mismatch between the learners and the tasks and challenges set for them, and modifying the approach to ensure that the learning outcomes are met.

It includes demonstrating an understanding of the learning objectives and planned outcomes, making judgements about how well learners are participating in activities and the progress they are making. It is about how this information is then used diagnostically to inform the approach needed. Modifying the approach is about ensuring all learners continue to be engaged, included in, and benefiting from the learning activities.

THINGS TO CONSIDER

- How knowledge of learners is used to identify, for example, when one learner is struggling or behaving unexpectedly and the alternative resources and activities to use to advance learning.
- How initiative is used on an ongoing basis, to fine-tune the approach being used, to maintain progress towards the planned outcome.
- How learners who could benefit from additional challenge are provided with activities, to stimulate interest and advance learning.
- How information is used to decide when further support is needed and when learners should work independently.

Examples

1) I was supporting a group of Y1 pupils in a phonics session. They did not know all the initial sounds and the purpose of the lesson was to help them learn the phonemes. I gave each child a phone fan and explained that I would show them a picture and they should find the correct phoneme on their fan as a session progressed. I noticed that two pupils were muddling phonemes 'b' and 'd' so I modified my approach with them and introduced a way to remember those phone names. I asked them to find as many pictures as possible from my picture book that began with BND and to place them underneath the correct phoneme they responded well to this activity and I could see that by the end of the session they were able to match pictures and phonemes accurately where previously they were confused.

2) I worked with a group of pupils with profound and multiple learning difficulties. The learning objective was to help them follow a story encouraging them to use objects of reference, percussion instruments and puppets that related to the story. I have prepared the resources before the session and introduced them to the pupils at the beginning of the session as the lesson progressed, I'm monitored the pupils responses. I noticed one pupil covering their ears and becoming unsettled. I realise that something was causing the pupil distress, they offered the people another object that made no noise. The people was able to take notice of the story when the object have been exchanged for something they could tolerate more readily.

3) While I was supporting people in a music lesson, I spoke to a group of pupils. Although they seem very interested and knowledgeable about music genuinely they seem bored by the keyboard exercises they've been given to work through and will be beginning to become destructive and disruptive in the class when I investigated further, I found that these pupils at Blood instruments at their primary school and at least one of them was quite a good pianist. I spoke to the teacher about my feeling that the work might not be challenging enough. He talked to them and accelerated them through the keyboard program. When they had more challenging work, I noticed that they were more engaged and their behaviour also improved.

Standard 23

...monitor learners' progress in order to provide focused support and feedback.

SCOPE

This standard is about identifying and providing appropriate verbal and/or written support and feedback on specific aspects regarding the progress learners have made. The support and feedback are given to the learner or learners when it is timely and appropriate to do so.

It is about providing constructive support so that the learner/learners know what their next step(s) will be.

Whilst the focus of the feedback will depend on individual situations and circumstances, in all cases it should be accurate, objective and supportive. It should enable the learner(s) to be clear about what their next steps should be.

THINGS TO CONSIDER

- How different strategies are used to monitor progress, for example, questioning, peer review, group work.
- How and when feedback is provided to keep learners interested and motivated
- How feedback takes account of the needs of different learners

Examples

1) I monitored peoples progress during activity focused on old and new toys. I explained to the people in my group that they were going to choose from a selection of toys and group those toys into old and New. I questioned the people about their choice of toys and how they decided to group them. I use this as an opportunity to support the people in their choices as well as guiding those that had not grassed the task securely. As the second developed I gave immediate feedback to each of the people about their choices asking why they have made the choices they had. This also gave people positive rewards and encouraged to think again in some cases. I made notes on my planning sheet that indicated whether the people that understood the task and noted the pupils that needed further work to graph the concept of old and new.

2) I worked with a small group of year 7 pupils who had recently arrived from Poland. They spoke very little English and I followed a program to help them learn basic vocabulary in communication skills in the initial weeks of their new school life. During the session I gave individual and immediate feedback to the people that they attempted to pronounce new vocabulary and use simple sentences in response to my questions. I sensitively corrected their pronunciation where necessary and gave much verbal praise as well as showing through my facial expression how well they were doing. I prepared folders for them to store their work and use time at the end of the session to summarise their learning. Where the pupils had written tasks, I marked their work alongside them to provide immediate feedback.

3) I'm monitored the children as they use the role-play area in the foundation stage. The focus has changed regularly and I had helped to re-organise the area as a café. This was the first time that the children had opportunity to use and explore the café and I was nearby to observe them. I noticed that there were several children that were inclined to take over and dominate activities, and I want to ensure that quieter less confident children could take part and initiate as well as follow. As the children use the area I saw several took the role of waiter and waitress and are sat at the tables looking at the menus. I suggested as time went by that the children could take different roles and encourage them to listen to one another. I used sticky notes to write my immediate observations for each child and these went towards their foundation stage profile records..

Standard 24

...support the evaluation of learners' progress using a range of assessment techniques.

SCOPE

This standard is about showing an awareness of the teacher's reasons for monitoring or assessing particular learners and demonstrating familiarity with the methods that could be used.

It is about carrying out a range of formal and informal monitoring and assessment activities effectively. These may include making use of agreed procedures, assessment data, tools and criteria appropriate to the context of the school, values, ethos and curriculum.

It is about showing an understanding and adherence to school policies and procedures, including the confidentiality of information about children and young people.

THINGS TO CONSIDER

- How evaluation is planned for, such as discussing with the teacher before the planned learning activity takes place what they are looking for and the recording method to be used.
- How written work is used to identify where weaknesses of learners, struggling with the work, might lie and discuss possible learning approaches.
- How responses by different groups of learners are used to compare and evaluate progress.

Examples

1) I supported a group of year five people as part of the springboard strategy. I encourage people to assess their own learning as part of the plenary by using a traffic light system with highlighter pens using red for 'unsure', amber for 'getting there' and green for 'I understand'. At the end of the lesson I completed the springboard assessment forms for each person so that the teacher and I could evaluate the pupils progress within the program and decide on their next steps and learning.

2) I assessed to pupils phonic and spelling skills during a one-to-one session. After the session I spoke to the teacher highlighting the particular strengths and difficulties the people had. I supported my assessment with annotated copies of the pupils work which were later to use as evidence when the pupils IEP and English targets were being reviewed.

3) By discussing and annotating two people's coursework entries with the science coordinator, I helped to assign a level to them. This involve referring to AQA guidance on standardizing material after looking at one standard that both people failed to meet. I suggested improvements to our practice that might help to address the weakness.

Standard 25

...contribute to maintaining and analysing records of learners' progress.

SCOPE

This standard is about demonstrating awareness of the range of records used for the learners and the reasons for keeping them. It is about knowing which records they should contribute to, obtaining the appropriate information to update records and recording the information systematically and accurately.

It also includes reviewing and analysing the records of progress in some detail, to help identify features, trends or patterns.

THINGS TO CONSIDER

- How records of learners' progress are stored, retrieved and maintained.
- How learner's records are analysed to derive evidence-based information for use in reporting, such as when consulting with parents, setting targets or reviews of IEPs.
- How any limitations of the data are identified when drawing out conclusions.
- How local and national data is referred to when analysing individual or school data.

Examples

1) The pupils all have a statement of special educational needs and I work to their targets. After each session I added my observations of their progress to their files noting any targets that had been achieved or aspects of the program the individual pupils were finding either too easy or too difficult for one person I needed that she continued to use me rather than I resulting in overly immature speech patterns. I recorded several examples of her speech and added this information to her record of achievement file. Analysing this information enabled me to see whether there had been any improvement over time for this person. I met regularly with the speech and language therapist to analyse the person's progress and to help revise the targets for their speech and language development.

2) I carry out half term assessments for Y5 maths and record these on a spreadsheet for analysis against the class end of module mathematics test converting raw scores into percentages. Using a spreadsheet on the computer and then record each pupil's performance on each question and highlight those questions that have been answered incorrectly comparing them against the half term assessments. The spreadsheet enables the class teacher to identify if there are specific concepts which needed reinforcement.

3) I carry out weekly spelling tests against our year three set lists. I update my records and identify which people are ready to move onto the next set of spellings in which need reinforcement. I alert the teacher and work with individual pupils to give them strategies to improve their spelling at the end of each half term the teacher and I work together to analyse the overall information I recorded to provide clear information when reporting to parents.

Standard 26

...use effective strategies to promote positive behaviour.

SCOPE

This standard is about effectively managing pupil behaviour to secure a positive learning environment. It is about understanding that positive behaviour stems from good relationships, positive role models, consistent practice, clear communication and well-organised and stimulating learning activities.

It is about both working proactively to promote positive learning behaviours as well as responding to situations as they arise in a way that is appropriate to the children and young people, the context and the circumstances of the school.

THINGS TO CONSIDER

- How the school's behaviour policy is followed, using different strategies to promote positive learning behaviours.
- How knowledge of learners is used to identify appropriate behaviour management strategies.
- How potentially difficult situations are handled, demonstrating an awareness of when and how to seek advice or help.
- How techniques are used to model appropriate behaviour for learners to adopt – such as explaining, implementing and rehearsing rules and routines with individual learners, small groups or whole classes.

Examples

1) Explain to the pupils that we needed to consider the rest of the class while working as a group on basic literacy skills. I reminded them of our class rules that were displayed nearby. These rules are from the School's behaviour management policy. I showed them the merit rewards that they could gain during the lesson for good behaviour and effort I gave thought to the greetings and seating arrangements to reduce the likelihood of distraction between individual pupils and made sure resources were readily available to minimize unnecessary movement around the rim. At the end of the lesson I gave verbal praise as well as merits to the pupils.

2) One people in the class found it difficult to cope with a change of teacher and was increasingly presenting challenging and aggressive behaviour. The replacement teacher and I decided that it would be useful if I could spend more time with the child on a one-to-one basis. We agreed I should use an online activity that explores disruptive behaviour and other issues such as learning expectation and relationships. This proved to be a very effective resource as the pupil could identify with the character portrayed on the website and she began to make a conscious effort to behave more appropriately.

3) I work in the foundation stage and know that children respond well to visual prompts rewards and stickers. I follow the School's behaviour management policy looking for positive things that I can celebrate about the child's work and efforts. During snack time that I help prepare with the children. I noticed one child push their way to the towards the fruit and drink causing another to fall over. As I need to deal with the situation, another child went over to the distressed child to help them to their feet. I use this event to praise the helper and chose them to be the star of the day placing their photograph on the shape of a start permanently for everyone to see. I reminded the other children that we don't push our way to the front for snack time.

Standard 27

...recognise and respond appropriately to situations that challenge equality of opportunity.

SCOPE

This standard is about taking positive action to deal with situations that arise which challenge equal opportunities due to, for example, ethnicity, language, culture, gender, ability, social background, sexuality, religion, or race.

It is about taking positive, timely action in accordance with school policies and procedures, which may require seeking the help of other colleagues.

THINGS TO CONSIDER

- How statutory duties translate into school practice and procedures that safeguard all children, contributing to a whole school approach to eradicating discrimination and racism.
- How an understanding of school practices helps when responding to and resolving incidents where pupil behaviour conflicts with school rules - using reasonable sanctions when necessary, in accordance with school policies and procedures – such as those in place for exclusions, prejudice, bullying, racist incidents or harassment.
- How school arrangements support pupils who have recently arrived in the UK and may be affected from what they have witnessed, for example, conflict or family breakdown, including immediate provision for structured additional support to ensure the pupil can adapt and be fully integrated into the school.
- How additional support is provided to support ethnic minority pupils who are dependent on help at home but whose parents and carers do not have English as a first language.
- How stereotypical views of what boys and girls can achieve are challenged.

Examples

1) I noticed during a Christmas activity I was covering that one pupil who was a Jehovah's Witness was excluded so would not have the same opportunity to develop their art learning. I addressed this by talking to them about an alternative decoration they could make and so be included in the session.

2) When some boys ridiculed a girls and bitten to become a professional footballer I let a discussion about gender, stereotypes and occupations. I pointed out the high status of women's football in the USA and told pupils that women's football is the fastest growing sport in the UK. I then ask pupils to think about why other jobs for example nursing and firefighting are often associated with one gender or another and whether there was any reason why they should not be equally open to men or women.

3) When people was upset because she had been called racist names I dealt with the situation following school procedures I first comforted the people and talked about the incident. I then discuss the incident with everyone who is involved or had witnessed the incident explaining it was hurtful and then encouraging people to empathise with victims of racism. After the lesson I reported the instant to the class teacher and insured the incident was recorded and reported in the schools racist incident book.

Standard 28

...use their ICT skills to advance learning.

SCOPE

This standard is about using ICT with learners. It is about using ICT in ways that engage learners and enables learning objectives to be met.

The use of ICT should be underpinned by an understanding of the relevant issues relating to internet use and other e-safety issues.

The opportunities that support staff have to demonstrate this standard, should not be dependent on particular hardware, software or connectivity in their school.

THINGS TO CONSIDER

- How ICT tools are used in activities to facilitate more effective learning – such as using whiteboards, digital cameras, robots, adding speech to screen-based text to help those with specific learning needs.
- How ICT hardware and software are used to support the production of videos or photographs to stimulate recall and/or discussion in groups.
- How websites are carefully selected to discuss design, content, how to verify sources of research or to discuss the concept of personal information and being safe online.
- How software packages are used with learners.

Examples

1) I used an Internet connection with an interactive whiteboard to show people how to search effectively using appropriate search engines to find information about Italian cities. I then demonstrated how copyright free images from the Internet can be imported into presentation software.

2) I suggested to the teacher that by connecting a microscope to the classroom computer people will be able to look more closely at the reproductive parts of plants. Once we had done this, I increased the magnification so people could look at each part in greater detail.

3) When supporting people with speech and language difficulties on a one-to-one basis I used a talking postcard voice recording talking and then played this back so that he could hear his feet and listen to the way he improved after practice.

Standard 29

...advance learning when working with individuals.

SCOPE

This standard is about taking responsibility for providing an individual with focused or differentiated teaching and learning support. This responsibility can be given when the head teacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

It is about demonstrating how, as a result of the work carried out with the individual, learning has been advanced. This will require an understanding of the objectives and intended outcomes, as well as recognition of the individual's needs and, hence, identification of appropriate learning strategies.

THINGS TO CONSIDER

- How additional language support is provided to an individual – such as for a learner with weak literacy skills or with English as an additional language.
- How support during an activity is provided to enable an individual to undertake tasks more confidently - such as for a learner with SEND.
- How work with a gifted and talented individual is carried out, to ensure appropriate challenge.

Examples

1) I was using a precision teaching strategy to help the people I support spell high frequency words more accurately. At the end of the lesson I use look Cover right say to see how many of the newly introduced words she could spell accurately and independently. The results showed that the people had learned five new spellings during the lesson.

2) Over the past term I've been working closely with a student with down syndrome in preparing her for the transition to college. A target we were working towards was to improve her understanding of the use of money. Each week I visit to the local college with him, we enjoyed a coffee at the cafeteria. By the end of the term visit the student was confidently ordering and purchasing coffee for herself independently.

3) Part of my role is to oversee the home reading program. A year five people who was on our gifted and talented register was finding it difficult to find appropriate literature in the school library. I knew that she was interested in cycling so I challenge her to research in the local library appropriate autobiographical works and talented to present the outcome of this research to her classmates in an interesting she goes to the challenge located several autobiographies of cyclists read them and found that they interested her. She then presented her review to the class using PowerPoint.

Standard 30

...advance learning when working with small groups.

SCOPE

This standard is about taking responsibility for small groups of learners. This responsibility can be given when the head teacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

It is about demonstrating how, as a result of the work carried out with the group, learning has been advanced. This will require an understanding of the objectives and intended outcomes, as well as recognition of the needs of the individuals in the group and, hence, identification of appropriate teaching and learning strategies.

THINGS TO CONSIDER

- How tasks are explained and learning objectives clarified for a group of learners overcoming difficult concepts.
- How specific interventions for learners are provided who, for various reasons, require extra support.
- How appropriate teaching strategies are chosen, taking account of the range of abilities within a small group.

Examples

1) I worked with a small group of children on an activity to recognize different qualities and characteristics of specific fruits. I helped the children to name describing compare the fruits before together we peeled and tasted the fruits as part of snack time. Three questioning I was able to see that the children were using new words confidently and appropriately to describe the fruits.

2) I lead group reading sessions regularly during the week for a small group of key stage two pupils who have not made enough progress in reading. On this occasion the group was initially hesitant to join in and some of them tried to be disruptive. By choosing texts that were fun and interested them and by structuring the session so they could all join in I managed to get them all involved. As they confidence has grown they've become mutually supportive and now read with greater enjoyment and understanding.

3) I'm a qualified trampoline coach. I was asked to 3 students had been selected to represent our school at regional event. They've been taught many basic individual moves but the teacher and I felt that they were ready to move onto more challenging routines. I was able to provide manual support for them in some sorts and model how the moves could be put together without losing height and maintaining central position on the trampoline. Their progress was rapid and they were very successful in the competition.

Standard 31

...advance learning when working with whole classes without the presence of the assigned teacher.

SCOPE

This standard is about taking responsibility for whole classes without the presence of an assigned teacher. This responsibility can be given when the Headteacher judges that the member of staff is competent to carry out the role in accordance with The Education (Specified Work) (England) Regulations 2012 and accompanying guidance.

Whilst no teacher should be present, other adults, such as other teaching assistants, learning mentors, etc. may be present, as would normally be the case if the teacher were leading the activities.

The school will need to confirm that sessions taken with the whole class are the same as sessions that would be described as a whole class within the school's timetable, ie. made up of the same number and mixture of learners as would normally be the case for an assigned teacher.

The activity should work successfully without any intervention other than that available under the school's arrangements for dealing with exceptional events (for example, under the behaviour management policy) or emergencies.

THINGS TO CONSIDER

- How learning for the whole class is progressed to ensure the objectives are met.
- How an area of expertise is drawn on to impact the learning of the whole class.
- How the complexity of a topic or task is managed so that the needs of all learners are met.

Examples

1) I led the whole class in the ICT suite as part of the class project on producing a newspaper. This was the third lesson in a series that I had planned and delivered, without a teacher being present. The learning objective was to become familiar with inserting images into text. By the end of the lesson, all the pupils achieved this at a level that was appropriate for their differing levels of prior attainment. Their printed results now form part of the interactive classroom display

2) I led a language taster session during activity week. There was no teacher present, but another TA was present to support a boy with a statement. I ensured that the TA was positioned so that she could support her pupil and those pupils nearby. My aim was that by the end of the session all the children would be confident to be able to answer a simple question asked in French. We used role play to practice three simple phrases and by the end of the session all the pupils were prepared to answer at least one of the questions asked.

3) After the teacher and I had planned the science lesson on forces together, it was decided I would lead the lesson. I set up the investigation and organised the pupils into small groups. I introduced the learning objective and tasks to them and then observed each group's approach to the tasks in turn. I used an evaluation sheet I had devised to note pupils' comments and responses to the questions the teacher and I had prepared to check their understanding. I also used open-ended questions to stretch their thinking. By the end, all children were able to explain the concept with an example.

Standard 32

...organise and manage learning activities in ways which keep learners safe.

SCOPE

This standard is about demonstrating the application of the school's policies and procedures and legislation to ensure the well-being and safety of children and young people.

It is about identifying potential risks associated with the activities being organised and acting to minimise them. The standard is about organising and managing allocated activities in such a way that a productive and safe learning environment is always maintained and that safe techniques and practice are observed.

THINGS TO CONSIDER

- How action is taken to ensure the safe and proper use of resources – such as in ICT having regard to electrical wires and screen usage, ensuring proper safeguards are in place regarding internet content.
- How risk assessment is undertaken where appropriate – regarding the safe use of equipment, intervening, where necessary, to ensure safe learning.
- How duties under statutory legislation are taken account of and unsafe practice reported, even if carried out by another member of staff.
- How the planning of learning activities takes account of the learning environment.

Examples

1) I was supporting a teacher in a foundation stage session where the children were cutting and sticking using scissors. The children were very excited at the prospect of this activity and I reminded them of the safety rules about using and carrying scissors. I insured that I positioned scissors that they were readily accessible and would reduce the need for the children to move around the room carrying scissors.

2) I was cooking a group of pupils we discussed the hygiene aspects of handling food. I encourage the group to make their own suggestions but then I made sure pupils wash their hands put on apron and tight long hair back.

3) When I was planning activities under the supervision of a teacher, I suggested that people would benefit from additional supervision from a technician at two points in an electronics lesson when cutting circuit boards to size and when using an acid acting process to print their circuits.

Standard 33

...direct the work, where relevant, of other adults in supporting learning.

SCOPE

This standard is about demonstrating the ability to direct other adults in a learning context.

Other adults could include other classroom assistants, supply teachers, adult students, parent volunteers, cover supervisors, visiting speakers, or professional colleagues from outside the school who are supporting the learning. It is about recognising where it is appropriate to direct the work of others, to ensure adults are working together in supporting learning. It does not require formal line management responsibilities.

THINGS TO CONSIDER

- How learning activities are organised with other adults present – such as when the assigned teacher is not present and direction is given to other adults supporting the learning activities.
- How a supply teacher might be directed – such as drawing on knowledge of the needs of a particular learner or group of learners to direct the teacher in the use of appropriate behaviour management strategies.
- How additional adults are deployed to help meet agreed learning activities – such as when parents are invited in to help with specific tasks.

Examples

1) In a whole class maths session, I was leading, I was aware that there was a group of four pupils who would find the task most difficult. Before the lesson I spoke to the TA who would be supporting the group and shared my lesson plan with her so that she could prepare the necessary resources to support the group. I asked her to use specific vocabulary, approaches and resources with the group and to feedback to me the outcomes for those pupils after the session, so that I could take account of this in my planning for the next session.	2) When I run the after- school netball club, I am assisted by a sports coach from the local secondary school. Last week I assigned him an umpiring role within five-a-side mini- game, asking him, on this occasion, to focus on accurate passing, which pupils had been practising, rather than on footwork. After the match I thanked him for his help and gave some constructive feedback on his support.	3) After I had worked with the teacher to plan a visit to an art gallery, I briefed a group of parents and volunteers who would be accompanying the class about the schedule and objectives for the visit, the worksheet that pupils would complete, and the questions that they should ask the pupils. I also informed them of important health and safety matters that they should be aware of.
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Annex A: Professional standards for HLTA status

Professional attributes Those awarded HLTA status must demonstrate, through their practice, that they:	
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

Professional knowledge and understanding Those awarded HLTA status must demonstrate, through their practice, that they:	
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 and disability (SEND) code of practice and equalities legislation
16.	know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional Skills 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.	
Planning and expectations Those awarded HLTA status must demonstrate, through their practice, that they:	
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
Monitoring and assessment Those awarded HLTA status must demonstrate, through their practice, that they:	
22.	monitor learners' responses to activities and modify the approach accordingly
23.	monitor learners' progress 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
Teaching and learning activities Those awarded HLTA status must demonstrate, through their practice, that they:	
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

Annex B: Assessor's code of conduct

The key principles are as follows:

Confidentiality

All that you learn from your contact with candidates, particularly during assessment, is confidential. Candidates, teachers and Headteachers should therefore be reminded that any information they provide will remain confidential. Any documents shared electronically will be deleted following the assessment.

You should not undertake an assessment in a particular school if you anticipate a subsequent visit for evaluative purposes, such as inspection. In such circumstances, it could be difficult to ignore confidential information obtained for a quite different purpose.

Impartiality

Your job is to facilitate fair and objective assessment of whether the candidate demonstrates the HLTA standards. During briefing of candidates, it is perfectly appropriate to refer generally to good practice and to specific examples, although the latter should remain anonymous unless documented in the educational press, professional journals and the like. Please avoid talking about yourself and your experiences.

Connection

Prior connection with the school and/or the candidate is not prohibited but should be declared to the school in advance of a visit. A candidate should not be assessed by anyone who has a vested interest in the outcome, or who has a connection with the school or any of its staff such that the impartiality of their judgement might be compromised.

Courtesy

Everyone's experience of assessment will be more pleasant and acceptable if you put people at ease, address them with courtesy and patience, and listen attentively to their contributions.

Efficiency

You will minimise the inconvenience to schools if you make careful plans, keep to the agreed programme and timings and finish on time, and manage interviews in an efficient and non-threatening way.

Discretion

If candidates or schools wish to raise issues about national policy, you should listen courteously to their remarks. Your role as an assessor should not involve you in discussing the government's overall policy.

