

**HLTA DIAGNOSTIC**

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**TRAINING and DEVELOPMENT NEEDS ANALYSIS –** [December 2012]

Candidate Name

Date of Analysis

**ANALYSIS AGREED BY:**

NAME

ROLE

DATE

**HLTA STANDARDS BASED DEVELOPMENT NEEDS ANALYSIS**

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1. This document is intended to provide the basis for the analysis of the training and development needs of those progressing towards HLTA Status  
   with a view to planning for the meeting of those needs through training and experience
2. Candidates are asked to rate themselves in terms of their current performance in their learning support roles, compared with HLTA National

Standards supporting the following key areas:

Literacy and Numeracy

Building effective relationships

Professional responsibilities

Professional behaviour

Specialist context specific knowledge

Use of ICT

Engagement in Learning and Teaching Activities

Organising and managing activities

Ensuring progress for all learners

Contributing to planning and assessment activities

1. Candidates are then asked to consider, with support from their school and/or LA, what personal development activities would be necessary to  
   enable them to reach the required Standard

E. The role of the school/LA support is to challenge the candidate's judgements and the evidence base for these and, with reference to the Guidance

to the standards, agree the candidate's Professional Development Plan (p11)

**Section 1: Literacy and Numeracy**

Standard 11 relates to qualifications required by HLTA Candidates **before** they can proceed to Preparation and Assessment for HLTA Status. For this reason, they have been separated from the rest of the standards which relate to application of knowledge, experience and skills to support learning and teaching.

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| --- | --- | --- | --- | --- | --- |
|  | **Do I have:** | **Yes** | **No** | **Qualification, awarding body, year acquired,**  **level and evidence of achievement** | **What development will be needed for me to meet this Standard fully?** |
| 11 | a qualification in English/literacy that is equivalent to at least level 2 of the National Qualifications Framework? |  |  |  |  |
| 11 | a qualification in mathematics/ numeracy that is equivalent to at least level 2 of the National Qualifications Framework? |  |  |  |  |

**Further guidance is available on acceptable equivalent qualifications**

**The assessment process for HLTA involves the submission of written tasks you are therefore asked to reflect on your level of confidence in submitting documentation for assessment purposes**

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|  | **Never** | **A long**  **time ago** | **In the last 5 years** | **Recently** | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I have undertaken some form of study |  |  |  |  |  |
| I have experience of building portfolios |  |  |  |  |  |
| I have produced essays/ assignments |  |  |  |  |  |
| I have produced formal documents/ reports |  |  |  |  |  |

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|  | **Strong** | **With help** | **Need support** | **Need training** | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I am confident in my use of grammar |  |  |  |  |  |
| I am confident in my written work |  |  |  |  |  |
| I am confident in word processing |  |  |  |  |  |
| I use email |  |  |  |  |  |

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**Section 2: Building effective relationships**

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**HLTA standards 2, 4, 5 and 27**

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| --- | --- | --- | --- | --- |
| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Establish, fair, respectful, trusting, supportive and  constructive relationships with children and young people (2) |  |  |  |  |
| Communicate effectively and sensitively with children and young people (4) |  |  |  |  |
| Recognise and respond appropriately to situations that challenge equality of opportunity (27) |  |  |  |  |

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| Communicate effectively with parents and carers (4) Recognise and respect the contribution that parents and carers can make to the development and well­being of children and young people (5) | Always | Frequently | Often | Rarely | Never | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I have opportunities to contact parents and carers regarding children’s progress or needs |  |  |  |  |  |  |

**Section 3: Professional responsibilities**

**HLTA standards 16 and 33**

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| --- | --- | --- | --- | --- |
| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Demonstrate my awareness of frameworks that support the development and well being of children and young people (16) |  |  |  |  |
| Direct the work, where relevant, of other adults supporting learning (33) |  |  |  |  |

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|  | Health and Safety | Child Protection | Equal Opportunities | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I am familiar with requirements in relation to my role |  |  |  |  |
| I am confident in dealing with issues that arise |  |  |  |
| I would like to develop my knowledge in this area |  |  |  |
| I have training or experience *e.g. taken*  *part in risk assessment, first aid responsibility etc..*) |  |  |  |
| I hold relevant certificates (specify) |  |  |  |

**Section 4: Professional behaviour**

**HLTA standards 3, 4, 6 and 7**

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| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Demonstrate the positive values, attitudes and  behaviour I expect from children and young people (3) |  |  |  |  |
| Communicate effectively and sensitively with  colleagues (4) |  |  |  |  |
| Demonstrate a commitment to collaborative and cooperative working with colleagues (6) |  |  |  |  |
| Improve my own knowledge and practice including responding to advice and feedback (7) |  |  |  |  |

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| **In what specialist areas am I interested? What is my level of expertise in relevant areas?** | | | | | | | | | |
|  | Early Years | Subject Area | Scheme (ELS etc.) | ICT | | MFL | Behaviour | SEN | Other |
| I feel skilled in this area |  |  |  |  | |  |  |  |  |
| I feel secure |  |  |  |  | |  |  |  |  |
| I am actively developing my knowledge |  |  |  |  | |  |  |  |  |
| I need support |  |  |  |  | |  |  |  |  |
| I know where to find out more |  |  |  |  | |  |  |  |  |
| I seek help from skilled colleagues at my school |  |  |  |  | |  |  |  |  |
| I’d like to develop my knowledge in this area |  |  |  |  | |  |  |  |  |
| I have opportunities to use and develop my skills |  |  |  |  | |  |  |  |  |
| **My interest in undertaking training requiring long term commitment or academic study? E.g.** | | | | | | | | | |
| Specialist course (specify) | Accredited modules | | | | **Other** | | | | |
| Full Training | E-learning modules | | | | Other | | | | |

**Section 5: Specialist, context specific knowledge**

**HLTA standards 10, 13 and 14**

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| **To what extent do I have?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Sufficient understanding of my area of expertise to support the development, learning and progress of children and young people (10) |  |  |  |  |
| Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners I support (13) |  |  |  |  |
| An understanding of the objectives, content and intended outcomes for the learning activities in which I am involved (14) |  |  |  |  |

**Section 6: ICT**

**HLTA standards 12 and 28**

**28 My knowledge of how to use ICT skills to advance learning (28)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Special Ed | EY | KS1 | KS2 | KS3 | KS4 | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I am very confident in supporting children’s learning using ICT |  |  |  |  |  |  |  |
| I support children’s learning using ICT |  |  |  |  |  |  |  |
| I know where to get help |  |  |  |  |  |  |  |
| I need support |  |  |  |  |  |  |  |
| I am a beginner |  |  |  |  |  |  |  |

**12 My knowledge of how to use ICT to support my professional activities (12**

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| --- | --- | --- | --- | --- | --- |
| **To what extent do I use ICT in the following ways?** | My confidence rating is: | | | | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| Strong | With help | Need support | Total Beginner |  |
| Researching subject knowledge |  |  |  |  |  |
| Accessing educational information |  |  |  |  |  |
| Accessing curriculum documents via Internet |  |  |  |  |  |
| Supporting the class teacher with assessment data |  |  |  |  |  |
| Word processing |  |  |  |  |  |
| Producing learning resources |  |  |  |  |  |
| Emailing |  |  |  |  |  |
| Using a digital camera/ camcorder |  |  |  |  |  |
| Using an interactive whiteboard |  |  |  |  |  |
| PowerPoint |  |  |  |  |  |
| Software applications |  |  |  |  |  |
| Other |  |  |  |  |  |

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**Section 7: Engagement in learning and teaching activities**

**HLTA standards 8, 19, 21, 22, 23, 29, 30 and 31**

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| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Demonstrate my understanding of the key factors that affect children and young people's learning and progress (8) |  |  |  |  |
| Advance learning when working with individuals (29) |  |  |  |  |
| Advance learning when working with a small groups (30) |  |  |  |  |
| Advance learning when working with whole classes without the presence of the assigned teacher (31) |  |  |  |  |
| Devise clearly structured teaching and learning activities, that interest and motivate learners and advance their learning (19) |  |  |  |  |
| Contribute effectively to the selection and preparation of resources suitable for children and young people's interests and abilities (21) |  |  |  |  |
| Monitor learners’ responses to activities and modify my approach accordingly (22) |  |  |  |  |
| Monitor learners’ progress in order to provide focussed support and feedback (23) |  |  |  |  |

**Section 8: Organising and managing activities**

**HLTA standards 26 and 32**

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| --- | --- | --- | --- | --- |
| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Use effective strategies to promote positive behaviour (26) |  |  |  |  |
| Organise and manage learning activities in ways which keep learners safe (32) |  |  |  |  |

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**Section 9: Ensuring progress for all learners**

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**HLTA standards 1, 9, 15 and 20**

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| --- | --- | --- | --- | --- |
| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Have high expectations of children and young people with a commitment to helping them fulfil their potential (1) |  |  |  |  |
| Know how to contribute to effective personalised provision by taking account of diversity (9) |  |  |  |  |
| Plan to support the inclusion of the children and young people in learning activities (20) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To what extent do I know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and  disabilities legislation (15) | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| I am familiar with requirements of the SEN Code of Practice in relation to my role |  |  |  |  |
| I am familiar with the requirements of the Disability Discrimination Act in relation to my role |  |  |  |
| I am confident in dealing with issues that arise |  |  |  |
| I work directly with IEPs or attend annual reviews |  |  |  |
| I hold relevant certificates (specify) |  |  |  |
| I would like to develop my knowledge in this area |  |  |  |

**Section 10: Contributing to planning and assessment activities**

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**HLTA standards 17, 18, 24 and 25**

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| **To what extent do I?** | Yes | **Examples from my day to day work activities of how I apply my knowledge/ experience/ skills** | No | **What development would I need to feel confident that I met this standard fully?** |
| Use my area of expertise to contribute to the planning and preparation of learning activities (17) |  |  |  |  |
| Use my area of expertise to plan my role in learning activities (18) |  |  |  |  |
| Support the evaluation of learners' progress using a range of assessment techniques (24) |  |  |  |  |
| Contribute to maintaining and analysing records of learners' progress (25) |  |  |  |  |

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|  | Is this my strength | Do I feel confident in this area? | Do I need further input? | **What development would I need to feel confident to apply for preparation for HLTA status?** |
| Planning with my teacher/ team |  |  |  |  |
| Working from lesson plans to plan for individuals/groups |  |  |  |  |
| Planning lessons or parts of lessons by myself |  |  |  |  |
| Planning from curricular documents |  |  |  |  |
| Giving oral and written feedback to colleagues |  |  |  |  |
| Assessing against given criteria |  |  |  |  |
| Marking work |  |  |  |  |
| Keeping formative or summative records |  |  |  |  |
| Using records to inform my own planning |  |  |  |  |