

**Outstanding HLTA of the Year March 2020-July 2021:**

**Guidance document**

Nominating a HLTA colleague for ‘Outstanding HLTA of the Year’ is a two-stage process as follows:

* A colleague completes a **Proposal Form (Form A).** Any colleague can do this, including governors, support staff and teacher colleagues
* A member of the School Leadership Team completes an **Endorsement Form (Form B).** This person must have qualified teacher status.

The person completing **Form B** should be different from the person completing **Form A.**

**Completing the proposal form (Form A)**

We are looking to present the award to an HLTA who meets the following criteria at an outstanding level, this year, we are looking specifically for examples of what they have done during the pandemic crisis.

1. Demonstrates high aspirations for each pupil, a firm belief in pupils’ abilities and a strong commitment to pupils’ progress
2. Advances the learning of pupils when working with individuals, small groups and whole classes with a clear impact on learning
3. Collaborates with others to support pupils and contribute to the whole school community
4. Shows a continuing commitment to his/her own professional learning and development
5. Has expertise which has a positive impact on the learning of pupils

Prompt questions are provided on the form; there should be no more than 150 words in each section. Here are some examples of the type of evidence which might be provided in each section:

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| 1  Demonstrates high aspirations for each pupil, a firm belief in pupils’ abilities and a strong commitment to pupils’ progress | *He had to use remote learning while teaching – and has continued to challenge his students encouraging them to research online and write down their findings – not an easy thing to do but he got them to do it. He worked with two learners in a bubble in school and one online at home, supported by mum, at the same time.*  *Part of her role is working with Looked After Children. She creates targets that are appropriate for them and engages and supports them using what she knows about their interests and abilities to motivate them. For example, she organized out of school activities for individuals when they didn’t have anyone to help them or the confidence to do it themselves such as music and singing lessons, or drama and sports club - and she has taken them to these in her own time. During lockdown she emailed each child every week and had socially distanced meetings and catchups in their garden or a local park.* |
| 2  Advances the learning of pupils when working with individuals, small groups and whole classes with a clear impact on learning | *Using his Dance Teaching Background, he planned and recorded a series of aerobics sessions that could be used by classes, groups, or individuals in school or at home during Covid. For the children in our school, it helped to meet their physical and emotional needs in so many different ways; it was great fun for everyone. He devised several routines, seating, standing and sometimes using equipment. He made some routines more challenging to get the best out of pupils. After all the routines were recorded, he worked with the IT team to download them onto a school portal where other staff could access the sessions to use in school in class bubbles and parents could access them to use at home. A great contribution to the physical and emotional development of all the children and their mental well being.* |
| 3  Collaborates with others to support pupils and contribute to the whole school community | *He has real strengths in art and technology and this year has taken over the management of the school website and redesigned it to make it easier to access and safe for everyone; he has helped staff create and upload videos for home schooling and enabled parents to share with staff in school what the children have done at home – a huge success in maintaining and developing home-school relationships.*  *She is involved in our employability programme in school and is a trained job coach. We have lots of partnerships with local business and employers. Up to lockdown, she regularly placed students with employers locally for one or two days a week to learn work related learning skills. During lockdown, she has maintained those links ready for when she can begin to deliver this programme again.* |
| 4  Shows a continuing commitment to his/her own professional learning and development | *Prior to the pandemic, she struggled using ICT but has come such a long way this year. She now uses PPT regularly, with animation and videos to interest children. She has attended online staff meetings and contributed to daily and weekly plans via email. She has learnt how to input data collection on out tracking sheets which has been invaluable during lockdown to track the progress of individual pupils and has using this for her planning. She has spent a lot of time creating story videos for the children to use for home learning – something very new for her. Really popular with parents and children. She has upskilled her knowledge, attending online courses for autism and mental health to enable her to support some of our more vulnerable children.* |
| 5  Has expertise which has a positive impact on the learning of pupils | *He is very confident identifying outcomes and completing personal progress info for Maths. Throughout the pandemic he planned differentiated outcomes for those attending school and those working from home. He is one of our most experienced members of staff and has worked with small groups very effectively for a long time. During the pandemic has stepped up to take responsibility for teaching Maths with the whole class in his bubble. He has worked with other support staff – directed them what to do. The bubble is working really well; thanks to him we have a group of people who know and trust each other The children are happy and making progress.* |

**Completing the endorsement form (Form B)**

The endorsement form requires a signature to confirm that the colleague has maintained and developed the standards of professional practice demonstrated when HLTA status was initially awarded.

Following receipt of the proposals and endorsements all applications will be scrutinised by a panel of HLTA community colleagues in October 2021. All nominees will receive a certificate of recognition.

We hope that you feel able to participate in this initiative.

**Both** forms need to be sent to Ryan Kaye (electronically) **by 1st October 2021**

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