

**Those awarded HLTA status must meet all of the following 33 standards:**

<b>Professional attributes</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>				
<b>Professional knowledge and understanding</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>				
<b>Professional skills</b> <i>Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.</i>				
		<b>Planning and expectations</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Monitoring and assessment</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>	<b>Teaching and learning activities</b> <i>Those awarded HLTA status must demonstrate, through their practice, that they:</i>
<b>1</b> Have high expectations of children and young people with a commitment to helping them fulfill their potential	<b>8</b> Understand the key factors that affect children and young people's learning and progress	<b>17</b> Use their area(s) of expertise to contribute to the planning and preparation of learning activities	<b>22</b> Monitor learners' responses to activities and modify the approach accordingly	<b>26</b> Use effective strategies to promote positive behaviour
<b>2</b> Establish fair, respectful, trusting, supportive and constructive relationships with children and young people	<b>9</b> Know how to contribute to effective personalised provision by taking practical account of diversity	<b>18</b> Use their area(s) of expertise to plan their role in learning activities	<b>23</b> Monitor learners' progress in order to provide focused support and feedback	<b>27</b> Recognise and respond appropriately to situations that challenge equality of opportunity
<b>3</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people	<b>10</b> Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people	<b>19</b> Devise clearly structured activities that interest and motivate learners and advance their learning	<b>24</b> Support the evaluation of learners' progress using a range of assessment techniques	<b>28</b> Use their ICT skills to advance learning
<b>4</b> Communicate effectively and sensitively with children, young people, colleagues, parents and carers	<b>11</b> Have achieved a nationally recognised qualification at level 2 or above in English /literacy and Mathematics/ numeracy	<b>20</b> Plan how they will support the inclusion of the children and young people in the learning activities	<b>25</b> Contribute to maintaining and analyzing records of learners' progress.	<b>29</b> Advance learning when working with individuals
<b>5</b> Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people	<b>12</b> Know how to use ICT to support their professional activities	<b>21</b> Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.		<b>30</b> Advance learning when working with small groups
<b>6</b> Demonstrate a commitment to collaborative and cooperative working with colleagues	<b>13</b> Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support			<b>31</b> Advance learning when working with whole classes without the presence of the assigned teacher
<b>7</b> Improve their own knowledge and practice including responding to advice and feedback.	<b>14</b> Understand the objectives, content and intended outcomes for the learning activities in which they are involved			<b>32</b> Organise and manage learning activities in ways which keep learners safe
	<b>15</b> Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and equalities legislation			<b>33</b> Direct the work, where relevant, of other adults in supporting learning.
	<b>16</b> Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.			