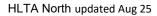


Annex 8

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

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



hlta

Annex 8					
16					
Know how other frameworks					
that support the development					
and well-being of children and					
young people, impact upon					
their practice.					