



Higher Level Teaching Assistant Status and the HLTA Standards

Personal and professional conduct

Professional standards for teaching assistants

Related HLTA Standards

Teaching assistants and HLTA's should uphold public trust in the education profession by:	Those awarded HLTA status must demonstrate, through their practice, that they:
1 Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.	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. 6 Demonstrate a commitment to collaborative and cooperative working with colleagues.
2 Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.	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.

	5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.
3 Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.	16 Know how other frameworks that support the development and well-being of children and young people impact upon their practice. 32 Organise and manage learning activities in ways which keep learners safe.

Teaching assistants and HLTA's should uphold public trust in the education profession by:	Those awarded HLTA status must demonstrate, through their practice, that they:
4 Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.	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.
5 Committing to improve their own practice through self-evaluation and awareness.	3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people. 7 Improve their own knowledge and practice including responding to advice and feedback.

Knowledge and understanding

Professional standards for teaching assistants Related HLTA Standards

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
1 Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.	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 and support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
2 Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.	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. 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities. 20 Plan how they will support the inclusion of the children and young people in the learning activities.
3 Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.	7 Improve their own knowledge and practice including responding to advice and feedback. 33 Direct the work, where relevant, of other adults in supporting learning.
4 Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.	13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support. 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.

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
5 Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.	3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people. 6 Demonstrate a commitment to collaborative and cooperative working with colleagues.

Teaching and learning

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
1 Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.	15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation. 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. 28 Use their ICT skills to advance learning. 29 Advance learning when working with individuals. 30 Advance learning when working with small groups.

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Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
	31 Advance learning when working with whole classes without the presence of the assigned teacher.
2 Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.	8 Understand the key factors that affect children and young people's learning and progress. 20 Plan how they will support the inclusion of the children and young people in the learning activities. 27 Recognise and respond appropriately to situations that challenge equality of opportunity.
3 Use effective behaviour management strategies consistently in line with the school's policy and procedures.	26 Use effective strategies to promote positive behaviour.
4 Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.	23 Monitor learners' progress in order to provide focused 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.
5 Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.	4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers. 9 Know how to contribute to effective personalised provision by taking practical account of diversity. 22 Monitor learners' responses to activities and modify the approach accordingly.

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
	29 Advance learning when working with individuals. 30 Advance learning when working with small groups.
6 Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.	19 Devise clearly structured activities that interest and motivate learners and advance their learning. 32 Organise and manage learning activities in ways which keep learners safe.

Working with others

Teaching assistants and HLTA's are expected to:	Those awarded HLTA status must demonstrate, through their practice, that they:
1 Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.	5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people. 6 Demonstrate a commitment to collaborative and cooperative working with colleagues.
2 With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.	6 Demonstrate a commitment to collaborative and cooperative working with colleagues. 25 Contribute to maintaining and analysing records of learners' progress. 33 Direct the work, where relevant, of other adults in supporting learning.

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Teaching assistants and HLTA's are expected to:		Those awarded HLTA status must demonstrate, through their practice, that they:	
3	Understand their responsibility to share knowledge to inform planning and decision making.	6	Demonstrate a commitment to collaborative and cooperative working with colleagues.
		17	Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
		33	Direct the work, where relevant, of other adults in supporting learning.
4	Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.	6	Demonstrate a commitment to collaborative and cooperative working with colleagues.
		15	Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
		33	Direct the work, where relevant, of other adults in supporting learning.
5	Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.	12	Know how to use ICT to support their professional activities.
		17	Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
		23	Monitor learners' progress in order to provide focused support and feedback.

