

Guidance to the standards for the award of HLTA status

**Higher level
teaching
assistant**

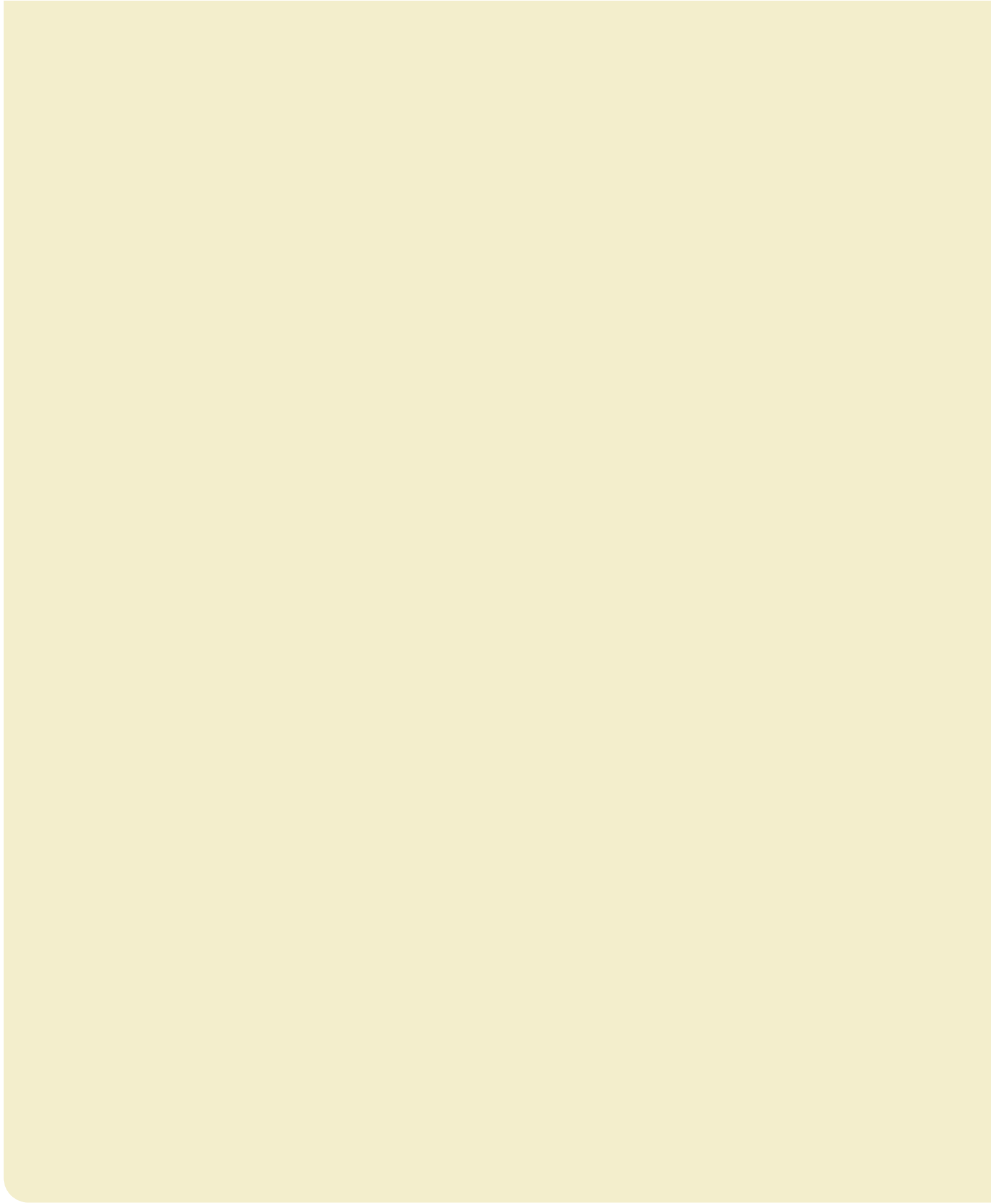


Glossary of terms

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| EAL | English as an additional language |
| HLTA | higher level teaching assistant |
| ICT | information and communication technology |
| IEP | individual education plan |
| KS | key stage |
| LSA | learning support assistant |
| PE | physical education |
| PSHE | personal, social and health education |
| RPA | regional provider of assessment |
| SEN | special educational needs |
| SENCO | special educational needs coordinator |

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Introduction

This handbook accompanies the professional standards for the award of the status of higher level teaching assistant (HLTA). The HLTA standards can be found at www.tda.gov.uk/support/hlta/professionalstandards together with information about the HLTA programme. Alternatively, copies of the standards can be ordered free of charge by calling 0845 6060 323.

The purpose of the handbook is to help all those involved in the HLTA programme to gain a clear and thorough understanding of the HLTA standards. It also sets out the kind of evidence candidates may use to show they meet all the standards.

We expect that it will be of particular interest to:

- individuals participating in the HLTA programme and providers of HLTA training, preparation and assessment for HLTA status
- candidates considering making an application to enter the programme
- school leaders responsible for staff development, and
- local authorities when briefing prospective candidates and selecting those for whom funding will be provided.

In completing the assessment tasks and demonstrating the standards, candidates for HLTA status will use evidence from their work with pupils and teachers. This guidance provides examples for each and every standard, though candidates should be encouraged to see their work in a holistic way. On the one hand, a single activity or experience may allow a candidate to demonstrate several standards at the same time; on the other hand, a single standard might be evidenced in different ways across a range of activities and assessment tasks.

The examples in the handbook are based on the work of support staff identified as working at the higher level, and are intended to contribute to candidates' understanding of how to provide evidence that they meet the standards.

In all their activities, candidates should work under the direction and supervision of teachers, as set out in the Education (Specified Work and Registration) (England) Regulations 2003 and accompanying guidance.

How to use this guidance

This guidance sets out the scope of each standard of the HLTA status. Because the standards are outcome statements that indicate what candidates must know, understand and be able to do in order to achieve HLTA status, the guidance focuses on providing evidence against each of the standards.

To achieve HLTA status, candidates are required to meet all of the standards. The standards can be viewed on the TDA website www.tda.gov.uk/support/hlta/professionalstandards

In order to demonstrate their achievement against each of the standards, candidates are required to complete four tasks. Trained assessors will also visit candidates' schools where they will hold discussions with candidates, teaching staff and headteachers. The assessment tasks require candidates to produce evidence drawn from their own day-to-day activities (a copy of the *Handbook for candidates*, which outlines the assessment tasks, can be found at www.tda.gov.uk/support/hlta/resourcebank).

For each of the standards, examples have been provided that are illustrative of the kinds of situation that HLTA candidates might use to gather evidence against that standard.

The examples provided are drawn from a wide range of contexts and are not necessarily relevant to all HLTA candidates, who may work in a variety of different settings and age phases.

Many of the standards are interrelated, and a single situation may be a starting point for the gathering of evidence against several standards. For example, the following situation could be expanded to include evidence for standards 1.2, 2.4, 3.1.3, 3.3.1, 3.3.3 and part of 3.3.5 (the standards are attached as annex A).

- Under the direction of the teacher, I engaged a group of key stage 4 students with learning difficulties in reading by helping them to create ICT-based 'living books', using desktop publishing software. The books incorporated text written or suggested by pupils, images taken by pupils with a digital camera and sound bites recorded by pupils using a microphone. These books were at a suitable reading age for pupils, but reflected their experiences and interests.

Providers of preparation (PoPs) will be able to help candidates to make those links through the assessment tasks. Training providers may also find this handbook useful when designing their courses that should be linked to the standards.

Some standards contain multiple elements, and the guidance suggests how candidates should approach the gathering of evidence for these standards. Some of the examples given may only be appropriate to part of that standard, so candidates may need to use more than one situation to fully meet the standard.

Some situations may not provide sufficient evidence that a standard has been fully met. It is likely, therefore, that some standards will be referred to more than once through the assessment tasks in order to allow the assessor to make a secure judgement that the standard has been met.

Assessment against the standards is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process.

1 Professional values and practice

1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

Candidates must demonstrate that they meet all three parts of this standard.

a. High expectations

They will demonstrate their high expectations in the way they design and carry out classroom activities in order to support teachers in maximising pupils' potential. In contributing to a teacher's lesson planning, for example, a candidate would suggest ways in which activities can build upon previous learning and enable pupils to make good progress.

Support staff working at the higher level might suggest supplementary or extension activities to enable able pupils to make fast progress, or alternative ways of doing things to enable pupils with learning difficulties to achieve at levels that are high relative to their prior attainment. They will also expect high standards of behaviour in and out of the classroom.

- When I supported the teacher in design and technology lessons I noticed that, where pupils were working in mixed groups, girls often took a 'back seat' and were not benefiting fully from the activities. So I agreed with the teacher to assign particular tasks to the girls and the boys, and to oversee the equipment to ensure that both boys and girls were getting equal access to it. By doing this, all pupils can benefit from the lesson and achieve at their best.

- When preparing to lead an activity to be delivered without the class teacher being present, I reminded myself of the strategies that he used to make sure pupils remained focused on their learning tasks throughout the lesson. As I began the activity I reminded the pupils that I expected the same standards as the teacher, and during the lesson I adopted some of the strategies that I had seen him use. This not only helped me manage the class but also meant that pupils experienced a consistent approach.

- I was working with a year 11 girl. A serious illness had made school attendance irregular and her home environment was very protective. It became evident that she had no concept of units of measure. I mentioned this to the class teacher and we agreed that we should jointly plan and I would deliver one-to-one sessions, to introduce the basic skills of measurement and estimation. The sessions consisted of practical measurement activities inside and outside school, supported by resources that I designed and produced, such as flashcards, counters and comparative measures. Later the girl completed and passed her entry level stage 1 certificate of achievement in mathematics.

b. Respect for pupils' backgrounds

Support staff working at the higher level will be sensitive to factors in pupils' social backgrounds, such as domestic circumstances or religious faith, which might affect their participation in classroom or out-of-school activities. They will demonstrate their respect for pupils' backgrounds and circumstances by finding out and responding to the experiences and interests that pupils bring to learning in order to help them all to achieve their best. However, it is not expected that support staff will have experience of all backgrounds; rather, that they understand those relevant to their own schools and the local communities in which they work.

In practice, support staff might demonstrate how, while contributing to teachers' lesson planning, they use their knowledge of the diversity of the pupils' backgrounds and circumstances to suggest adaptations to lesson content and activities that help particular pupils to feel included and achieve more. Support staff will need to show how their awareness of pupils' backgrounds affects their practice; for example, this might be demonstrated through their selection of resources or how they use language.

- We have a number of gypsy traveller pupils in the classes I support. When pupils were studying World War II, I researched resources on 'the forgotten Holocaust' with reference to gypsy travellers, to make links with the cultural heritage of the gypsy traveller pupils and, at the same time, to broaden all pupils' knowledge of the subject.
- So that some Jehovah's Witness pupils could be included in the class during Christmas preparations, I devised alternative, related activities that they could complete. I checked with their parents that the adaptations would be acceptable.
- The whole-class topic was data handling. I worked with a group of year 9 pupils, five children who found it difficult to engage with learning. I wanted to make the task more relevant to them and looked for sources of data that they might find especially interesting. Using my prior knowledge of the pupils' interests and home backgrounds, I thought that car purchase, the National Lottery and the weather might be suitable. I gathered some statistics myself to get them started and to motivate them to go and gather their own data online. Working positively on a practical, computer-based topics really engaged them as they could discuss them at home and felt their work was more relevant.

- I discussed with the teacher our reactions to a particular home visit and agreed that the child may initially have problems staying at the nursery without mum. From discussions with mum, we understood that dad had left and the child's mother had a new partner. There was obviously a lot of contact with his father, but the child's lack of confidence and refusal to communicate were probably due to the changes he had to cope with. He was an only child and had never attended play school. This was clearly creating difficulties in relation to him becoming a member of a large, new peer group. I knew that we had to develop strategies to build trust and help him integrate.
- A four-year-old, the youngest of two children, lives with her mother for half the week and with her father the other half. She requires additional support in all areas of learning. I make sure I talk to her about both her mother and father. In her home/schoolbook, I address whichever parent she will be with that evening. When talking to the class I make sure I don't say "tell mummy", but use more inclusive language.

c. Commitment to raising educational achievement

Support staff working at the higher level will be committed to raising the educational achievement of pupils and students irrespective of their background. Candidates should be able to identify specific actions they have taken to give particular pupils or groups of pupils the opportunity to experience success in learning and to achieve as high a standard as possible. In so doing, they will demonstrate how they have taken account of their learning needs by varying the support they give to enable pupils to meet their learning objectives. At the same time, they will show that they do not use background factors as an excuse for low expectations and to legitimise lower educational achievement.

- To help a Chinese-speaking pupil with very little English to be included in a mathematics lesson, I used an electronic translator to translate key mathematical terms into Chinese. I also used non-verbal ways of giving praise, for example using an encouraging tone of voice, nodding and smiling.
- I run an after-school homework club to enable pupils who do not have computers at home to complete their homework. Drawing on my ICT skills, I am able to support pupils in using the internet to research topics as well as suggesting techniques for formatting and presenting their work. This ensures that pupils who do not have access to computer equipment at home are able to practise vital ICT skills and are able to learn more about particular subjects.
- When I was supporting pupils with English as an additional language (EAL) in a science lesson, I suggested that the teacher should use a diagram to summarise and structure the information for the introduction to a task. I felt this would help the pupils with EAL make better sense of the new information and language in the lesson so they would be able to complete the task to the standard of which they were capable.

- A group of year 6 pupils had been identified as having a variety of barriers to learning, including social/peer difficulties, learning difficulties and issues with their home life. The year 6 teacher and I became increasingly concerned about this group's ability to make a smooth transition to secondary school. With the agreement of the teacher and headteacher, I negotiated with a local secondary school to run a joint residential field trip for the year 6 group and some year 7 students, focusing upon the PE and geography curriculum. Carefully designed and diverse physical and team working activities ensured that all pupils were included and everyone gained so much from learning and social interaction in an environment outside the classroom.

1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.

Support staff working at the higher level will demonstrate in several ways how they build and maintain successful relationships with pupils.

First, they will be familiar with school policies and classroom rules and routines so that they are confident that their treatment of pupils is consistent with that expected of other staff. They will monitor their relationships with pupils to ensure that they are all treated similarly over time and that they do not treat individual pupils favourably or otherwise.

Second, they understand that pupils are more likely to treat others with respect and consideration if they themselves demonstrate such attributes in the way they deal with pupils. In all their work, higher level support staff treat pupils in ways that promote a positive self-image and develop and maintain pupils' self-esteem.

Third, they will take an interest in pupils' preferences and attitudes and consider how these will affect the way pupils respond to specific topics or teaching approaches. Whenever possible, they will take account of these when working with pupils to maximise their engagement and learning. Candidates might show how they encourage pupils to become more independent and self-reliant by helping them to develop the learning skills necessary for independent and life-long learning.

- When a pupil stormed out of a lesson, obviously upset, I followed him to find out what was wrong. Before I spoke to him, I sat next to him on the bench, as I felt that this was a less confrontational position. I waited quietly for a few moments until he was ready to talk. I then chatted with him about more general matters until he became more relaxed. We talked about what had upset him and discussed how he could deal with it. He was then prepared to return to the classroom with me and continue with his task.
- In order to encourage pupils to participate in discussions, I try to make them feel that it is OK to sometimes be uncertain or make a mistake. Rather than embarrassing pupils when they're not sure or get things wrong, I try to use their mistakes and misunderstandings to help the rest of the group to learn. So, for example, when we were discussing fractions and one pupil confused the numerator and the denominator, I pointed out that it was very easy to confuse the two and taught the group a mnemonic which helps me to remember the difference.

- A year 1 pupil with a statement of special educational needs (SEN) and an individual education plan (IEP), gets traumatised by the fire alarm bell. I have to be very aware of any fire alarm testing. I can then warn the child and explain why we are going outside. The pupil gets very nervous and puts his hands over his ears. On one occasion I tried to distract him by playing playground games with him. He decided he was going to go home and started to leave the school premises. I had to use my experience of the child and my relationship with him to coax him back. I know that he really loves art and I used this to get him back into school once the testing had finished. I encouraged him to draw a picture using pastels as I know he always enjoys this.

1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.

Higher level support staff are role models for pupils. In the classroom and the wider school, they will demonstrate this through the way they communicate and promote positive values, attitudes and behaviours, both explicitly and through personal example. They will do so, for example, by using courteous modes of address and through addressing any name-calling, rudeness and thoughtlessness. They will remind pupils of school policies and classroom protocols concerning the rights of others and their own responsibilities towards each other.

Values and attitudes will often be incorporated in a school's aims, and be stated explicitly in a school prospectus as well as in policy statements on such matters as equal opportunities and pupils' behaviour. They may be stated explicitly in rules about relationships and behaviour displayed on classroom noticeboards. Support staff will be familiar with the documentary statements of their school's values, attitudes and behaviour, and will demonstrate and promote the values, behaviour and attitudes that are expected of pupils.

In their work with individual pupils, groups and whole classes, higher level support staff may deal with subject content that enables them to promote positive values, attitudes and behaviour: for example, through topic work or circle time, personal and social education, education for citizenship, reading and literature; and through themes in science, the humanities and social sciences. Support staff will have similar opportunities when they help pupils to prepare for and conduct assemblies, or help on educational visits.

- When accompanying a group of primary pupils around the school, I reminded them of the behaviour expected of them. I promoted and modelled courteous behaviour by praising and thanking a pupil who held a door open for the group to pass through, and by asking a class teacher to excuse us when we moved through an area where teaching was taking place.
- After intervening and stopping a fight between two pupils in the playground, I adopted the approach to conflict resolution promoted in the school's policy on behaviour and attendance by postponing my discussion with the pupils until they were calm enough to discuss and resolve the dispute rationally.
- To help a small group of year 1 pupils who find it difficult to cooperate with each other and with other pupils, I used structured activities such as cooperative games and having a meal together, where I was able to model and reinforce the social behaviours I wanted to promote. I hoped that the trust and collaboration built between pupils in these sessions would transfer to other group situations, such as playtimes or group activities in the classroom.

1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.

This standard is about the relationships between support staff and their colleagues, and the effectiveness with which they carry out their roles. Whatever their specific roles, support staff working at the higher level form part of a professional team whose members must work together if pupils are to learn and make progress. This team will include qualified teachers, but may also include staff supporting individual pupils, or professionals from outside agencies such as speech therapists or advisory teachers.

Support staff will be most effective when they know when to seek help and advice, and when to act on their own initiative.

Some support staff might add to the team's knowledge of subjects such as music, PE or EAL. Others might bring particular skills or knowledge to the team: for example, in special needs or behaviour management. Some support staff may also contribute to the life of the school beyond their work in the classroom; for example, they may be involved in teams developing school policies and procedures, or in preparing resources for use across a department or a year group, or in out-of-school learning, extra-curricular or enrichment activities.

Whatever the context in which they work, support staff meeting the HLTA standards will be able to explain how their participation in the team contributes to taking forward pupils' learning. They will also be aware of the contribution made by other professionals in the team.

Support staff at the higher level will demonstrate that they can take the initiative and make decisions in the context of teachers' guidance and the school's policies and established practice.

At the same time, they know when and from whom to seek advice and support. They are aware of issues that are beyond the scope of their role, professional competence or

responsibilities, and refer these on to appropriate staff. Support staff at this level also know when it is appropriate to refer requests for information that exceed their remit to relevant professionals within the school, and when to pass on information given to them by pupils or parents/carers to other appropriate members of staff.

- When a pupil confided in me about serious problems at home which I thought might threaten her safety and welfare, I made a careful note of the discussion and at the first opportunity discussed it with the class teacher and the child protection officer.
- In order to tailor a literacy activity to a pupil's specific needs, I asked the ICT coordinator for advice about spelling programmes that might be suitable to meet the pupil's needs. I spoke to the speech and language therapist to find out the most effective strategies for working with the pupil, and liaised with the class teacher and home tutor so that they were aware of what the pupil had done and how it might be followed up.
- Because I've got particular expertise in music, I conduct the school choir. When I was teaching a Spanish song, I sought advice from a Spanish-speaking colleague about the correct pronunciation of the lyrics.

- I work with the very youngest children in school and we have a wide range of special needs within the class. Because of this quite a number of teachers, teaching assistants and specialists work as a team. One example of our collaboration is the way we gather evidence of each child's achievements – we use a digital camera to capture progress. When any member of the team takes a photograph of a child, we note down in a record book that is kept with the camera exactly what achievement or area of progress the photograph is showing. The photographs and notes relating to each pupil are then put into the pupil's individual record of achievement.
- The teacher and I discussed a pupil's IEP during the planning session and decided how to handle the planned work for the whole class and where speech therapy sessions would slot in. I had spoken with the speech therapist to clarify the aims of the sessions and how best to work with this pupil. Using resources from the speech therapist, I chose suitable materials to match the planned work for the whole class, but particularly those I knew would also be engaging for a pupil of his age and ability.

1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

This standard may be demonstrated through both direct and indirect contact with parents/carers. Support staff can demonstrate that they can communicate appropriately and effectively with parents and carers:

- in face-to-face situations (such as when parents deliver their children to and collect them from school)
- by telephone (such as when pupils forget response forms), or
- in writing (such as when making comments in home/school diaries).

Support staff working at the higher level will be able to demonstrate that they can vary the style of their communication depending on its purpose. HLTA candidates might demonstrate this standard through their ability to communicate sensitively and effectively with parents and carers by supporting teachers during consultation meetings or discussions with parents. They might demonstrate too that they are aware of, and sensitive to, variations in family values and practices across and within cultural groupings, and that they avoid making assumptions and judgements about parents and carers.

Support staff meeting this standard will know school policies and procedures for communicating with parents/carers and for confidentiality of information. For example, they might demonstrate that they can explain the school's policy and procedures to those wishing to speak to teaching staff or the headteacher. They understand the kinds of information that they are permitted to pass on and they know when and to whom they should refer requests for information that lie outside their role.

Support staff at this level who meet parents outside their school role will know how to maintain effective boundaries between their role as a member of a community and as a member of school staff.

Some support staff may have only indirect contact with parents and carers. In these circumstances, it will be sufficient for them to demonstrate that they communicate indirectly with parents and carers: for example, they may formally brief teachers with information about pupils' motivation, behaviour and attainment that the teachers can use in reporting to parents.

- Because I have skills in one of the community languages spoken by pupils at our school, I explained the home/school reading and numeracy policy to a group of parents who spoke little English. I answered their questions and explained ways in which they could assist their children.
- At the parents' evening I sat with the class teacher and a colleague. I spoke to children that I worked with and their parents. I spoke positively about each pupil's achievements, adding any negative remarks about attitudes or behaviour in a sensitive fashion. I was able to reassure parents about any issues or concerns that they expressed. Some of the children in this set have had behavioural problems in other classes, and parents were pleased to have positive reports about their son or daughter.
- Before a parents' evening, teachers asked teaching assistants for short reports on the pupils they supported as supplementary information. Because I would not be present at the parents' evening, I wrote my reports with the parents in mind. I made an effort to write clearly, using an appropriate tone, and avoided using educational abbreviations or jargon. I told the teacher that I would be happy to provide additional information if requested.
- It is the policy of my school's learning support department to send a weekly letter to pupils' homes informing parents of the week's work and suggesting activities to be done at home. I often personalise these letters by adding notes relevant to a particular pupil and encouraging feedback from parents/carers.

- I was allocated a group of pupils with physical difficulties to supervise on a school trip. Although a letter went home to all parents, I followed it up with a phone call to check that parents were happy with the arrangements and to answer any questions. This also enabled me to talk with parents about ways in which they might help prepare their children so they could get the most from the trip.
- The first parent conference takes place very early in the autumn term when new pupils and their families are still getting to grips with the school setting. Many parents are unclear about the school's expectations of the child and themselves. From observations in class and previous conversations between the parent, teacher and myself, I felt that mum had been trying to 'prepare' her child for school and in doing so had created stress for both of them. The meeting was an important point in developing a relationship between school and home. I was keen to make the mother aware that we recognised that parents know their child better than anyone else and that their views are valued. I worked hard to reassure the parents that this was about sharing information and getting to know them and the child better, not about us making judgements.

1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

To meet this standard, candidates may show that they have improved their own practice as a result of observing teachers or other support staff, or as a result of being observed by them. They may also meet it by reviewing and modifying their own practice as a result. This could be formally as a result of an appraisal interview, but could equally be in comparing one lesson with another.

During the course of their work, candidates might demonstrate, either in written evaluations or through discussing their own practice with experienced colleagues, that they carry out realistic self-evaluation and that they respond to and act upon feedback. They might demonstrate how they try to improve their practice by setting targets and working to achieve them.

HLTA candidates might demonstrate how they seek to improve their practice on their own initiative or through the school's arrangements for continuing professional development. The four assessment tasks on the HLTA programme are designed to provide substantial opportunities for candidates to demonstrate their skills in self-evaluation.

- I was impressed when I saw the way that teachers and pupils in the school used signing to include pupils with speech and language difficulties more fully in school life. I discussed with colleagues how to improve my performance in this area and I'm now attending a signing course.
- In order to improve my practice, I observed a visiting numeracy consultant delivering a lesson to a year 4 class. This gave me several new ideas and strategies which I discussed with the class teacher and, as a result, I'm now putting them into practice when I support pupils in the daily mathematics lessons.
- I have worked closely with a speech therapist and class teacher to support a pupil with language difficulties and regularly sit in on speech therapy sessions. This has given me the opportunity to learn and develop appropriate strategies to best support pupils with speech and language IEPs.

- I look at the body language of pupils, because some lack the confidence to tell you how they are feeling. I was able to see that one pupil was far ahead of the others. Another pupil was struggling because of difficulties with pronunciation of certain sounds such as 's' and 'f'. The child is seeing a speech therapist, and both home and school are working together to address his difficulties. I informed the teacher about this as we were discussing the pupils' work. The class teacher and I assessed the group to see what levels the pupils were achieving and this resulted in several changes to the learning sets.
- I found the performance management process – being observed by a colleague and the subsequent discussions – really useful in helping me to reflect upon my own practice. I found the SMART targets that we set helped me focus on areas where I could improve. My latest targets relate to aspects of physical science as I have recently started to support one class in physics. I have attended a training course and am working closely with a science teacher to make sure that I have the necessary up-to-date knowledge to support and reinforce learning in each lesson.

2 Knowledge and understanding

Standards in this section relate to how candidates apply their knowledge and understanding in the classroom setting. They should not be construed as a test of theoretical knowledge.

2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.

Candidates must demonstrate that they meet both parts of this standard.

a. Understanding their specialist area sufficiently to support pupils' learning

Specialist areas might include:

- knowledge of the work of a department or faculty where, for example, the candidate has worked as a technician in science or design and technology
- knowledge of a subject such as music, PE or modern languages where, for example, the candidate has worked as a peripatetic music teacher, a dance tutor or a languages assistant
- knowledge of a vocational area, for example where the candidate has previously worked in a relevant industry
- knowledge of pupils and their needs where, for example, the candidate has worked in support of pupils with English as an additional language or those with SEN or disabilities
- knowledge of the work of an age group where, for example, the candidate has worked in the foundation stage, and
- experience of working with pupils/young people outside the classroom where, for example, the HLTA candidate has worked as a sports coach or an instructor for an area of work-based aspects of the curriculum.

Candidates may demonstrate this standard in a number of ways, including:

- contributing to the planning and/or evaluation of activities or lessons
- communicating knowledge to pupils, leading activities, answering pupils' questions and addressing their errors or misconceptions
- contributing to extra-curricular activities, for example modern languages, sports or music clubs, or
- contributing to staff development activities.

- Before becoming a teaching assistant, I used to work in a care home. I used my experience as the basis of a presentation to pupils taking a vocational GCSE in health and social care. In order to make my own experience relevant to the course, I referred to the course handbook and anticipated pupils' questions.
- In a staff training session where the school was reviewing its practice in relation to dyslexic pupils, I was asked to contribute a short session on 'brain gym', an area where I have some specialist knowledge. To make it relevant to the training topic, I chose to present 'brain gym' exercises designed to develop the kinds of skills that many dyslexic pupils find difficult, eg. motor control, crossing the mid-line, hand-eye coordination, and visual perception for tracking. I produced a handout summarising the content of my presentation for participants to refer to after the session.

- Because I am a native German speaker, I am able to contribute strongly to developing and evaluating pupils' speaking and listening skills in German lessons. I frequently work on a one-to-one basis with pupils experiencing difficulties. This gives them greater confidence to contribute in whole-class lessons.
- My focus was to devise an activity that would help children develop a number of key skills in the area of communication, language and literacy. I discussed with the teacher the learning objectives for the activity. I know the foundation stage guidance, and understand that development and use of language is at the heart of a child's learning. I wanted to help improve language fluency through social interaction, repetition and consolidation. I decided, therefore, to base the activity around a familiar story.

b. Acquiring further knowledge to contribute effectively and with confidence to their classes

In addition to applying and continuing to develop their specialist area, support staff at this higher level will also demonstrate that they can acquire the new knowledge and skills they need to contribute effectively and with confidence. They might do this through reading, e-learning or training, or through talking to and working closely with colleagues and other professionals.

They will need to demonstrate how they acquired new knowledge and then used this knowledge to take pupils' learning forward. They might also show how acquiring new knowledge enabled them to participate more actively as part of a professional team, in planning, teaching and assessing lessons, or when working in a wider school context.

- As well as being a teaching assistant, I am also a learning mentor. I have just completed a course on supporting pupils with social, emotional and behavioural difficulties. I also undertook additional training on child protection and this has enabled me to support a child on the Child Protection Register.
- I felt awkward and ill-informed when discussing the school's forthcoming Christmas celebrations with a Muslim parent. To improve my knowledge and understanding of Islam, I read books and consulted websites. I felt much more confident in this area and was able to support the teacher in ensuring that the Christmas story was introduced sensitively. With the support of parents, we also decided to celebrate as a class the Muslim festival of Eid, which occurred shortly after Christmas.
- Having recently moved from year 1 to nursery, I asked if I could observe some 'emergent writing' sessions before starting to support very young pupils' learning in this area of literacy. I also borrowed a book from the literacy coordinator to learn about innovative ways to help beginning writers to become more confident and competent. This made me much more aware of the stages of development and helped me think of creative ways to stimulate pupils' early writing activities.
- As a result of the curriculum planning session held in the department at the beginning of the year, I attended training to learn how to use the image manipulation software that pupils would be using in their art class later that year. Afterwards I familiarised myself further with its functions. This enabled me to work confidently with pupils and support them in producing high-quality artwork for their GCSE portfolios.

2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.

This standard includes several strands, but because of their interrelated nature, candidates are not expected to provide evidence of each of the strands separately.

To meet the HLTA standards:

| Support staff working at a higher level in the foundation stage | Support staff working at a higher level in key stages 1 and 2 | Support staff working at a higher level in key stages 3 and 4 | Support staff working at a higher level with post-16 students |
|--|--|--|---|
| will be familiar with the: | will be familiar with the: | will be familiar with the: | will be familiar with the: |
| <ul style="list-style-type: none"> Education (National Curriculum) (Foundation Stage Early Learning Goals) (England) Order 2003, and | <ul style="list-style-type: none"> values, aims and purposes and the general teaching requirements set out in the <i>National curriculum handbook</i> | <ul style="list-style-type: none"> values, aims and purposes and the general teaching requirements set out in the <i>National curriculum handbook</i> | <ul style="list-style-type: none"> post-16 subjects and courses such as GCSE A- and AS-level, GNVQ and other elements of post-16 curricular provision, and |
| <ul style="list-style-type: none"> Education (National Curriculum) (Foundation Stage Profile Assessment Arrangements) (England) Order 2003. | <ul style="list-style-type: none"> scope, structure and balance of the national curriculum orders as a whole and, within them, the place and scope of the key stages, the programmes of study, the level descriptions and the attainment targets, and | <ul style="list-style-type: none"> scope, structure and balance of the national curriculum orders as a whole and, within them, the place and scope of the key stages, the programmes of study, the level descriptions and the attainment targets, and | <ul style="list-style-type: none"> the pathways of progression through the 14–19 phase in school, college and work-based settings, the key skills and the national qualifications framework. |
| | <ul style="list-style-type: none"> frameworks, methods and expectations set out in the primary national strategy. | <ul style="list-style-type: none"> frameworks, methods and expectations set out in the secondary national strategy. | |

Higher level support staff will show that they use their knowledge to make active and informed contributions to planning, teaching and assessment.

- I'm a qualified and experienced sports coach and take most swimming lessons in the school after planning them with teachers in the PE department. I am familiar with the national curriculum for PE for the key stages in which I work, the school's PE scheme of work and the PE department's half-termly plans. I also make sure I know if pupils have any disabilities or special educational needs that I need to take account of.
- Part of my work is to help reintegrate pupils who, for one reason or another, miss periods of schooling. I need to know the curriculum, schemes of work, medium- and short-term plans for the pupils' year group and the subjects that each pupil is following so that I can assist them with setting short-term goals that will help to get them back on track.
- When I realised that a pupil I was supporting would be unable to meet the age-related expectations for KS2 pupils, I identified more appropriate outcomes from KS1 and, under the supervision of the teacher, set objectives for her accordingly.
- I was asked to deliver extension work to a group of year 6 pupils who were very able in mathematics. Before doing so, I consulted the class teacher and the mathematics coordinator to ensure that the content of the lessons and the strategies I planned to use were appropriate and in line with the KS3 strategy.

- I am a native French speaker and each year I help pupils to prepare for their GCSE speaking and listening exams. I help the teacher by conducting mock oral examinations. To do this effectively, I need to be familiar with both the content of the oral examinations and the assessment criteria.
 - The class teacher and I had been working together to deliver the unit of work for the previous five weeks. The planning was taken from the website and discussed with the three teachers from the year 5 and 6 classes. The planning was adjusted according to the age and experience of the pupils. As this is a rolling programme spanning two year groups, some children had experience of control technology while others had none. This particular class had a mixture of abilities. We worked with several screen mimics and produced flowcharts to control the mimics.
 - In our short-term mathematics development plan, my focus was on 'counting'. The early learning goals were to:
 - count reliably up to 10 everyday objects, and
 - recognise the numerals 1 to 10.
- I know that young children respond well to songs and rhymes and that they need to build upon what they already know and can do. I suggested an activity based upon '10 green bottles' to enable the pupils to work towards achieving the learning goals. I chose this rhyme because I have already used it for a very successful outdoor activity and know that the children really enjoyed it.

2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.

Support staff demonstrating this standard actively seek to find out about the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and the place of these lessons in the overall teaching programme.

For example, they might demonstrate that when planning a lesson or a series of lessons with the teacher, or when receiving instructions from a teacher before a lesson, they are confident enough to ask pertinent questions about the lesson in which they will be involved.

They will be able to demonstrate that they understand what the pupils they support have done before and what they will move on to next, and how pupils' work in one subject could relate to other related areas of the curriculum.

- I planned, with the support of the teacher, the structure of a mathematics lesson that I was to deliver. When I took the whole class, I introduced the lesson objectives, delivered a mental/oral starter, planned group work for the main part of the lesson and concluded with a plenary session. I then reviewed with the teacher what pupils had learnt and whether the lesson objectives had been achieved.
- The task was to support pupils making fudge as part of their domestic science technology/science curriculum. A practical, 'hands-on' activity is useful in developing pupils' understanding of design and technology principles and scientific facts. This activity gave an opportunity to experience material changes and to use weighing and measuring skills and scientific language.

- I referred to the guidance from *Supporting pupils with special educational needs during the literacy hour* to identify strategies to support a pupil who found spelling difficult and produced very little work in the lesson because he found handwriting laborious. I managed to borrow a laptop from the ICT department that the pupil could use in lessons to increase his work rate, and used visual strategies to help him with spelling, such as reminding the pupil to look at the shape of the word to see if it looked right.

2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.

In this standard, ICT is wide-ranging: it could include familiarity with the internet, interactive whiteboards, digital cameras, printers, scanners, video and DVD. This standard expects support staff to be able to use ICT to support learning, but it does not require them to be ICT experts or ICT technicians.

Candidates must demonstrate that they meet both parts of this standard.

a. Knowing how to use ICT to advance pupils' learning

All support staff working at the higher level will use ICT confidently and independently to advance pupils' learning with and understanding of the relevant e-safety issues. This might include using ICT tools for preparing materials for pupils, completing and analysing pupils' records, or to search for reliable information and communicate safely with others. It will include examples where support staff have supported learning in ICT as a subject and in other subjects. For example, they will be able to explain how they used ICT in a lesson to help pupils to learn more effectively. They might demonstrate how they have taken steps to ensure that they have sufficient knowledge and understanding of the ICT being used in lessons in order to support pupils effectively. This could include undertaking

internet research in order to identify appropriate reliable resources, preparing lesson content for delivery using an interactive whiteboard, or editing digital video with children to produce a short piece.

The opportunities that support staff have to demonstrate this standard will depend, to a certain extent, upon the availability of hardware, software and internet access in their school.

- I used an interactive whiteboard to show pupils how to search effectively using appropriate search engines to find information about Italian cities on the internet. I then demonstrated how copyright-free images from the internet can be imported into presentation software.
- I suggested to the teacher that by connecting a microscope to the classroom computer, pupils would be able to look more closely at the reproductive parts of plants. Once we had done this, I increased the magnification so pupils could look at each part in greater detail.
- When supporting a pupil with speech and language difficulties on a one-to-one basis, I used a tape recorder so that he could hear his speech and listen to the way he improved after practice.
- When I was working with the whole class, I used a laptop computer connected to a projector to project pre-prepared work onto a large screen so that all pupils could see clearly.

b. Using common ICT tools for their own and pupils' benefit

Support staff working at the higher level will be able to demonstrate that they can use ICT to support their work in school. This could include handling basic hardware such as video-recorders, cameras and computers, using the internet

and e-mail, and using software for processing text and numerical data, such as the school's management information system.

- I was asked by the teacher to use the pupil achievement tracker (PAT) software to review the achievement of pupils in the class to identify those who might need additional support. In preparation, I followed the tutorial provided as part of the software package and then worked with the teacher to review pupils' tracked progress in different areas of the curriculum, to identify where they were having difficulty and might need support.
- In response to one of my performance management targets, I undertook in-service ICT training and familiarised myself with the school's ICT resources. I now use ICT in all aspects of my work, eg. labelling displays, and making worksheets and recordkeeping sheets. I now also feel confident enough to support and assess pupils' ICT capability when they are using computers in lessons.
- I regularly use ICT for administrative purposes, for example: writing and updating IEPs for pupils on the SEN register; writing incident reports and behaviour diaries; updating reading age records; writing letters to parents; sending e-mails; and accessing pupils' details/records.

2.5 They know the key factors that can affect the way pupils learn.

This standard recognises that, at the higher level, support staff need to be aware of some of the ways that pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural or emotional development. Candidates should demonstrate that they are aware of those factors that may affect the learning of the pupils with whom they work.

Candidates may be able to demonstrate how their understanding of the factors that affect learning has impacted on their planning and the way in which they have adapted resources to meet specific needs.

In addition, there are some characteristics of the social organisation and relationships in schools that may affect learning and of which candidates should be aware, for example:

- the organisation of pupils into particular groupings such as sets
- the way adults interact and respond to pupils, and
- relationships among pupils and peer pressure.

- The French teacher and I discussed strategies that might help to include a dyslexic pupil in a French lesson where pupils would be learning a new vocabulary on pets. Following this discussion, I used ICT to devise and produce resources that presented the same vocabulary in ways that would appeal to visual, auditory and kinaesthetic (ie. all) learners in the class, including the dyslexic pupil.

- We were focusing upon colour and the pupils' recognition of blue, red, yellow and green. I used colour cards and 'Smarties' of the same colour. These were laid out on the classroom floor. The children took turns to roll a large coloured dice, and using Makaton signing and clear speech I asked them what colour the dice had landed on. The pupil was then asked to try and find a card of the same colour. When this was done successfully they were allowed to eat the Smartie of the corresponding colour. In order to ensure a high success rate, I had to be very aware of the communication and mobility needs of individuals. Cards were taken to particular children rather than asking them to move the cards, and colour choices were limited for less able pupils.

- In my work with a group of children learning English as an additional language, I am very aware of their varying needs. The teacher and I discuss the general work of the class and then I think how I can best support my group in meeting the learning objectives. I know that they need to have practical experiences and need to be encouraged to talk frequently as they learn. I use a lot of games with them which encourage them to ask and answer questions, and there are lots of pictures and objects to help them make sense of the learning – anything that will make the learning more real and alive.
- I gave a group of lower-attaining pupils taking a social skills class a real task in which they were interested (reviewing the operation of the school tuck shop) as a vehicle to develop their social and independence skills. Pupils had to move about the school independently and interact with their peers in order to carry out a survey of other pupils' views about what might be improved.

2.6 They have achieved a qualification in English/literacy and mathematics/ numeracy, equivalent to at least level 2 of the national qualifications framework.

In order to be able to support pupils' learning effectively, support staff working at the higher level need to demonstrate that they possess secure standards of literacy and numeracy. This standard requires candidates to demonstrate their skills through recognised qualifications.

To demonstrate that they have met this standard, candidates must provide certificates issued by the awarding body as evidence that they have achieved *skills for life* (formerly *adult basic skills*) qualifications at level 2 of the national qualifications framework in literacy and numeracy.

These qualifications must be achieved by the candidate and verified by the RPA before the school visit can be arranged.

A form (F17) is provided for this purpose. Further details can be found in the *Preparation and assessment handbook*, and also on factsheet 1, *Literacy and numeracy requirements for higher level teaching assistants*, which can be downloaded from the website at

www.tda.gov.uk/support/hlta/resourcebank

Possession of other qualifications that are **nationally** recognised as at least the equivalent of level 2 qualifications in literacy and numeracy may exempt candidates from taking the *skills for life* qualifications. Candidates should consult factsheet 1, their local authority or RPA to check whether their qualifications are appropriate.

Factsheet 1 gives more advice on accessing appropriate qualifications, what to do if certificates have been mislaid, and other information such as frequently asked questions (FAQs).

2.7 They are aware of the statutory frameworks relevant to their role.

Support staff meeting this standard will be able to demonstrate they are aware of the legal framework that underpins teaching and learning, and broader support and protection for both pupils and adults. While it is not necessary for them to have a detailed knowledge of the whole legal framework, they will be aware of their statutory responsibilities and where to gain information, support and assistance when they need it.

By knowing the extent of their responsibilities, support staff meeting the standard will be able to anticipate problems and avoid errors. In particular, they will be able to judge when they need to seek advice, such as on matters of child protection or confidentiality, and know where to get that advice.

In practice, support staff are likely to develop their awareness through school policies and procedures that in several instances will be interpretations of, or take account of, statutory requirements. For example, a school's curriculum is derived from the statutes and regulations

concerning the national curriculum. A school's equal opportunities policy necessarily reflects relevant legislation on discrimination and inclusion, as do its policies and procedures relating to pupils with SEN. Similarly, a school's procedures for health and safety are bound by general legislation on health and safety at work.

Annex B lists the main statutory documents about the care and education of children and young people. Note, however, that this is not an exhaustive list. It is provided for guidance only. This standard does not require support staff to have detailed knowledge of all these, but they should be aware that such a range of documents exists and that it covers key issues such as health and safety, special educational needs, child protection, and employment. They need to be aware that they have rights and responsibilities as employees as well as in their role as support staff.

Candidates will draw upon their knowledge of the relevant statutory frameworks to inform their practice. For the purposes of assessment, they must be able to demonstrate how one or more aspects of their professional practice are informed by law.

- Being a member of the school's equal opportunities working party raised my awareness of the way that statutory frameworks informed the school policies that the group was responsible for drafting, contributing to and reviewing. These included equal opportunities, racial equality, data protection, and the Disability Discrimination Act. I find that this involvement means I am more likely to notice if children use stereotypical language in the classroom. I am also much more comfortable about discussing equal opportunities issues with them when the need arises.

- When the class teacher and I plan a school visit I take the responsibility for carrying out the risk assessment and ensuring that any possible health and safety issues have been identified and dealt with before the visit takes place. Through the careful planning that we all do when I accompany pupils on school trips, I have become familiar with the school's policy on health and safety and educational visits; the local authority's guidelines for schools, *Safety in offsite activities*; and the DfES guidance *Health and safety of pupils on educational visits*.
- The first time I accompanied a class, which includes two wheelchair users, on a visit to the local swimming pool, I familiarised myself with the risk assessment and the lifting and handling assessment that had been carried out. I wanted to be aware of the identified risks and ways to minimise them. I sought advice before helping pupils to transfer from their wheelchairs to the pool and vice versa.
- Thinking about what a particular pupil had said, I was clear that this could possibly be a case of child abuse. The type and position of the bruising may have been caused by someone hitting the child with a hard object. From my training and understanding of school policy I knew not to question the child further about her injuries but that I must report my observations to the nursery teacher. When the child moved on to another activity I took the opportunity to discuss the incident with the teacher. Our child protection officer was immediately informed and he came to discuss our concerns.

- I was very conscious of the possible health and safety risks when organising a school trip and, with the teacher, I carried out a risk assessment, checking that the provision of safety equipment and staffing ratios were appropriate. It was important to make sure that any free time that pupils had during the visit was properly supervised and that each member of staff was clear about their responsibilities.

2.8 They know the legal definition of SEN, and are familiar with the guidance about meeting SEN given in the SEN code of practice.

Many support staff specialise in, and have substantial expertise in, managing and supporting pupils with SEN. However, to meet this standard it is not necessary to have such high levels of expertise, nor is it necessary for support staff to recite passages from the code of practice. Rather, meeting this standard requires candidates to demonstrate that the work they do in school is informed by relevant sections of the code where appropriate.

Support staff meeting this standard should know the graduated approach to identification, assessment and intervention as set out in the SEN code of practice including, in particular, statements of SEN, the place of IEPs as a planning and teaching tool, and annual review of statements. But it is through everyday practice that support staff can demonstrate their understanding of the legal definition of SEN and the main features of the guidance set out in the SEN code of practice. In mainstream schools, this may be through the work that teachers ask them to undertake with individuals and groups, either within lessons or outside the classroom environment. These pupils may have learning difficulties, while others may need specialist support and facilities to ensure that they make the best of their ability. This would apply, for example, to higher ability pupils in selective schools with hearing impairment or designated syndromes.

In the context in which they are working, therefore, support staff can demonstrate that, when planning a lesson with the teacher, they discuss pupils' learning needs and ask pertinent questions about any difficulties these pupils might have in meeting the learning objectives, and ways of overcoming any barriers to learning they might experience. They can demonstrate that they can implement appropriate strategies, as agreed with the teacher, in order to include pupils with SEN so that they engage with and benefit from the planned activities. They can also demonstrate how they modify activities as agreed with the teacher, perhaps to include pupils more fully, or to respond to a pupil who is making slower than expected progress.

- When I was planning to take story time with a class I had not met before, I asked the teacher whether any pupils in the class had SEN that might affect the way I delivered the story. One pupil in the class had a severe hearing impairment so I discussed with the teacher ways of making sure that he was included fully in the lesson. We discussed seating the pupil where he could see my face, the importance of speaking clearly, but not especially slowly, and making sure that I didn't turn my back to the pupil while I was talking.
- I worked with a visually impaired pupil to determine the character size, colour, boldness and font, and the best screen background colour, to enable her to read screen-based text more easily. Once we'd worked out the best combination, I circulated her requirements to other staff so they could modify any screen-based materials they used with her.
- Following discussions with the teacher, I worked with a group of pupils with learning difficulties to practise, through role-play, the social skills they would need to be safe and feel confident when using public transport on a class visit to a local museum.

- In the year 4 class there are three pupils with receptive and expressive communication difficulties. For these pupils, 'total communication' is used in parallel with spoken language. I have attended a short training course on total communication. To promote inclusion with their peers, I taught the class basic signs, using the fluent signers with communication difficulties as expert helpers.
- When I was supporting a pupil with SEN who was gradually being reintegrated into school following exclusion, I familiarised myself with the pupil's IEP targets, his speech and language reports, and the plan to support his reintegration into school.
- I know that a disabled pupil can get changed by himself for games, but he is very slow and often misses the warm-up part of the lesson. I discussed the importance of the warm-up with him and the need to speed up when getting changed. Once he is in the lesson, I support him when he needs it, but otherwise I leave him to work independently alongside his peers.
- I attend the annual reviews of the pupils I support to give feedback on their progress against their IEP targets and to help set new ones where necessary. I find this involvement really useful when I am working one to one with pupils, as I understand why specific targets have been set and how these fit into the progression of learning for each individual pupil.

2.9 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Support staff working at the higher level understand that positive behaviour stems from good relationships, positive role models, consistent practice, clear communication and well-organised and stimulating teaching, and may work proactively with the teacher to develop good practice across all learning activities. HLTA candidates will be able to demonstrate that the planning they do, under the direction of the teacher, encourages positive behaviour responses from pupils, thus ensuring effective learning.

Support staff working at the higher level will be able to demonstrate that they know the range of school policies and procedures that relate to the management of pupils' behaviour. For example, they will know their own and others' roles and responsibilities in managing pupils' behaviour. They will be able to demonstrate that they know a range of strategies to promote good behaviour (such as using positive language), that they know how to handle potentially difficult situations, and that they know when and how to get help. They will also be aware of how assumptions about pupils' behaviour in relation to such attributes as gender, ethnic or class background or disability can limit pupils' development.

- I devised an ICT-based sequencing activity featuring the behaviour I expected from a year 1 pupil and digital images of him behaving in the required manner. I used this regularly with the pupil to teach and reinforce the behaviour that I expected of him. Because the 'social story' worked so well, I have since devised others to use in different situations and with different pupils.

- During a recent literacy lesson which included some children with moderate learning difficulties, I kept the pace of the lesson quite fast so there was little time for pupils to become distracted and for behavioural problems to develop.
- While the teachers were attending to other aspects of the visit, I had a brief discussion with pupils about the behaviour expected of them on the trip. Using examples, I made them aware of village culture – especially the quieter, more peaceful and slower pace of life. I explained that the school (and I) would expect them to respect the village and its residents. I worked through with them some of the ways in which they could represent the school positively.
- Our school's policy on assertive behaviour reinforces positive behaviour. I always treat all the children with respect, listen to their concerns and pay attention when they are speaking to me, and make it clear that I expect the same from them. I also make a point of explaining the class rules that are displayed on the classroom wall so the children understand what is required and what will happen if they misbehave. I use these techniques to minimise and help manage any behavioural issues.

- I was working with a small group before and after break. After break, an incident between two pupils at break time carried over into the classroom and looked as if it would threaten the stability and concentration of the group that had existed before the break. At first I tried to refocus (rather than confront) pupils by tactically ignoring one pupil's behaviour and redirecting the other, but when this did not work I asked both pupils to take responsibility for their own behaviour by asking them to choose whether to behave well or not, setting out clearly in advance the consequences of a poor choice. When one pupil chose to work away from the group, once other pupils were working independently, I took the opportunity to rebuild a working relationship with him, giving him a target for success in the lesson.
- I made visual behaviour prompts to use with a group of six pupils with behavioural difficulties. I used these prompts successfully to remind pupils of the class rules and to indicate to pupils what they should be doing.

3 Teaching and learning activities¹

3.1 Planning and expectations

3.1.1 They contribute effectively to teachers' planning and preparation of lessons.

To demonstrate that they have met this standard, support staff will be able to provide evidence that, through their contribution to discussions about planning, they understand the teaching and learning objectives of the activities or lessons being planned and that they know how success will be measured. They will be able to demonstrate how suggestions they have made during discussions about planning, based on knowledge of their specialist area or pupils' particular learning needs, have influenced the teacher's planning of lessons or activities. They might show how, in accordance with their areas of expertise, they have commented constructively on the ideas and options put forward during discussions about planning. They should draw the teacher's attention to any difficulties they foresee in delivering the plans, offering realistic and constructive suggestions for improvements either to the activities or to their role in supporting them.

They may also demonstrate that they can use the observations they make during activities and lessons to inform suggestions they make about future lesson planning. They might demonstrate that they analyse records or notes they have made during or after activities/lessons, use their findings to formulate suggestions for improving future activities/lessons, and feed these into discussions about planning.

Support staff will also be able to demonstrate that they can carry out some aspects of planning under the teacher's guidance or instructions. Once they have agreed their role in the lesson with the teacher, they might demonstrate that they can take responsibility for planning the way they will carry out that role to meet the lesson objectives.

- In the weekly planning meeting with other reception staff, I described a literacy game that I had used successfully with a group of pupils. This was adopted by the reception team as a way of helping pupils to learn high-frequency words.
- I have worked very closely with a pupil over several years and have particular knowledge of his needs, so I was able to advise the teacher about how well I thought the pupil would cope with a lesson being planned. I suggested a few points in the lesson where I thought the pupil might have difficulty, and the teacher modified his lesson plans to accommodate them.
- I used to work in the pharmaceutical industry so I suggested to the teacher that I could introduce the chemistry topic by talking to pupils about the industrial applications of what they were learning. It proved to be a good way of engaging pupils' interest.
- I have particular expertise in supporting pupils with EAL. When I was planning a series of lessons with the teacher, I suggested that using artefacts might be a good way of introducing a key text and making the lesson more accessible to pupils with EAL. I suggested that I could lead a brief 'warm-up session' for these pupils, using their home languages to introduce key concepts, to enable them to gain maximum benefit from the lesson.

¹ Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.

Support staff meeting this standard will understand the teaching and learning objectives of the planned activities and how success is to be measured. They understand their role in each lesson, and how it complements that of the teacher. They will be able to demonstrate how they have planned activities that complement or are a variation of those determined by the teacher. They will plan how to use their time, the resources they will use and the kind of support they will give. With the support of the teacher, they will undertake any preparation necessary for them to carry out their roles effectively: for example, finding out about the learning needs of pupils or familiarising themselves with the expected learning outcomes. They will also plan, in accordance with agreed procedures, the ways in which they will provide feedback on pupils' learning and behaviour, both to colleagues and to the pupils themselves.

- Because I am a native Italian speaker, my role in the lesson was to lead activities designed to develop pupils' speaking and listening skills. This enabled the teacher to spend more time developing pupils' reading and writing in the language. As many pupils are quite self-conscious about speaking in a different language, I knew I would need to give them lots of encouragement to raise their confidence. I arranged to report back to the teacher after each lesson on the progress pupils had made – eg. the new structures or vocabulary they had practised – and any concerns I had about individuals.

- My role in the lesson was to work intensively with a group of pupils on specific aspects of literacy, so they could catch up with work they had missed without impeding the progress of the rest of the class. In each session I planned to set small achievable targets for each pupil so that they could see the progress they were making. I thought about how I could encourage pupils by praising them for effort and good behaviour as they met each target. I agreed with the teacher that after each session I would provide brief feedback on the pupils' progress.

3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

To demonstrate that they have met this standard, candidates should show that they select and prepare appropriate resources to support pupils' learning that take account of the pupils' needs and interests. For example, they might demonstrate that the resources they select and prepare take account of the teaching and learning objectives of the planned activities as well as the learning needs of the pupils they support; and that they reflect the linguistic and cultural diversity of our society.

They will be able to demonstrate that they offer realistic and constructive suggestions for improvements to resources, supporting their contributions with evidence from their own knowledge or experience. For example, they might use their own evaluation of pupils' engagement or progress in activities/lessons to suggest ways in which these might be improved by modifying the resources used to support their learning.

- When I was asked by the teacher to prepare resources about the industrial applications of some of the areas of physics and chemistry that pupils were studying, I made sure that I included examples of female and black scientists in the photographs and case studies I selected.
- When I was reading *Macbeth* in preparation for an English lesson I was to support, I noticed interesting links between aspects of the text and certain traditions in Islam. I told the teacher about my observations. She was very interested and asked me to prepare resources to illustrate these links. These materials engaged pupils' interest and stimulated discussion in the lesson.
- I devised a game to help a group of reception pupils recognise high-frequency words. The game was also designed to develop some of the social skills pupils were working on, such as working as part of a group, taking turns and listening attentively while others speak.
- I work in a nursery class and am often responsible for choosing the books, jigsaw puzzles and posters that we use with pupils. For our topic on toys and games I chose resources that reflect the linguistic and cultural diversity of our community and that give positive images of disability.
- When pupils did some internet research on alternative energy resources, I noticed that the sites they found independently, using search engines, were often inappropriate and too technical for them to understand. When I was evaluating the lesson with the teacher, I suggested that we could select and bookmark suitable websites for pupils to use.

3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

The meaning of 'out-of-school contexts' is wide. It acknowledges that opportunities for pupils to learn in contexts other than school will vary with the age range of pupils and the specialisms of support staff.

To demonstrate that they have met this standard, candidates should show that they are aware of the range of out-of-school contexts in which learning can take place and the learning opportunities that each can provide. For example, at ages 14–19, pupils might spend part of their time learning in locations other than in school; support staff meeting this standard might show how they contributed to the planning of such collaborative learning opportunities.

Support staff working at the higher level may also contribute to study support programmes delivered before or after school, or at lunch times. Candidates might explain the way that pupils' learning has been enhanced through homework, school trips, educational visits, residential activities, work experience, or aspects of a disappled or collaboratively delivered curriculum. In some circumstances, out-of-school contexts might be brought into the school through the involvement of visiting speakers.

Candidates working at the higher level will have contributed to the planning of out-of-school learning opportunities and understand their role in supporting pupils participating in them. They will be aware of health and safety issues, appreciate significant risks in the learning environment and know the appropriate action to take to minimise them, including where to get advice about these, if necessary. For example, they might show that they contributed, under the direction of a teacher, to a risk assessment for a school trip. They might demonstrate that, by reading an existing risk assessment document for an activity, they familiarised themselves with possible health and safety issues and learnt how to minimise risks to pupils.

- My specialist area is music, so the teacher asked me to prepare the class for a visit to a classical music concert and then to follow up the visit, once pupils were back in school, by developing those areas of the music curriculum that arose from the concert.
- When I heard that I was to support a group of pupils doing pond-dipping on a school trip while the teacher and other staff worked on other activities with other groups, I visited the educational field centre in advance, to learn pond-dipping skills and to familiarise myself with the creatures found in and around the pond. Once the class returned to school after the trip, under the direction of the teacher I led a follow-up lesson with the whole class on identifying and classifying pond creatures.
- I arranged for a friend of mine, who is a member of a flight cabin crew, to come to school to do a presentation about her work for sixth-form leisure and tourism pupils. I liaised with the teacher and my friend about the content of the presentation, informed pupils of the event, and arranged a room with presentation facilities for the guest speaker.
- I worked closely with a pupil with moderate learning difficulties to help him to set up a work placement. I helped him to search a website to look at placement options, and to use this to create a shortlist of suitable opportunities. I then helped him with his telephone skills, and liaised with prospective placement providers to explain his needs. I also helped the pupil to make plans to travel to the workplace independently and did a 'dry run' with him the week before he was due to attend.

- I studied a module on children's literature as part of my degree course. I've used this knowledge in helping the literacy coordinator to run an out of school book club.
- I encouraged a pupil with difficult home circumstances who often finds it difficult to complete his homework. I arranged for him to be able to do his homework in the lunch club he attends, instead of trying to do it at home.
- I encouraged pupils to do some research at home on their school topic about World War II. I suggested they might interview grandparents or neighbours about their memories, and bring their findings into school.

3.2 Monitoring and assessment

3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.

To demonstrate that they have met this standard, support staff should show an awareness of the teacher's reasons for monitoring or assessing particular pupils. They should demonstrate that they are familiar with the methods to be used and that, under the direction of the teacher, they can carry out a range of monitoring and assessment activities effectively, using agreed procedures. They should also show that they understand, and observe strictly, school policies and procedures to protect the confidentiality of information about pupils.

To demonstrate that they have met this standard, support staff should provide evidence that, under the direction of the teacher, they carry out a range of monitoring and assessment activities effectively using assessment data, tools, criteria and procedures identified by the teacher. For example, they might show how they discussed assessment with the teacher before the lesson to identify what they should be looking for and how they should record it.

They might demonstrate how, in a lesson, they made well-informed judgements about pupils' learning, behaviour and progress, and spotted any obstacles to pupils' learning.

- I assessed a pupil's phonic and spelling skills during a one-to-one session. After the session, I spoke to the teacher highlighting the particular strengths and difficulties the pupil had. I supported my assessment with annotated copies of the pupil's work, which were later used as evidence when the pupil's IEP and English targets were being reviewed.
- When I plan the work for my group with the teacher, we agree some success criteria that will help me and the teacher to assess whether pupils have met the lesson objectives. For example, when pupils were preparing a geography presentation on the effects of tourism at a local place of interest, we agreed that by the end of the session each pupil should have prepared one bullet point for the group presentation and be prepared to speak about it.
- By discussing and annotating two pupils' coursework entries with the science coordinator, I helped to assign a level to them. This involved referring to AQA's guidance on standardising material. After looking at one standard that both pupils failed to meet, I suggested improvements to our practice that might help to address the weakness.
- My school has a specific target to get more pupils up to level 5 in mathematics. After pupils took their mock SATS, I analysed the results to identify areas where pupils seemed to be having trouble so that teachers could devise customised revision for different groups of pupils to help address dips in particular skills.

3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.

To demonstrate that they have met this standard, support staff should provide evidence that they monitor pupils' responses to learning tasks and recognise any mismatch with expectations.

Evidence of their effectiveness would be showing that they use effective strategies to monitor pupils' responses to learning tasks. They might also show how they draw upon their knowledge of pupils to spot when a pupil is struggling or behaving in unexpected ways. Support staff meeting the standard will modify their approach to ensure that all pupils continue to be engaged and included in, and benefit from, planned activities. They might show that they know when it is appropriate for them to use their initiative and act independently to 'fine-tune' their approach so that the lesson is not disrupted and pupils' learning needs are met immediately and seamlessly.

- I used different strategies to monitor pupils' understanding. Sometimes I acted as 'devil's advocate', raising questions or problems, or pretending not to understand so that pupils could explain concepts to me. By targeting my questions carefully and at the right level of difficulty, I found I could draw reticent pupils into discussions so that I could then monitor their understanding.
- I worked closely with a pupil with SEN during a literacy lesson. When the pupil showed, through her verbal responses, that she understood the concept being taught, I left her to work independently while I supported other pupils. I told the pupil that I was available to support her if she needed help and that she should put up her hand to attract my attention. While the class worked, I monitored her engagement and progress discreetly, visiting her from time to time to praise her for staying on task and asking for help when she needed it.

- While I was supporting pupils in a music lesson I spoke to a group of pupils. Although they seemed very interested and knowledgeable about music generally, they seemed bored by the keyboard exercises they had been given to work through and were threatening to become distracted and disruptive in the class. When I investigated further, I found that these pupils had learnt instruments at their primary school and at least one of them was quite a good pianist. I spoke to the teacher about the possibility that these might be gifted and talented pupils who were underachieving because the work was not challenging enough. He talked to them and accelerated them through the keyboard programme. When they had more challenging work, I noticed that they were more engaged and their behaviour also improved.

3.2.3 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

Candidates must demonstrate that they meet both parts of this standard.

a. Monitoring pupils' participation and progress, then providing feedback to teachers

Support staff should provide evidence that they report back to the teacher on the progress pupils have made and any difficulties they faced. They will present accurate and objective information about pupils' performance in an agreed format.

They will also be able to show that, if required, they can justify their findings and answer the teacher's questions about the monitoring they have undertaken and any assessments they have conducted. For example, support staff should be able to explain the criteria they used to monitor pupils as they worked; the outcomes of their monitoring and whether or not they took any action; and the reasons for and outcomes of the action they took. They

might also be able to use the outcomes of their monitoring to feed into the teacher's future planning.

- I was asked to monitor pupils' participation during a whole-class activity led by the teacher. When pupils were given a few minutes to discuss or develop a point ready to feed back to the class, I noticed that some pupils were having difficulty both in participating with their peers and in coming up with ideas. I decided to sit with these pupils to help them to formulate a response. I then used a discreet signal to alert the teacher that they were ready to make a useful contribution. By doing this, I created a risk-free way for these pupils to contribute to the lesson.
- On a school visit, at the request of the teacher I monitored the behaviour of a group of pupils who had been set behaviour targets relating to their conduct outside school. The teacher asked me to note particularly the way the pupils interacted with their peers and with familiar and unfamiliar adults. When we got back to school in the afternoon, I discussed my monitoring notes with the class teacher. Because the pupils had met their targets the teacher was able to praise them for their good behaviour and indicate to them that they might now be allowed to join their peers on a forthcoming residential visit.

b. Monitoring pupils' participation and progress, then giving constructive support to pupils as they learn

In order to demonstrate this aspect of the standard, support staff will provide evidence that they understand the learning objectives of planned activities. Using the teacher's assessment of how pupils are expected to progress as a baseline, they will show that they can use a range of techniques, including observation, to gain information and make their own judgements about how well pupils are participating in activities, and the progress they are making.

They will use this information diagnostically to give appropriate support to pupils as they learn. For example, they might show how they use information gained from monitoring diagnostically to judge when pupils need extra support and when they should be left to work independently. Or they might show how they use information gained from monitoring to help pupils to review their learning strategies, achievements and future learning needs. They use the outcomes of their monitoring to provide useful feedback to teachers on pupils' participation and progress in an agreed format.

- I noticed that some pupils in the class were often unprepared and disorganised for their lessons, so it was agreed with the teacher that I should spend some time with them reviewing the way they usually worked, to help them develop a more organised way to approach their next piece of coursework. Once we'd agreed a way of working, I monitored their progress against their work plans and gave them feedback to help keep them on track.
- I noticed that a young pupil was forming some of his letters from the base rather than the top. Using wet sand in a tray, I reminded the pupil how letters should be formed and reported my observation to the teacher so that together we could monitor his progress and give him feedback to help him consolidate the correct technique.
- I used a 'report-back' sheet on a palmtop computer to make brief notes about pupils' responses and behaviour in a literacy activity in which they consolidated their phonic knowledge. I found that the report-back sheet helped me to focus on the agreed assessment criteria, and to structure my observations so that I could feed back to the teacher constructively and succinctly. Knowing exactly what pupils should know and understand also helped me to give specific and useful feedback to pupils.

3.2.4 They contribute to maintaining and analysing records of pupils' progress.

To demonstrate that they have met this standard, candidates will show that they contribute to maintaining records of pupils' progress. They will show that they are aware of the range of records used for the pupils with whom they work and the reasons for keeping them, and that they know to which records they should contribute. They will also be aware of any software systems used by their school to maintain and analyse pupil records. They will also show that they know how to obtain the information needed to update pupils' records and that they record that information systematically and accurately. Finally, they should show that they follow the agreed procedure for entering and storing records and that they maintain confidentiality in accordance with school and legal requirements, including those regarding data protection.

Candidates will also show that they contribute to analysing records of pupils' progress. They might show, for example, that they are able to analyse pupils' records to derive evidence-based information that can be drawn upon for reporting pupils' progress for various purposes such as preparing for parents' evenings, setting targets or the review of IEPs. Higher level support staff will also be aware of the possible limitations of any data when drawing out any conclusions.

- I analysed the results of the class's end-of-module mathematics test by converting raw scores into percentages. Using a spreadsheet on the computer, I then recorded each pupil's performance on each question and highlighted those questions that had been answered incorrectly. The spreadsheet enabled the class teacher to identify pupils who were falling below age-related expectations and gave her information about specific areas that pupils were finding difficult.

- I helped carry out standardised reading assessments with individual pupils from a year 2 class. I recorded pupils' scores on the assessment sheet. I worked out their chronological ages and their reading ages and passed these to the class teacher.
- After listening to reception pupils reading, and issuing them with new books, I updated the class reading record file and wrote a comment in the pupil's home reading record. If I feel that a pupil is ready to move on to more challenging books, I alert the teacher and she hears the pupil read to see if she agrees. If she does, I work with the pupil to help them select books that are at an appropriate level and have content that interests the pupil.
- I used my ICT skills to design a new behaviour record sheet suitable to be used with all pupils who need them. I liaised with the SENCO and the senior management team to agree the content and design of the sheet so that analysis of pupils' records would be as straightforward as possible. Once the record sheets had been finalised, I held a training session for other teaching assistants to show them how to use them, and worked collaboratively with colleagues while the new sheets were being implemented.

3.3 Teaching and learning activities

3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.

To demonstrate that they have met this standard, candidates will show that they establish a purposeful working atmosphere during the lesson/activity they lead, so that pupils meet the learning objectives set for them. For example, they might show how when leading classes or groups of pupils, they use approaches that maintain pupils' motivation and interest and challenge them appropriately.

Support staff meeting this standard will employ appropriate teaching and learning methods for the pupils/activities being taught. For example, they might demonstrate that they present material and tasks in a clear and stimulating manner. They might show that they use instruction, questioning and active listening, and that they prompt reticent pupils and explain tasks and concepts clearly. They might demonstrate how they develop pupils' individual and collaborative skills, and how they respond to individual needs, and promote pupils' self-esteem and confidence.

They will also make constructive use of classroom resources, including ICT where appropriate, and manage their own and pupils' time effectively.

- I vary the amount and type of support I give to match pupils' experience. When I introduce a new science concept to a group of pupils I give them a lot of support, taking things step by step, until they understand it. When they have learned the principles, I let them work more independently, moving from pupil to pupil, gradually helping them to apply the principle to new or more challenging problems.
- I speak Spanish and Italian and provide support in modern languages lessons. The teacher asked me to find authentic Spanish texts from the internet, such as newspaper articles and menus, at an appropriate level, and which might capture pupils' interest. I included authentic texts from Spanish-speaking Latin American countries that were of particular interest to pupils with family roots in the Caribbean.

- When a new pupil joined the nursery part-way through the term, she was very shy and reluctant to get involved with activities involving the other pupils. I set up some creative play in the 'home corner' and I could see that the new pupil was interested as she hovered on the fringes. I suggested that she might like to be a postwoman delivering a parcel to the house, and we wrapped something up and addressed it. The other pupils in the house were having a tea party, so I suggested that they might invite the 'postwoman' to join them. They did and the shy pupil joined in quite happily. Over the next few days I planned a number of ways to get the pupil to make an initial approach to a group of pupils. After a while she made friends and was included naturally in activities and made good progress.
- When I was organising a small group to brainstorm and record their ideas for a class debate, I allocated the roles of 'chair', 'scribe' and 'rapporteur', and asked pupils to take turns to contribute an idea. This helped to ensure that all pupils were actively engaged in the activity.

3.3.2 They communicate effectively and sensitively with pupils to support their learning.

To demonstrate that they have met this standard, candidates should show that they structure information well and present content clearly. For example, they might demonstrate how they outline content and aims, and summarise key points as an activity progresses. They will use appropriate vocabulary, illustrations and examples, and give clear instructions, demonstrations and explanations. They might show how they take account of pupils' first languages or particular communication needs.

Candidates meeting this standard might show that they ask effective questions and listen carefully to pupils' responses, analysing them and responding respectfully and constructively. They will build on pupils' answers with clear

explanations, repetition and reinforcement. They might demonstrate how they use pupils' mistakes and misunderstandings positively to provide an opportunity to improve understanding for all. They could also show how they avoid causing embarrassment to pupils or making them afraid to make mistakes.

HLTA candidates might demonstrate how they offer pupils genuine praise or constructive criticism about their work and behaviour, or how they use positive language to manage pupils' behaviour.

- I speak a number of community languages. When I worked on the difference between area and perimeter with a pupil who was not yet fluent in English, I first explained the concept in Gujarati to ensure that the pupil had understood. I then conducted the rest of the activity in English, using and consolidating the correct mathematical vocabulary throughout.
- When a child seemed to be affected by something that was happening in the playground, but was unwilling to talk about it to members of staff, I suggested to the teacher we might explore the topic of friendship during class 'circle time'. I felt that this would allow us to address the issues without the pupil in question being put on the spot. I hoped that the pupil might be encouraged to put her views forward alongside her peers.
- I act as a 'point of reference' for disaffected pupils. I greet them each morning, praise them for punctuality, correct their school uniform if necessary, take an interest in their lives, listen to any problems, and remind them about homework. If necessary, I accompany them to and from lessons.

- During a practical design and technology project, the teacher and I were aware that a number of pupils were experiencing difficulties in getting their cam mechanisms to work and were losing interest in the activity. We decided that, rather than just telling them how to correct the problems, I would use questions to help pupils think through why the cam mechanisms might not be working and how they might modify them to make them work. This approach increased their involvement in the project, as they discussed with me and each other possible solutions.

3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.

Support staff working at the higher level recognise and promote the principles of inclusive education. To demonstrate that they have met this standard, candidates should show that they are familiar with the national curriculum statutory inclusion statement and the school's policies and procedures in relation to inclusion and how this translates into classroom practice. For example, in their planning and practice they should demonstrate evidence of attention to issues of inclusion that reflect school policy.

The planning, practice and evaluation by support staff working at the higher level will demonstrably contribute to groups of pupils or individuals being included more fully in a lesson and therefore being more able to meet the learning objectives set for them. For example, candidates might demonstrate how they are aware of gender issues when organising pupils into groups, assigning them to activities or arranging access to equipment. They might demonstrate, too, how they support pupils with SEN or those who underachieve, are disaffected or demotivated. They might show how they offer language support to pupils with weak literacy skills or those who speak English as an additional language.

They will be able to show how they:

- modify or adapt activities, materials or equipment to enable pupils to participate in a lesson alongside their peers
- provide alternative or simplified explanations to pupils
- encourage less confident pupils to participate more fully, or
- manage pupils' behaviour so they and others can benefit fully from a lesson.

- Under the direction of the teacher, I engaged a group of key stage 4 pupils with learning difficulties in reading by helping them to create ICT-based 'living books', using desktop publishing software. The books incorporated text written or suggested by pupils, images taken by pupils with a digital camera, and sound bites recorded by pupils using a microphone. These books were at a suitable reading age for pupils, but reflected their experiences and interests.
- To encourage a school refuser to take the first steps into full-time education, I worked closely with the behaviour consultant, the SENCO, the pupil and her parents to devise a graduated programme of support for the pupil. At first I supported the pupil at home, then at school in the inclusion unit, and then in the classroom. I judged when it was appropriate for the pupil to move on to the next step, and I gradually withdrew my support in the classroom as the pupil was able to cope more independently.
- I learnt Makaton signs to help include a pupil with communication difficulties in mainstream classes. After planning alongside the teacher, I researched and prepared new signs to support the lesson content.

- This was the first time that the school had taken a group to an outdoor activities centre and we were careful to make sure we familiarised ourselves with the activities and what they might involve. The class teacher and I planned the groupings, taking account of children's abilities, personalities and behaviour. We worked out strategies for dealing with particular pupils and situations that might arise.
- We already had the 'story sack' in early years, and I sorted out what I felt a particular pupil could cope with, including items that he knew and understood. It is important that tasks are achievable and enjoyable, so hopefully he will want to repeat the lesson. Children with Down's syndrome learn best through visual activities with lots of encouragement, breaking words down to initial sounds. For the child's self-esteem it is very important that he feels part of the class and that other children see how well he is doing. As he is unable to tell his mum and dad what went well in class, I make sure I let them know what he has done. I write the lessons up in his home/schoolbook so they can discuss his achievements with him.
- I worked with a pupil with significant health problems. At his first review it was decided that if he had a lot of time away from school, then I would go to his home to work one to one with the child on a pre-planned lesson. This was the first time this kind of provision had been offered. The parents were all in favour and the pre-school professionals gave the idea the 'thumbs up'. I built up strong relationships with the child and his parents over the first few weeks and knew there would be no problems there. In March the child had an bad eye infection, so after discussions with the class teacher and his mum, I went to his home and delivered the lesson as planned.

3.3.4 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.

In part, this standard relates to how higher level support staff promote good behaviour and thereby create a positive learning environment. In short, they actively promote positive pupil behaviour in accordance with their own school's frameworks and expectations, and they model the standards of behaviour expected from pupils and adults in the school.

The standard also relates to support staff's response to, and management of, misbehaviour and potentially difficult situations, thereby contributing to creating a classroom environment in which all pupils know the boundaries of acceptable behaviour.

To demonstrate that they have met this standard, candidates should show that they understand the factors that contribute to positive behaviour, and the way that this is reflected in the school's policy on behaviour, attendance and anti-bullying. For example, they might demonstrate that they explain classroom rules and routines to pupils and the reasons for them; or that they take prompt action in relation to behaviour which conflicts with classroom/school rules, acting within the school procedures and thereby using reasonable sanctions when necessary. They discuss with the teacher any incidents that are outside their area of responsibility or experience. The work of some higher level support staff may enable them to show how they promote individual and group behaviour targets, remind pupils how to behave, and encourage them to take responsibility for their own behaviour.

Higher level support staff will use a range of behaviour management strategies to promote good behaviour. They will be able to show how they plan to maintain good relationships and positive behaviour, anticipating possible inappropriate behaviours and discussing ways of addressing them with the teacher. They might show that by consistently using a range of effective behaviour management strategies, they are able to establish and maintain a safe working environment that supports learning and in which pupils feel secure and confident.

They might show how they draw upon their knowledge of pupils to pre-empt inappropriate behaviour whenever possible.

HLTA candidates may be able to show how they have referred to appropriate colleagues any incidents of poor behaviour outside their area of responsibility or experience. This would show, in turn, that they are clear about when a situation lies outside their area of responsibility, or requires intervention by other staff, and that they know when and where to seek assistance.

- During my PowerPoint presentation I had to ask two children to stop talking. I told them that I knew it was sometimes difficult to sit still but it would be only a short time to the next activity break. I pointed out that they were preventing other pupils from paying attention to the lesson. I worded the reproach as positively as possible in accordance with the school's behaviour policy.
- While the usual class teacher was taking maternity leave, I became increasingly aware that one pupil in the class seemed to be finding it difficult to cope with the change of teacher and was increasingly presenting challenging and aggressive behaviour. The replacement teacher and I decided that it would be useful if I could spend more time with the child on a one-to-one basis. We decided that I should use a PSHE CD-ROM activity that explores disruptive behaviour and brings to life other issues such as learning, expectations and relationships. This proved to be a very effective resource, as the pupil could identify with the character portrayed on the CD-ROM and she began to make a conscious effort to behave more appropriately.

- When I was working with the whole class while the teacher was not present, I positioned pupils working on laptop computers around the outside of the classroom and the rest of the pupils at tables in the middle of the room so that I could monitor all the pupils while I was working in a more focused way with individuals or groups.

3.3.5 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.

Support staff working at the higher level are competent, under the supervision and direction of a teacher, to take responsibility for individual pupils, small groups and whole classes with and without the teacher present.

Candidates must demonstrate that they meet all three parts of this standard.

a. Advancing pupils' learning when working with individual pupils

Candidates working at the higher level will provide evidence showing how they work with individuals to provide focused or differentiated teaching within the context of a learning activity. They will be able to demonstrate how their support enables individual pupils to be included in the lesson and to achieve their maximum potential. For example, they might show how they provide additional language support for pupils with weak literacy skills or those who speak English as an additional language, to enable them to gain maximum benefit from the lesson; or provide support for pupils with SEN or disabilities that enables them to tackle tasks confidently that might otherwise seem too difficult for them.

- I work closely with a pupil with a hearing impairment for a short time during each literacy lesson to help her meet agreed individual objectives on phonics that will help to improve her use of words with several syllables. From the medium-term plans that I devised in partnership with the teacher, I plan each session myself just checking each week's sessions over with the teacher at the beginning of the week. If I'm unsure about the content or the way I should teach something, I take advice from the class teacher or the language support teacher.
- I worked with a sixth-form pupil studying GNVQ advanced business studies to help him work more independently. To help him organise his work and to meet deadlines, I taught him study skills strategies such as using a laptop computer for his coursework, how to make notes, and how to identify and highlight or number key points.
- I worked with a pupil with a specific learning difficulty taking GCSE history to teach him effective ways of making notes from oral presentations and written material. I focused on visual notes such as spider diagrams, and labelled drawings to reduce the amount of reading and writing involved and to make the material easier for him to revise.

b. Advancing pupils' learning when working with small groups

Candidates working at the higher level will also provide evidence of how they work with small groups to provide focused or differentiated teaching, within the context of a lesson. They might show, for example, that they can explain the task and make learning objectives clear to pupils; vary their teaching style to suit the activity; organise the work of the group; and help the group to complete its task by effective questioning, explanation and feedback.

- I have particular knowledge of ICT – I used to work in the school as an ICT technician before I became a teaching assistant. We have many gifted and talented pupils in school, so because of my particular knowledge, the head of ICT asked me to develop a programme of work that would motivate, challenge and extend a group of gifted and talented pupils taking a GCSE in ICT. I then worked closely with this group of pupils to deliver the programme; this gave the teacher more time to spend with pupils whose knowledge, skills and understanding were less advanced.
- I work with a small group of lower-attaining pupils in the morning just before their first numeracy lesson of the week. For these sessions, I plan and teach activities that revise and consolidate mathematics work from the previous week. I also introduce and explain any new terminology that their teacher will use in the coming week's mathematics lessons.

c. Advancing pupils' learning when working with whole classes where the assigned teacher is not present

The standard requires higher level support staff to work with a whole class where the assigned teacher is not present. Support staff may undertake this role where the headteacher judges that the member of staff is competent to do so in accordance with the Education (Specified Work and Registration) (England) Regulations and accompanying guidance. Candidates must therefore show that after planning the lesson under the supervision of the teacher, or receiving clear instructions from the teacher, they have taken responsibility for the whole class **without a teacher present**.

To meet this standard it is therefore essential that candidates have demonstrated the ability to work with a whole class where the assigned teacher is not present. This may have occurred regularly or rarely. Where it occurs comparatively rarely, candidates may still meet the

standard provided that the teacher is able to verify that the candidate has demonstrated sufficient competence in leading whole-class activities for the teacher to be confident of the candidate's ability to manage pupils' learning when no teacher is present and, on occasions, has done so.

The standard expects that candidates will work successfully without any intervention other than that available under the school's arrangements for dealing with exceptional events (eg. under the behaviour management policy) or emergencies.

'Whole' class is not defined by an absolute or precise number of pupils or students, and actual class sizes will of course vary, depending on the nature of the school and the age of the pupils. What marks out whole-class activities is not a minimum number of pupils or students but the role of the support staff in introducing, managing and completing a topic or task, and the degree and complexity of the organisation and management of learning. Nor is there a minimum or a maximum length for a whole-class activity. Sometimes it may occupy the full lesson time; sometimes it may take half that time as the support assistant and teacher work in tandem. The common denominator, of course, is that in every context all support staff are working under the direction and supervision of a teacher.

- I took the whole class while the teacher worked on her end-of-term reports elsewhere. After telling a story and drawing parallels with pupils' own experience, I encouraged pupils to use costumes and props that I brought into school to act out parts of the story for the rest of the class.

- After the teacher and I had planned the science lesson on forces together, it was decided I would lead the lesson while the teacher worked in another room with two pupils with SEN. I set up the investigation and organised the pupils into small groups. I introduced the learning objective and tasks to them and then observed each group's approach to the tasks in turn. I used an evaluation sheet I had devised to note pupils' comments and responses to the questions the teacher and I had prepared to check their understanding. I also used open-ended questions to stretch their thinking.
- The task was to take the class for part of a numeracy session and to work with a counting stick to practise numbers up to 20 counting forwards and back. I used a puppet to count along the stick to encourage children's participation and to present the task in a stimulating way. The aim of the task was to consolidate pupils' ability to count reliably up to 10 and identify those who might need extra support.
- When the weather was bad, because of limited hall space I practised football skills with half the class in the hall while the teacher taught the rest of the class in the classroom. Halfway through the period, I delivered the same session to the rest of the class while the first group returned to the teacher.

3.3.6 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.

The opportunity for support staff to work with other adults in a learning context will vary depending on the circumstances in which they work or are trained. Although some support staff working at a higher level will have management responsibility for other staff, this capability does not have to be shown in order to meet the standard.

In some circumstances, support staff will regularly work with other classroom assistants, parent volunteers, visiting speakers, staff whose main workplace is another institution, such as a further education college, and professionals working in schools on a part-time basis. During the absence of a teacher the candidate may be able to guide a supply teacher by drawing on their knowledge of the needs of a particular pupil or group of pupils.

To demonstrate that they have met this standard, candidates could provide evidence that they engage in joint planning so that everyone is clear about their role in the lesson and the lesson objectives. They might demonstrate how they make a positive contribution to discussions with the teacher on the best way to deploy other adults in the lesson/activities. They might show how, following discussion with the teacher, they can independently brief the other adults, explaining roles, objectives, methods and outcomes.

This standard may be met by support staff working at a higher level in a range of contexts where they consider the best way to deploy additional adults to help meet agreed learning objectives. They might demonstrate how they have spoken in advance to the other adults to find out their interests and strengths.

- After I'd worked with the teacher to plan a visit to an art gallery, I briefed a group of parents and volunteers who would be accompanying the class about the schedule and objectives for the visit, the worksheet that pupils would complete, and the questions that they should ask the pupils. I also informed them of important health and safety matters that they should be aware of.
- I read a story to a reception class assisted by a bilingual parent who provided community language support for pupils who spoke English as an additional language. I also asked the bilingual parent to help children recite some traditional nursery rhymes in the community language.

- I lead a team of teaching assistants in a secondary school. When new colleagues join the team, I carry out an induction programme, under the supervision of the SENCO. During this programme I advise new staff of their role and about school policies and procedures, and they also watch me work in the classroom and around the school.
- I trained another teaching assistant to use the school reading scheme. I supported her with advice and feedback until she felt knowledgeable and confident enough to deliver the programme without assistance.
- When I run the after-school netball club, I am assisted by two junior sports coaches from the local secondary school. Last week I assigned them umpiring roles within five-a-side mini-games, asking them, on this occasion, to focus on accurate passing, which pupils had been practising, rather than on footwork. After the match I thanked them for their help and gave some constructive feedback on the support they had given.
- Because of a shortage of computers, six pupils supported by a learning support assistant (LSA) worked in a separate classroom. I'm more comfortable with computers than the class teacher, so I demonstrated the software to the LSA in advance of the lesson and explained how she should support pupils while they worked. I reassured the LSA that I would be in the next classroom should she need me.

- When the class teacher was absent I was able to brief the supply teacher. I shared the teacher's plans for the day and showed her the routines of the classroom, eg. the writing of the learning objectives on the whiteboard, and the way we always return to these in the plenary session and ask the children to decide how successful they have been in meeting the objectives in their task for the lesson.

3.3.7 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

To demonstrate that they have met this standard, support staff at the higher level should provide evidence that they plan for the fullest inclusion of all pupils in the lessons/activities for which they are responsible. They will take positive action to avoid inequality of opportunity in the classroom and throughout the school.

They do this by considering how tasks, resources, equipment, classroom organisation or the way they support pupils might be modified so that all pupils can be included as fully as possible in the lesson activities; and they recognise and respond appropriately to issues that threaten to undermine equality of opportunity including: ethnicity, language background, culture, gender, ability, social background, sexuality or religion; this will also include incidents of racial or sexual harassment or bullying. They do so in the light of school policies and reporting procedures, seeking the help of teachers where appropriate.

- In preparation for a topic on Victorians, the teacher and I discussed how we might begin to encourage the class to think about a number of equal opportunities issues. We decided that as part of a visit to a historic house where pupils would learn about the lives of the families and servants who used to live in the house, I should carry out a discussion activity contrasting the lives of those people with pupils' own lives. The discussion touched on a number of issues – for example, the treatment of servants and the different approach to education of boys and girls.
- The school monitors pupils' attainment systematically to ensure that no pupil group is underachieving. To help with this, I was asked to analyse GCSE results by ethnicity and gender, and produce subject results for each ethnic group. This information is used by subject departments to inform strategies to raise attainment for particular pupil groups. In my school this technique has been very successful in addressing stereotypical views about the academic achievement of particular ethnic groups. For example, I have been involved in contacting successful black businessmen and women and arranging for them to come and talk to GCSE business classes.
- I liaised with a pupil with a visual impairment and with his learning support assistant to find out what kinds of modifications would need to be made to a food technology lesson in which pupils were making celebration cakes that they had designed. We considered modified equipment (talking scales) and support (with cutting and chopping ingredients, and taking the cake in and out of the oven) so that the pupil could be included as fully as possible, work as independently as possible and remain safe in the lesson.

- When some boys ridiculed a girl's ambition to become a professional footballer, I led a discussion about gender stereotypes and occupations. I pointed out the high status of women's football in the USA and told pupils that women's football is the fastest-growing sport in the UK. I then asked pupils to think about why other jobs, for example nursing and fire fighting, are often associated with one gender or another, and whether there was any reason why they should not be equally open to men or women.
- When a girl was upset because she had been called racist names, I dealt with the situation following school procedures. First, I comforted the pupil and talked about the incident with her. I then made sure the perpetrators and those who had overheard the incident in the classroom understood that the incident they had been involved in or witnessed was wrong, unacceptable and hurtful, and would not be condoned in the school. I explained why it was unacceptable behaviour and tried to get those involved to empathise with victims of racism. After the lesson I reported the incident to the class teacher and the matter was followed up formally.

3.3.8 They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

To demonstrate that they have met this standard, candidates at the higher level should provide evidence that they identify potential risks associated with the lessons or activities they lead and act to minimise them. For example, they might demonstrate how, having identified parts of a lesson/activity where pupils might benefit from additional support or supervision, they deploy other adults effectively in order to support the safe use of teaching space or resources.

Support staff working at the higher level might show how they organise and manage the activities for which they are responsible, in order to provide a productive and safe learning environment for pupils: for example, how they devise and implement a seating plan for their class or group so that pupils are positioned to facilitate learning and positive behaviour.

Higher level support staff will organise and manage the teaching spaces for which they are responsible, in order to provide a productive and safe learning environment for pupils. For example, they might demonstrate how they manage the reorganisation of groups of pupils for different purposes. They might demonstrate that they manage space to ensure that all pupils can be included in activities.

Candidates will be able to evidence how they organise and manage the resources for which they are responsible, in order to provide a productive and safe learning environment for pupils. For example, they might demonstrate that they follow effective routines for the distribution and collection of resources at appropriate points during a lesson. Similarly, they might demonstrate that they support pupils in using equipment safely, teaching safe techniques, and intervene, where necessary, to ensure safe practice.

- When I was planning activities under the supervision of a teacher, I suggested that pupils would benefit from additional supervision from a technician at two points in an electronics lesson: when cutting circuit boards to size and when using an acid-etching process to print their circuits.
- Before taking the class for a story on the carpet, I moved some tables and equipment to ensure that pupils had sufficient space to sit comfortably and see the book but had no distractions, such as toys or chairs, to fiddle with. I used small mats to help young pupils who have difficulty concentrating and sitting still during whole-class activities to stay in one place on the carpet.

- When I was leading a group in a technology lesson where primary pupils were constructing model bridges, I demonstrated the safe use of scissors, cutting boards and the sticky-tape dispenser.
- In a design and technology lesson where pupils were using hot glue guns, I took particular care to oversee the work of two pupils who presented on the autistic spectrum because I was aware that they were not very good at anticipating the outcomes of their actions. I reminded them regularly about safe practice with the glue guns.
- When I was cooking with a group of pupils, we discussed the hygiene aspects of handling food. I made sure pupils washed their hands, put on aprons and tied long hair back.

Annex A:

Professional standards for HLTA status

Professional values and practice

- 1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- 1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.
- 1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- 1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- 1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- 1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

Knowledge and understanding

- 2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- 2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- 2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.

- 2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.
- 2.5 They know the key factors that can affect the way pupils learn.
- 2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
- 2.7 They are aware of the statutory frameworks relevant to their role.
- 2.8 They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the SEN code of practice.
- 2.9 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Teaching and learning activities – Planning and expectations²

- 3.1.1 They contribute effectively to teachers' planning and preparation of lessons.
- 3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- 3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- 3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

Teaching and learning activities – Monitoring and assessment²

- 3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.
- 3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.
- 3.2.3 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- 3.2.4 They contribute to maintaining and analysing records of pupils' progress.

Teaching and learning activities²

- 3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.
- 3.3.2 They communicate effectively and sensitively with pupils to support their learning.
- 3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.
- 3.3.4 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- 3.3.5 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- 3.3.6 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.

- 3.3.7 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- 3.3.8 They organise and manage safely the learning activities, the physical teaching space and the resources for which they are given responsibility.

² Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

Annex B:

Regulatory and other documents relating to support staff working at the higher level

Support staff working at the higher level are expected to work under the direction and supervision of qualified teachers, as set out in the Education (Specified Work and Registration) (England) Regulations and accompanying guidance. They will need to be familiar with these regulations, and understand their responsibilities and how these relate to the work of teachers. In addition, the following documents relating to working in schools and with children may be helpful.

NB. This information is provided for guidance only and should not be relied on when taking decisions. Providers, local authorities, schools and individuals should seek appropriate advice to ensure that they comply with relevant regulations. The TDA has no duty of care to providers in this respect and accordingly accepts no liability of any kind (whether in contract, tort or otherwise) and disclaims all responsibility for any consequences of any person relying on this information or advice.

Acts of Parliament can be found at www.opsi.gov.uk/legislation

Child protection

DfES (2002) *Child protection: preventing unsuitable people from working with children and young persons in the education service* (ref: DfES/0278/2002)

Children Act 1989, especially section 3(5) on what is reasonable in safeguarding and promoting children's welfare

Home Office (1999) *Caring for young people and the vulnerable? Guidance for preventing abuse of trust*

Disability Discrimination Act 1995 (as amended)

DoH/Home Office/DfEE (1999) *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children*

Education Act 2002, section 175, Safeguarding children in education

DfES (2004) *Safeguarding children in education* (ref: DfES/0027/2004)

Special educational needs/disability

DfES (2005) *Managing medicines in schools and early years settings* (ref: DfES 1448-2005)

DfES (2001) *Special educational needs: code of practice* (ref: DfES 0581/2001)

Special Educational Needs and Disability Act 2001

Education Act 1996, Part IV Special Educational Needs

Inclusion/discrimination

CRE (2002) *A guide for schools* (ISBN: 1 85442 433 5)

Disability Rights Commission (2002) *Code of practice for schools*

DfEE Circular 10/99 Social inclusion: pupil support

DfEE (2000) *Guidance on the education of children and young people in public care*

DfES (2002) *Supporting pupils learning English as an additional language* (ref: DfES 0239/2002)

DfES SEN website
(www.teachernet.gov.uk/wholeschool/sen)

The Sex Discrimination Act 1975 (as amended)

The Race Relations Act 1976 (Amendment) Regulations 2003

Race Relations (Amendment) Act 2000

QCA (2000) National curriculum inclusion statement

DfEE (2000) *Supporting pupils with special educational needs in the literacy hour* (ref: DfEE 0101/2000)

National Grid for Learning, inclusion website
(<http://inclusion.ngfl.gov.uk>)

QCA (2001) *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (ref: QCA/01/759)

QCA (2001) *Working with gifted and talented children: key stages 1 and 2 English and mathematics* – handbook, written examples and video (refs: QCA/01/801, 802, 803)

Disability Discrimination Acts 1995, 2005
www.direct.gov.uk/DisabledPeople/RightsAndObligations/YourRights

The national curriculum online website (www.nc.uk.net) includes material on various aspects of inclusion

DfES (2005) *Managing medicines in schools and early years settings* (ref: DfES 1448-2005)

Employment

Commission for Racial Equality website (www.cre.gov.uk)

Disability Discrimination Act 1995

Commission for Racial Equality *Code of practice for the elimination of racial discrimination in employment*

Health and Safety at Work Act 1974 (as amended), Sections 7 and 8

Behaviour

DfEE (2000) *Don't suffer in silence: an anti-bullying pack for schools*

Curriculum guidance

National curriculum information is on the QCA website (www.qca.org.uk) and the national curriculum online website (www.nc.uk.net)

Out-of-school activities

DfEE *Health and safety on work experience* (ref: GPS/RS/2)

DfEE (1998) *Health and safety of pupils on educational visits: a good practice guide* (ref: HSPV 2). Three supplements were published in 2002: *Standards for LEAs in overseeing educational visits*; *Standards for adventure*; and *A handbook for group leaders*. These are available on www.teachernet.gov.uk/visits and in published form to local authorities and schools on request.

DfES (2004) *The study support code of practice: improving the quality of out of hours learning* (ref: DfES 1063-2004)

DfEE (2000) *Safe keeping: a good practice guide for health and safety in study support* (ref: DfEE 0197/2000)

Both the above are available from DfES Publications on 0845 60 222 60, or downloadable from the study support website (www.standards.dfes.gov.uk/studysupport)

Other relevant documents

DfEE circular 10/98 (1998) *Section 550A of the Education Act 1996: The use of force to control or restrain pupils*

DfEE (2001) *Promoting children's mental health within early years and school settings* (ref: DfEE 0121/2001)

The Human Rights Act 1998 (Amendment) Order 2001

Protection from Harassment Act 1997

DfES (2000) *Working with teaching assistants: a good practice guide* (ref: DfES 0148/2000), Case studies relating to the effective deployment of teaching assistants can be found at www.teachernet.gov.uk/wholeschool/teachingassistants/management/

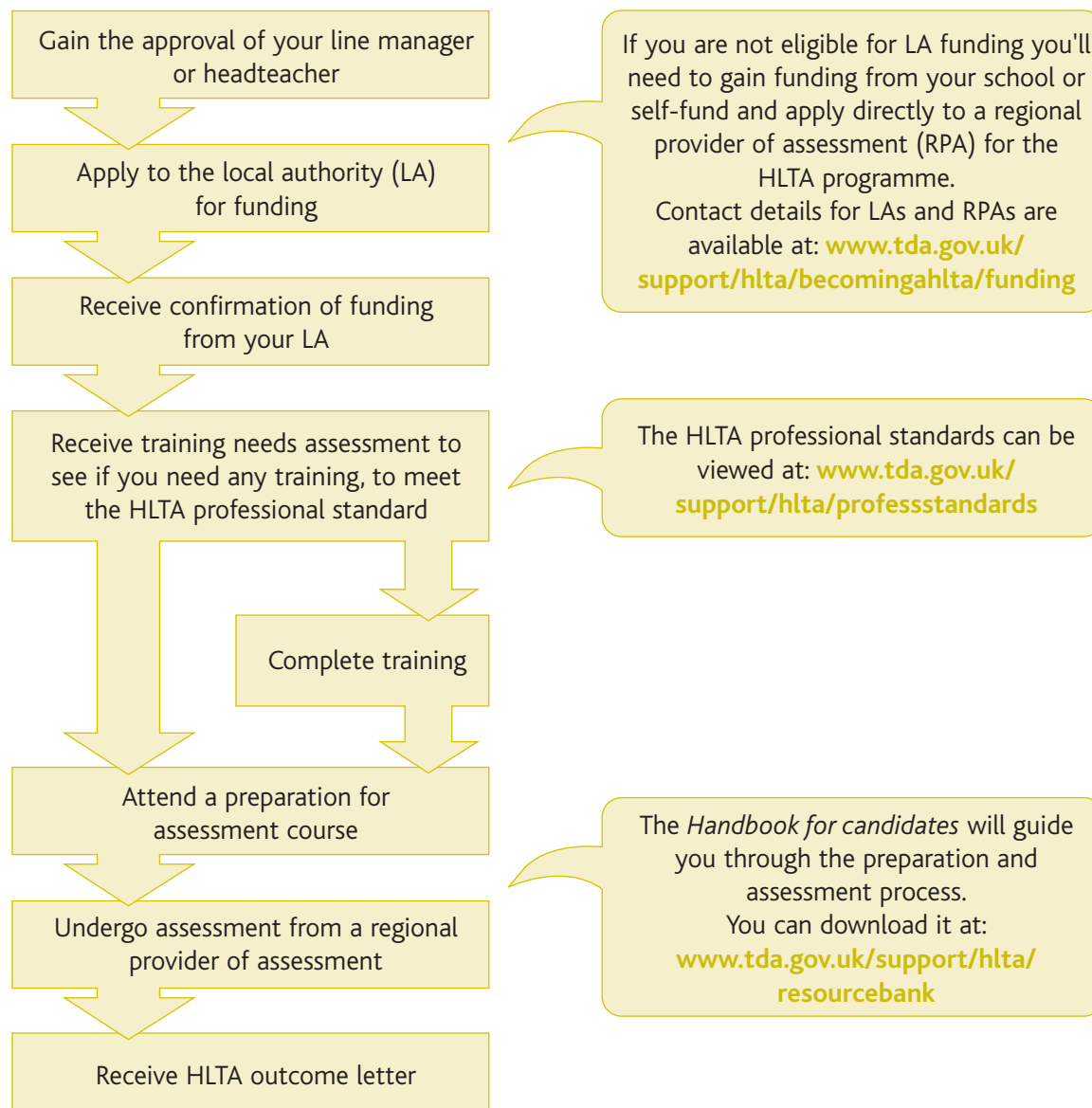
Children Act 2004

Details about the implementation of the Act and the wider reform programme are available in *Every child matters* (www.everychildmatters.gov.uk)

Workforce Agreement Monitoring Group notes provide guidance on matters relating to deployment and employment of HLTAs (www.remodelling.org/resources/download_section.php?cid=52)

Annex C:

The steps to achieving HLTA status



Record the details of who is providing your training, preparation for assessment and assessment below:

| | | |
|--------------------------|--|--|
| <p>Training provider</p> | <p>Provider of preparation for assessment:</p> | <p>Regional provider for assesement:</p> |
| | | |

Higher level teaching assistant

The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below (or by e-mail: corporatecomms@tda.gov.uk).

Please tell us what you require and we will consider with you how to meet your needs.

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