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This form can be used by those colleagues who are giving mentoring support to TAs who wish to achieve HLTA status.

SECTION 1: Professional attributes

Those awarded HLTA status must demonstrate, through their practice, that they:

STANDARD	NOT YET MET	WORKING TOWARDS	STANDARD MET IN FULL
1. have high expectations of children and young people with a commitment to helping them fulfil their potential			
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people			
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people			
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers			
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people			
6. demonstrate a commitment to collaborative and cooperative working with colleagues, and			
7. improve their own knowledge and practice including responding to advice and feedback.			

SECTION 2: Professional knowledge and understanding

Those meeting the higher level teaching assistant Standards must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning. This knowledge and understanding will relate to a specialist area which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs). Those awarded HLTA status must demonstrate, through their practice, that they:

STANDARD	NOT YET MET	WORKING TOWARDS	STANDARD MET IN FULL
8. understand the key factors that affect children and young people's learning and progress			
9. know how to contribute to effective personalised provision by taking practical account of diversity			
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people			
11. have achieved a nationally recognised qualification at level 2 or above in English / literacy and Mathematics/numeracy			
12. know how to use ICT to support their professional activities			
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support			
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved			
15. know how to support learners in accessing the curriculum in accordance with the Special Educational Needs and Disabilities (SEND) code of practice and disabilities legislation			
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice			

SECTION 3: Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

STANDARD	NOT YET MET	WORKING TOWARDS	STANDARD MET IN FULL
17. use their area(s) of expertise to contribute to the planning and preparation of learning activities			
18. use their area(s) of expertise to plan their role in learning activities			
19. devise clearly structured activities that interest and motivate learners and advance their learning			
20. plan how they will support the inclusion of the children and young people in the learning activities, and			
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.			

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

STANDARD	NOT YET MET	WORKING TOWARDS	STANDARD MET IN FULL
22. monitor learners' responses to activities and modify the approach accordingly			
23. monitor learners' progress in order to provide focused support and feedback			
24. support the evaluation of learners' progress using a range of assessment techniques, and			
25. contribute to maintaining and analysing records of learners' progress.			

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

STANDARD	NOT YET MET	WORKING TOWARDS	STANDARD MET IN FULL
26. use effective strategies to promote positive behaviour			
27. recognise and respond appropriately to situations that challenge equality of opportunity			
28. use their ICT skills to advance learning			
29. advance learning when working with individuals			
30. advance learning when working with small groups			
31. advance learning when working with whole classes without the presence of the assigned teacher			
32. organise and manage learning activities in ways which keep learners safe, and			
33. direct the work, where relevant, of other adults in supporting learning.			