**Revised professional standards for Higher Level Teaching Assistants (HLTAs) in Wales 2011**

Those awarded HLTA status must meet all of the following standards.

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| **Professional attributes**  |
| 1. Have high expectations of children and young people and a commitment to helping them fulfil their educational 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 collaboration and cooperative working with colleagues and external agencies.  |
| 7. Improve their own knowledge and practice including responding to advice and feedback.  |
| **Professional knowledge and understanding**  |
| 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 inclusion and, in particular, additional learning needs (ALN).  |
| 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 level 2 (or above) of the National Qualifications Framework in English or Welsh (first language)/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 all learners in accessing the curriculum in accordance with the special educational needs, the SEN Code of Practice for Wales, and disabilities legislation.  |
| 16. Know how other frameworks that support the development and well-being of children and young people impact upon their practice.  |
| 17. Understand the national education policy context in Wales and the Welsh Government’s national priorities for education including Cwricwlwm Cymreig to inform and shape their practice.  |
| 18. Understand how the United Nations Convention on the Rights of the Child and the Children and Young People’s Participation Standards for Wales are used to inform and shape their practice.  |
| **Professional skills**  |
| ***Planning and expectations***  |
| 19. Use their area(s) of expertise to contribute to teachers’ planning and preparation of learning activities.  |
| 20. Use their area(s) of expertise to plan their role in learning activities.  |
| 21. Devise clearly structured activities that interest and motivate learners and advance their learning.  |
| 22. Plan how they will support the inclusion of the children and young people in the learning activities.  |
| 23. Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.  |
| ***Monitoring and assessment***  |
| 24. Monitor learners’ responses to activities and modify the approach accordingly.  |
| 25. Monitor learners’ progress in order to provide focused support and feedback.  |
| 26. Support the evaluation of learners’ progress using a range of assessment techniques.  |
| 27. Contribute to maintaining and analysing records of learners’ progress.  |
| ***Teaching and learning activities***  |
| 28. Recognise and respond appropriately to situations that challenge equality of opportunity.  |
| 29. Use effective strategies to promote positive behaviour.  |
| 30. Use their ICT skills to advance learning.  |
| 31. Advance learning when working with individuals.  |
| 32. Advance learning when working with small groups.  |
| 33. Advance learning when working with whole classes without the presence of the assigned teacher.  |
| 34. Organise and manage learning activities in ways which keep learners safe.  |
| 35. Direct the work, where relevant, of other adults in supporting learning.  |
| 36. Advance learning that takes account of learners’ additional learning needs (ALN).  |