

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

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

<b>Professional attributes</b>
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 practices including responding to advice and feedback.

<b>Professional knowledge and understanding</b>
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 <i>SEN Code of Practice for Wales</i> , 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 Curriculum 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

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

<b>Planning and expectations</b>
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.

<b>Monitoring and assessment</b>
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.

<b>Teaching and learning activities</b>
28. Use effective strategies to promote positive behaviour. Recognise and respond appropriately to situations that challenge equality of opportunity.
29. Recognise and respond appropriately to situations that challenge equality of opportunity.
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).

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