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| **HLTA STANDARDS** | **Example of evidence - From the TDA website****(for more examples visit** <http://www.tda.gov.uk/~/media/Publications/tda0420.pdf> | **Yes - I feel Confident meeting this standard**  | **No - I need support meeting this standard** |
| **Example of evidence you could use** | **Local Authority training options** | **Suggestions for improving knowledge and experience from the VT FOUR S website****(for more examples visit** [**http://www.babcock4s.co.uk/4s/hlta-needs-analysis**](http://www.babcock4s.co.uk/4s/hlta-needs-analysis) **)** |
| 1. Show you have high expectations of children’s learning and behaviour?
 | I work with a group of three year 9 pupils daily on social skills. They have been excluded from mainstream school. Before I began the session I reminded them of the agreed class rules and their Individual Behaviour Plan targets. I explained to them that I expected the same of them as the teacher did and would therefore expect them to respect me, and one another, as we worked together. I asked them what this meant, and they were able to respond that they should try their best and listen to one another’s comments. |  |  | Through reading teacher’s planning documents, identify how elements of challenge are built in, for example through differentiation to ensure learners have opportunity to reach their potential |
| 1. Build effective and supportive relationships with children?
 | 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 are 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. |  |  | Observe a teacher who has effective relationships with pupils. Following discussion, record what they do to achieve this.  |
| 1. Act as a role model for positive values, attitudes and behaviours?
 | I planned a year 8 assembly on making a contribution to our school and community. I talked about famous and disadvantaged people who had made a difference by doing something heroic in their lives. By doing this, I was able to promote the school’s aim that every child should be a responsible citizen.  |  |  | Observe examples of the way that adults generally demonstrate and model attitudes or behaviour and the different responses this brings from children. Reflect on how you mirror the good practice of others. |
| 1. Communicate with a range of different people (including children) and in different ways?
 | 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 |  | [*Creating a communicative classroom (Secondary only)*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN113187) | Seek opportunities to provide constructive feedback to a parent (under the guidance of a teacher) about a pupil’s learning or behaviour. This may be through a home-school diary, telephone conversation or face-to-face meeting. |
| 1. Show that you recognise (directly or indirectly) the contribution that parents make to the development and well being of children?
 | My school is running workshop sessions as part of their approach to the Social and Emotional Aspects of Learning (SEAL) programme. I was one of two teaching assistants who worked alongside the parent supporter from the local authority who was running the session. This involved helping to prepare and set up the sessions and to work with parents and their children to complete the activities. I was able to explain to the parents the strengths that their children showed in class and to discuss some of the things they were worried about. We intend to run the sessions ourselves next time. |  |  | Contribute either directly or indirectly to the annual review of a child with a statement of SEN |
| 1. Work collaboratively with colleagues and other professionals?
 | Each half term I attend a meeting with the SENCO and class teacher to discuss the progress of pupils with IEPs, who I support. I am able to provide feedback and records of how the pupils have worked and this helps my colleagues to plan new targets for the pupils concerned. For a particular pupil I suggested activities and resources that could help him achieve his new targets. |  |  | Ensure that you know and understand the roles and responsibilities of your colleagues, both teachers and support staff colleagues in your team |
| 1. Take steps to improve your own knowledge and practice?
 | 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 waysto stimulate pupils’ early writing activities. |  | [*Solution Focused Network And Practice Forum*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112734) | Identify a situation where your own practice has been developed specifically through the observation of another colleague at work |
| 1. Understand some of the different factors that affect how children learn (e.g. emotional, physical, cultural, social or domestic)?
 | In the ICT GCSE class that I support, there is a student who has no computer at home. Although he is keen and able in class, we can see that not having access to ICT at home affects his self esteem and confidence. I spoke to the teacher and asked if I might provide some extra time for the student to practise skills and complete homework using the school’s computers. After a week or two, I realised that there were other students in the same position and I now run a coursework club after school on two evenings a week. |  |  | Think of one pupil that you are in contact with on a regular basis, where they have significant needs in one of the areas listed above. Under the guidance of a teacher devise some strategies that will support this child. |
| 1. Use your knowledge of the children you work with to plan personalised provision to support their learning?
 | 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. |  |  | Share with a teacher colleague the strategies that are used to engage learners with their own learning preferences and targets |
| 1. Have an area of expertise – an aspect of your role for which you have developed knowledge used to support learning?
 | 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. |  | [*Supporting Learning Specialist - Mathematics*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112784) | Consider and agree, through discussion with colleagues, your area(s) of expertise |
| 1. See page 1
 | **Literacy**‘O’ Level Grade ……….* CSE Grade one (other grades not acceptable)
* GCSE A\* - C only
* Adult Level 2 Pass
* Qualification gained overseas – you can check if this is equivalent via *UK NARIC -http://www.naric.org.uk*

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| 1. Use ICT in your role but not directly with children (e.g. internet, database, Microsoft Word for planning, email communication, etc)
 | I worked with a group of teachers to update schemes of work and learning resources, and then uploaded the new materials onto the learning platform. I also monitor pupil use of ICT-based lesson resources to support judgements about their progress and understanding. |  |  | Find out how the school’s ICT systems are used to record assessment data |
| 1. Have some knowledge of a curriculum related ‘framework’ (e.g. National Curriculum, QCA schemes, ASDAN, Primary Frameworks)?
 | I was asked to deliver extension work to a group of year 6 pupils who were very able in reading. Before doing so, I consulted the class teacher and the English coordinator to ensure that the content of the lessons and the strategies I planned to use were appropriate and in line with the key stage 3 strategy.  |  |  | Look at the planning prepared by a teacher with whom you work. Identify the curriculum links |
| 14. Know about the learning objectives, content and intended outcomes for the activities you support? | This was the third of a series of literacy lessons I had planned with the teacher focusing on the vocabulary of storytelling, structured around beginning, middle and end. The aim was to enable all learners to give a simple account of events in the right sequence. I had gathered together picture cards and toys and another teaching assistant supported those who could only cope with two ideas – first and last. By the end of the session I checked their understanding by asking them to tell me the Goldilocks story. |  |  | Discuss with a teacher or line manager how the learning activities are planned and reviewed against the intended outcomes |
| 1. Know about how your school works in line with the SEN Code of Practice as well as Disabilities Legislation?
 | We were doing a science lesson on the senses. I knew that the boy with Down’s syndrome (whom I support) would be able to understand about the sense organs if I showed him practically – but he would not be able to draw them himself. To label the parts accurately I knew he would need to have the words to copy. I prepared some worksheets in advance to enable him to take part fully in the lesson. |  |  | Under the guidance of a teacher plan a learning activity for an individual learner that takes account of individual need, as identified in an IEP |
| 1. Have some knowledge of a framework related to the well being and protection of children (e.g. child protection, health and safety, race equality, etc)?
 | We use the social and emotional aspects of learning materials to support the PSHE curriculum and plan together as a team to find the best ways of working with our children. On this occasion, I took responsibility for searching through the materials to find an idea to use with a group of girls who were being unkind to a girl with autistic spectrum difficulties. I found a circle time activity which really worked and has helped her to become more integrated within the class. |  |  | Identify the main school policies, which reflect current legislation and read them (e.g. H&S, Child Protection, Educational Visits, Equality) |
| 1. Use their area(s) of expertise to contribute to the planning and preparation
 | Each year we organise a school production in which we involve as many pupils as possible. This year we did ‘Guys and Dolls’. I have studied music myself and therefore made a significant contribution to the planning of the musical aspects of the production. I planned one particular session to show the solo singers how to sing with others – they find this hard – but I worked with them to develop their skills and confidence so that they could project their voices while moving around the stage. |  |  | Decide with a teacher a suitable lesson for you to teach to a group or whole class where you are able to demonstrate an area of your expertise. Set aside time to discuss activities and the structure of the lesson.  |
| 18. Have opportunity to plan your own role or make decisions about an activity? | 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. Before each session I referred back to my synthetic phonics training on segmentation and blending and 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.  |  |  | Plan a whole class lesson (where you can demonstrate knowledge of your area(s) of expertise) taking forward pupils’ learning from a lesson previously taught by the teacher. Ensure that your lesson plan shows clearly the allocation of time for each element of the lesson, the appropriate choice of resources and how information will be fed back to the teacher |
| 19. Have strategies to ensure that learners are interested and motivated?  | I worked with a group of year 9 pupils as part of PSHE. The learning objective was to help them to develop their skills of planning, cooperation and team work, as these were areas they found particularly difficult. I knew the pupils were keen on food, so I devised a series of activities where they worked as a team to plan a meal, invite chosen people to the meal, buy the ingredients, prepare the food and host the event. The activity was linked closely to their personal and social skills as well as relevant to the food technology part of the wider curriculum. The pupils were enthused by the idea because it was practical and had a real context to work towards. They learned to discuss their ideas, negotiate with one another and share responsibilities fairly. |  |  | Reflect on activities regularly taught to classes or groups. Identify ways these can be enhanced to capture and sustain interest of the learners.  |
| 20. Plan, in advance, how individuals will be included in the learning activity? | We have a number of traveller pupils in the classes I support. When pupils were studying World War 2, I researched resources on ‘the forgotten Holocaust’ with reference to travellers, to make links with the cultural heritage of the traveller pupils and, at the same time, to broaden all pupils’ knowledge of the subject. |  |  | Select a pupil who finds it difficult to engage with their peers. Liaising with the teacher and, if appropriate, in discussion with the pupil, identify strategies to help them do so more successfully. |
| 21. Have opportunity to select, prepare or create resources suitable for the learning activity or that support learners?  | 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. |  |  | Identify a pupil who is reluctant to participate and learn. Using your knowledge of their interests create activities or materials that would stimulate their interest and therefore motivation.  |
| 22. Recognise when an activity should be adapted as a result of an identified misconception or other issue?  | I worked with a group of pupils with profound and multiple learning difficulties. The learning objective was to help them follow a story, encouraging them to use objects of reference, percussion instruments and puppets that related to the story. I had prepared the resources before the session, and introduced them to the pupils at the beginning of the session. As the lesson progressed, I monitored the pupils’ responses. I noticed one pupil covering their ears, and becoming unsettled. I realised that something was causing the pupil some distress, so offered the pupil another object that made no noise. The pupil was able to take notice of the story when the object had been exchanged for something they could tolerate more readily. |  |  | Observe how a teacher monitors performance, pinpoints misconceptions and addresses these through a change of approach. |
| 23. Monitor learners’ responses and give them personal feedback that will move their learning on? | I monitored the children as they used the role play area in the foundation stage. The focus is changed regularly, and I had helped to reorganise the area as a café. This was the first time that the children had the opportunity to use and explore the café, and I was nearby to observe them.I noticed there were several children that were inclined to take over and dominate activities, and I wanted to ensure that quieter, less confident children could take part and initiate as well as follow. I saw several children take the role of waiter and waitress, and others sat at the tables looking at the menus. I suggested as time went by that the children could take different roles, and encouraged them to listen to one another. I used sticky notes to write my immediate observations for each child, and these went towards their foundation stage profile records. |  |  | In discussion with a teacher identify an individual or a group you can monitor over a period of time. You could devise a monitoring and recording proforma the analysis of which can be shared with the learner/s in order to feedback on progress and set targets for further development |
| 24. Have experience of a range of different assessment techniques, informal or formal? | 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 |  | [*Assessment for Learning for TAs*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112790) | Following a programme of work you have delivered over a period of time, create activity you can use to assess learners’ progress in order to feedback to the teacher.  |
| 25. Keep your own records of learner progress and access records in order to analyse? | I supported the teacher in analysing 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. |  |  | Find out about the range of records that are kept on pupils within the school including the reasons why these are kept. Find opportunities to support a teacher in uploading data derived from tests and identifying any trends to establish priorities for the class teacher, for example, where pupils are making minimal progress in reading.  |
| 26. Have a range of different strategies to manage children’s behaviour? | One pupil in the class found it difficult to cope with a 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 agreed I should use a PSHE CD-ROM activity that explores disruptive behaviour and 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. |  | [*Managing Children’s Behaviour Using Social Stories*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112785) | Observe a particularly challenging class or group of pupils. What strategies are employed to create a positive learning environment and manage their behaviour? Which ones are most effective? Apply these to your next teaching opportunity. |
| 27. Have examples of times when you have recognised situations that challenge equal opportunity, and responded accordingly? | 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. |  |  | Identify a learner or group of learners whose circumstances make it difficult for them to access the curriculum, for example, those who do not have English as a first language or a disability. Taking account of these factors, adapt a learning activity to enable them to have equal access to the learning opportunity.  |
| 28. Use ICT directly with learners (e.g. interactive whiteboard, learning programmes, ICT equipment, etc)? | I used an internet connection with an interactive whiteboard to show pupils how to search effectively using appropriate search engines to find information about Italian cities. I then demonstrated how copyright-free images from the internet can be imported into presentation software. |  | [*Lights, Camera, Action! Digital Video*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112898)[*Animation As A Cross-curricular Tool*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112900)[*Developing ICT Skills for TAs*](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112791) | Work with a group of pupils using the internet to research an topic or aspect of the curriculum. |
| 29. Have examples of times when you have taught an individual and had an impact on their learning or development? | I was using a precision teaching strategy to help the pupil I support spell high frequency words more accurately. At the end of the lesson I used ‘look, cover, write, say’ to see how many of the newly introduced words she could spell accurately and independently. The results showed that the pupil had learned five new spellings during the lesson. |  |  | This may already be a major part of your role. For the purposes of assessment you are required to write an account of one situation where you have advanced the learning of an individual. Where this is not an aspect of your regular work you should have had experience of a number of situations where this has happened. Examples may be:Identify a pupil who has been absent and create an opportunity to enable them to overcome any gaps in their learning.Identify a pupil who is particularly able and |
| 30. Have examples of times when you have taught a small group and had an impact on the children’s learning or development? | I lead reading sessions regularly during the week for a small group of key stage 2 pupils who have not made enough progress in reading. On this occasion the group was initially hesitant to join in and some of them tried to be disruptive. By choosing texts that were fun and interested them and by structuring the session so they could all join in, I managed to involve them all. As their confidence has grown they have become mutually supportive and now read with greater enjoyment and understanding. |  |  | This may already be a major part of your role. For the purposes of assessment you are required to write an account of one situation where you have advanced the learning of a small group (4-6 learners). Where this is not an aspect of your regular work you should have had experience of a number of situations where this has happened. Examples may include:Working with a group of identified learners who have difficulty in understanding a particular concept.  |
| 31. Have examples of times (at least 2) when you have taught a class normally taught by a teacher (but where the teacher was not present) and had an impact on their collective learning or development? | I led the whole class in the ICT suite as part of the class project on producing a newspaper. This was the third lesson in a series that I had planned and delivered, without a teacher being present. The learning objective was to become familiar with inserting images into text. By the end of the lesson, all of the pupils achieved this at a level that was appropriate for their differing levels of prior attainment. Their printed results now form part of the interactive classroom display. |  |  | Discuss with a teacher colleague opportunities for taking the lead for part of a lesson where they will not be present. Then move onto taking whole lessons. |
| 32. Have examples of where you have had regard for the safety of learners? | 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.We also discussed the safe use of cooking utensils, in particular how knives should be used and passed to each other. |  | [Embedding E-safety Into Your Classroom Practice](http://www.rbkc.gov.uk/isaacnewtonsearch/CPDResults.aspx?BookingCode=IN112903) | Observe lessons where learners are potentially at risk, for example, PE or Design Technology. What action is taken to minimise any risks so that the learning is managed safely.  |
| 33. Have opportunity to give instructions to other colleagues involved with supporting learning? | 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. |  |  | Under the guidance of the teacher, plan a whole class lesson where there is another adult (not a teacher) supporting learners in their learning. Take responsibility for briefing this member of staff in the details of their role. |