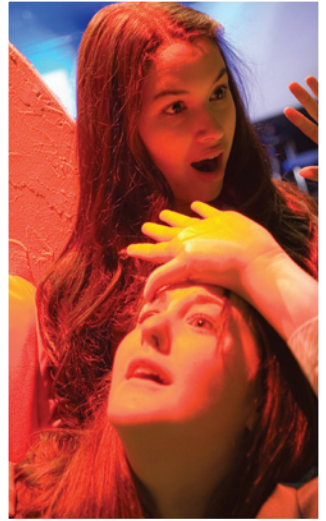


Higher level teaching assistant

HLTA status – the way forward
Develop the bigger picture



A school's success depends on the skills of its workforce



“It is clear that the HLTA role has the potential to change the way in which education is delivered and to make a positive difference to school life. It offers greater flexibility to school leaders as well as greater job satisfaction for staff.”*

* National Foundation for Education Research (NFER) report – *Research into the deployment and impact of support staff who have achieved HLTA status – 2007.*

** Positive findings from responses to the questions on impact of HLTAs from the NFER report.

HLTAs getting results

Higher level teaching assistants (HLTAs) are making a difference in schools. They are helping headteachers achieve real gains for their school, teachers and pupils. HLTA status is also providing greater opportunities for support staff to increase their skills and confidence.

What do HLTAs do?

HLTAs undertake a wide variety of roles – some work right across the curriculum, some act as specialist assistants for a specific subject or department. The work varies according to the type and needs of the school. HLTAs can be expected to work in a range of settings, working with individuals, small groups and whole classes. Whilst the roles undertaken by those with HLTA status are diverse, a common feature of all is their contribution to the development and well-being of children and young people.

Teachers and headteachers will help identify which teaching and learning activities HLTAs need to undertake and the level of guidance and support they need.



“HLTA status has given me a lot of confidence. I have gained tremendous insight into the role of the teacher, and the teachers have gained confidence in me.”

Judith Pewsey

HLTA

St John’s CE JMI School

How to gain HLTA status

Candidates must meet a set of professional standards to gain HLTA status. The standards outline for teachers, employers, parents and carers the contribution to learning HLTAs can make.

Whilst the time needed to gain HLTA status will vary for individual candidates, the overall process is the same across the country. Schools are supported throughout the process by local authorities and/or their regional provider of assessment for HLTA status.

An overview of the process involved in gaining HLTA status is set out in the following six steps.

interesting enjoyable rewarding

The most common words used by HLTAs to describe their experience of the role.**

Step 1 Gaining support from the school

A candidate will need the agreement of their headteacher in supporting their application to pursue HLTA status. They will also need the support of other colleagues, in the process leading up to (and during) their assessment for HLTA status.

Step 2 Securing funding

The arrangements for funding vary according to the type of school a candidate works in and the extent of any training they need to undertake.

The impact of HLTAs

83% of HLTAs believe they have a positive impact on the work of teachers**

91% of senior leaders (including headteachers, deputy and assistant headteachers) and 80 per cent of HLTAs believe they have made a positive contribution to pupil performance**

90% of senior leaders and 80 per cent of HLTAs believe they have a positive effect within the school**

Step 3 Identifying any training needs

It is important to identify, early on, any potential gaps in experience, knowledge or skills which might prevent a candidate from gaining HLTA status and arrange appropriate training or development opportunities.

Step 4 Preparing for assessment

Before they can proceed to assessment all HLTA candidates must complete 'preparation for assessment'. This takes the equivalent of three days and is supported regionally by providers of preparation (PoPs) for HLTA status.

“I have taken on additional responsibilities and more specialist roles since becoming a HLTA. I take an extra lesson a week on my own, under the direction of a teacher. The HLTA training provided me with more confidence in my work.”

Matthew Thomson

HLTA, Fairfield's Primary School



Step 5 Completing the assessment process

Assessment is carried out by assessors appointed regionally by the regional provider of assessment (RPA) for HLTA status. The appointed assessor visits the school to discuss with the candidate, their headteacher and a nominated teacher their evidence of meeting the HLTA standards.

Step 6 Receiving the outcome and deciding next steps

Candidates usually receive their outcome within eight weeks of their assessment. Whether a candidate is successful in gaining HLTA status or not, they will want to discuss their next steps with their school.

Find out more

For more information about the HLTA programme, visit the TDA website:
www.tda.gov.uk/hlta

For information on training and development opportunities for all school support staff visit:
www.tda.gov.uk or
www.skills4schools.org.uk

For general support staff enquiries:
t 0845 600 2944
e info@skills4schools.org.uk

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 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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