


Bryan Slater
Director of Education

Distribution

All schools

action

This document needs your **action** as detailed below:

ACTION	Title	Higher Level Teaching Assistant (HLTA) training and assessment		
	Summary of contents	<p>This letter and attachments set out the arrangements for applying for HLTA training and assessment. They include:</p> <ul style="list-style-type: none"> the selection criteria and guidance; the application process – what headteachers and teaching assistants need to do; an assessment checklist of the TTA standards for HLTAs; an application form. 		
	Associated documents	MI 80/04 MI 91/04 MI 114/04		
	Date	17th June 2004		
	Summary of action required	<ul style="list-style-type: none"> Headteachers to decide with teaching assistants whether they will apply for HLTA training/assessment funding If making an application, headteachers and teaching assistants to complete the application documentation and return to Carol Burgess at Norwich Professional Development Centre 		
	To be completed by	Return completed application documents by 9 July 2004		
	LEA Contact	Roger Eagle/Ralph Cross		01603 433276
	E-mail address	Roger.eagle@norfolk.gov.uk ; ralph.cross@norfolk.gov.uk		
	Norfolk Self Review reference	<p>2. How effective is the school in developing pupils' attitudes, values and personal development?</p> <p>3. How well are pupils taught?</p> <p>4. How good are curricular and other opportunities?</p> <p>5. How well does the school care for its pupils?</p> <p>7. How well is the school led and managed?</p> <p>8. How well does the school use its resources?</p>		
	Document reference	MI 129/04		

Dear Headteacher,

Higher Level Teaching Assistants

We are now in a position to invite applications from teaching assistants who wish to apply for funding for the Higher Level Teaching Assistant Programme.

Full details of the procedure are included with this letter. Applications should be returned to:- **Carol Burgess at the Professional Development Centre (address above) by Monday 12th July 2004 at the latest.**

Further details about higher level teaching assistant status are available from www.hlta.gov.uk

Yours sincerely,

Roger Eagle
Senior Primary Adviser

HIGHER LEVEL TEACHING ASSISTANT STATUS

Thank you for your interest in the above programme.

Please find enclosed:

- A copy of the criteria that will be used to assess the applications for funding (page 4) and further information sheet (page 5)
- Details of equivalent Level 2 qualifications (page 6)
- A description of how the assessment process will work (page 7)
- HLTA standards checklist (pages 8 & 9)
- Learndirect Centres located in Norfolk (page 10)
- A copy of the application form
- Equal opportunities monitoring form
- Guidance for headteachers and teaching assistants from the Eastern Leadership Centre

Background

As you know, there are currently two routes to Higher Level Teaching Assistant status; the Assessment Only Route and the Full Training Route.

The Assessment Only Route consists of 3 days preparation and assessment, spread over 3 months. The Full Training Route consists of 20 days training at the provider centre, 20 days in school, and 10 days e-learning. This process is spread over 8 months.

We expect demand for HLTA training programmes to be heavy. It is unlikely that providers will be in a position to meet all training needs in September. Schools are therefore asked to think carefully about when this training will be most appropriate for them. The Assessment Only Route will be offered in the Autumn Term 2004 and Spring Term 2005. The Full Training Route will be run in the Autumn/Spring 2004/5 and again in Autumn/Spring 2005/6.

Please remember this should be viewed as a continuing opportunity. HLTA training is a rolling programme and increased levels of funding are anticipated in the subsequent years of the initiative.

It must also be emphasised that there is no direct link between qualifications and pay for support staff. Achieving HLTA status may be one of the criteria that headteachers use if they choose to appoint support staff to higher level roles. Not all schools will wish to do this at the present time.

Funding

The LEA will fund training and assessment places for those applicants it selects to sponsor. Schools can elect to fund other applicants and will then need to meet all costs from their own resources. Training and assessment costs are determined by the TTA; this year the cost for the 3-day route is £550 per place and, for the 50 day route, £2150.

In addition to funding training and assessment for selected applicants, the LEA will provide financial support to schools as follows:

<u>route</u>	<u>3-days route</u>	<u>50-days</u>
Supply cover for participant	£135	£898
Travel for participants	£30	£200
Supply cover for participant's mentor	£270	£540

Headteachers will be asked to confirm that this money has been used to support HLTA training and assessment.

It may also be possible to assist with additional childcare costs at a rate of £4.50 per hour. Each case will be dealt with on an individual basis.

Making an application and notification of the outcome

Please use the criteria and the Professional Standards for higher level teaching assistants to help you decide which route to choose. It is recommended that candidates access a guide to the standards which is available at www.hlta.gov.uk

Applications should be received at the Norwich PDC by Friday 9th July 2004.
Completed applications and supporting forms should be addressed to:- Carol Burgess, Norfolk Education Advisory Services, Professional Development Centre, Woodside Road, NORWICH, Norfolk. NR7 9QL.

Applications will be considered by a panel of headteachers, representatives of education support staff and LEA advisers. It is expected that candidates will be informed of the result of their application in the week commencing 19th July 2004.

Successful applicants will then need to register with one of the approved training providers. A full list of training providers is available from www.hlta.gov.uk

Applicants who meet the essential selection criteria but are not, initially, selected to receive funding will be placed on a waiting list and automatically re-considered when further funding becomes available. They will not be asked to submit another application form but may provide further supporting information in subsequent rounds of application.

If you have any further questions please refer them to Carol Burgess in the first instance:

E-mail: carol.burgess@norfolk.gov.uk

Telephone: 01603 433276 ext. 135

Criteria for the allocation of funding for HLTA Assessment and Training

ESSENTIAL CRITERIA	
Assessment Only	Full Training Route
Experience	
Substantial recent and relevant experience in school – a minimum of 2 years experience in schools. Demonstrate experience of working with a whole class, advancing pupils' learning without a teacher present (see below)	A minimum of 1 year of experience in schools. A willingness and opportunity to gain experience of working with a whole class without a teacher present (see below)
Maths and English (see below)	
Maths/Numeracy and English/Literacy to Level 2 of National Qualifications framework	A commitment to achieve Maths/Numeracy and English/Literacy to Level 2 of National Qualifications framework (HLTA status cannot be awarded without these qualifications)
School Support	
Recommendation of the Headteacher after reference to the Professional Standards for higher level teaching assistants	Recommendation and support of the Headteacher after reference to the Professional Standards for higher level teaching assistants
FURTHER CRITERIA IF THE HLTA PROGRAMMES ARE OVER-SUBSCRIBED	
Further study which demonstrates competence at or beyond NVQ Level 3 or equivalent in a relevant field	Relevant training at NVQ Level 2 or equivalent
The commitment of the school to create a higher level role	
Variety of experience in school (from application form)	
Maximum of 1 HLTA per school initially	
Primary/Secondary/Special balance	Primary/Secondary/Special balance

Further Information

Working with the whole class

Please note the requirement to be able to work with individuals, small groups and whole classes is one of the professional standards for Higher Level Teaching Assistant status, which have been set by the Teacher Training Agency. (See “Professional Standards for Higher Level Teaching Assistants” 3.3.5).

The Teacher Training Agency defines whole classes as follows:

“‘Whole class’ is not defined by absolute or precise number of pupils or students. What marks out whole class activities is not a minimum number of pupils or students but the role of the support staff in introducing, managing and completing a topic or task, and the degree of complexity of the organisation and management of learning. Nor is there a minimum or maximum length for a whole class activity.”

Level 2 Qualifications in English and Maths

Please note the requirement to have a Level 2 Certificate in English and maths is one of the professional standards for Higher Level Teaching Assistant status, which have been set by the Teacher Training Agency (see “Professional Standards for Higher Level Teaching Assistants” 2.6).

If the full training route is over-subscribed, preference will be given to those candidates who have already achieved Level 2 English and maths, provided the other criteria have been met.

Candidates with Level 2 Qualifications

Experience from the HLTA pilot scheme showed that it is very important that qualifications are certified before candidates start on the assessment route. We are therefore asking headteachers to sign a photocopy of the certificates (and birth or marriage certificates where the name has changed) and forward these with the application.

Candidates without Level 2 Qualifications

Learn Direct will offer free initial assessment, on-line training and testing for Level 2 qualifications in English and Maths. Please find enclosed a list of all the Learndirect Centres in Norfolk (page 10).

Providers

Candidates are able to register with any provider.

Applications will be considered by a panel of LEA officers, headteachers and representatives of education support staff. Applicants will be informed of the result of their application by letter in the week beginning 19th July 2004. They will then need to apply to the provider of their choice.

HLTA Status: Equivalent Qualifications

In order for candidates to be awarded HLTA Status they must be successfully assessed against each of the HLTA Standards. Standard 2.6 states that candidates have achieved a qualification in English/Literacy and Mathematics/Numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

The following table outlines the qualifications that are considered to be at a level that is at least equivalent to Level 2 on the National Qualifications Framework:

ENGLISH		MATHS	
GCE A Level	English Language English Literature English Language & Literature	GCE A Level	Mathematics Further Mathematics Pure Mathematics Statistics
GCE AS Level	English Language English Literature English Language & Literature	GCE AS Level	Use of Mathematics Mathematics Further Mathematics Pure Mathematics Statistics Mechanics Discrete Mathematics Applied Mathematics
GCSE	English A*-C English Literature A*-C	GCSE	Mathematics A*-C
Certificate in Adult Literacy	Level 2	Certificate in Adult Numeracy	Level 2
Key Skills in Communications	Level 2 or above	Key Skills	Application of Numbers
CSE	English Grade 1	CSE	Mathematics Grade 1
GCE O Level	English Language English Literature	GCE O Level	Mathematics

HLTA

East Region Consortium

The HLTA Assessment Process

All candidates for Higher Level Teaching Assistant (HLTA) status will be assessed against the professional standards for HLTAs. These standards can be viewed on the HLTA website (www.hlta.gov.uk)

Candidates who already work at the level described in the standards will take the assessment only route. Others will undergo a full training programme before being assessed. Other options for more differentiated preparation for assessment will be developed later by the TTA.

Candidates on the assessment only route will have three days of face-to-face assessment preparation training. For candidates on the full training route, preparation for assessment will be built into their face-to-face training programme.

All candidates, whatever their route, will carry out the same assessment tasks. They will produce four written assessment tasks. The first three will provide evidence of advancing pupils' learning with:

1. Individuals
2. Groups
3. Whole class (teacher not present)

The fourth task will be to describe 5 incidents in schools which provide evidence of meeting the remaining standards.

Candidates will produce a file of relevant, focused written evidence which will be sent to the assessor in advance.

There will be a three hour school based assessment visit, during which:

- The assessor reviews the evidence and asks for any missing evidence
- The assessor interviews the candidate, the headteacher and a nominated teacher

During the visit the assessor will record evidence and judgements.

After the school visit the assessor will make a written recommendation on award of HLTA status. All assessment judgements will be moderated locally and nationally.

The East Region Consortium will operate fixed assessment windows so that candidates and assessors can manage their time effectively. Assessment windows will fall in the second half of each school term and will start in autumn term 2004.

HLTA Professional Standards Checklist

Candidates are asked to complete this form, have it verified by the headteacher and return it with the application form.

<u>Professional Standards for Higher Level Teaching Assistants</u>	Please ✓ if criterion is met
1. Professional values and practice Those meeting the higher level teaching assistant standards must demonstrate all of the following:-	
1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are concerned for their educational achievement.	
1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.	
1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.	
1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.	
1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.	
1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.	
2. 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 that could be subject based or linked to a specific role (e.g. in support of an age phase of pupils with particular needs). Those meeting the higher level teaching assistant standards must demonstrate all of the following:-	
2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.	
2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.	
2.3 They understand the aims, content teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related programme.	
2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.	
2.5 They know the key factors that can affect the way pupils learn.	
2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.	
2.7 They are aware of the statutory frameworks relevant to their role.	
2.8 They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting SEN given in the SEN Code of Practice.	
2.9 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.	

Professional Standards for Higher Level Teaching Assistants		Please ✓ if criterion is met
3. Teaching and learning activities The following teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school. Those meeting the higher level teaching assistant standards must demonstrate all of the following:-		
3.1 Planning and expectations		
3.1.1 They contribute effectively to teachers' planning and preparation of lessons.		
3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.		
3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.		
3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.		
3.2 Monitoring and Assessment		
3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.		
3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.		
3.2.3 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.		
3.2.4 They contribute to maintaining and analysing records of pupils' progress.		
3.3 Teaching and learning activities		
3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.		
3.3.2 They communicate effectively and sensitively with pupils to support their learning.		
3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.		
3.3.4 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.		
3.3.5 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.		
3.3.6 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.		
3.3.7 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.		
3.3.8 They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.		

1 For further details see the regulations and guidance under Section 133 of the Education Act 2002.

Signed:

(Candidate)

(Headteacher)

Learndirect Centres located in Norfolk

Bowthorpe Learning Station Bowthorpe Shopping Centre Norwich NR5 3HA	Breckland House Learning Centre Thetford Campus St Nicholas Street Thetford IP24 1BT
Countryside Computer Courses Ltd (Access Point) 3A Church Street Harleston IP20 9BB	Cromer Learning Centre Shipden House High Street Cromer NR27 9HG
Dereham Learning Station St Withburgas House Dereham NR19 1ED	Diss Learning Station 4b Church Street Diss IP22 4DD
Easton Learning Centre Easton College Easton Norwich NR9 5DX	Fakenham Learning Centre 18-20 Norwich Road Fakenham NR21 9AE
Gorleston Learning Shop East Norfolk Sixth Form College Church Lane Gorleston Great Yarmouth NR31 7BQ	Hunstanton Learning Centre 1 st Floor Council Offices Valentine Road Hunstanton PE36 5EZ
Larkman Technology Centre Learning Together Centre Clarkson Road Norwich NR5 8ED	Learn With Insight 14 Middleton Street Wymondham NR18 0AD
Paston Learning Centre Grammar School Road North Walsham NR28 1RG	Quay Learning Centre 225 Southtown Road Great Yarmouth NR31 0JJ
Sheringham Learning Centre 3 The Boulevard Sheringham NR26 8LJ	The City Learning Station City Learning Station The Forum Norwich NR2 1RG
The Priory Centre 78 Priory Road Downham Market PE38 9JS	Vauxhall Centre (Access Point) Johnson Place Vauxhall Street Norwich NR2 2SD
Watton Learning Station Library George Trollope Road Watton IP25 6AS	