**PROFESSIONAL DEVELOPMENT PLANNER SKILLS AUDIT HLTA STANDARDS JUNE 2007**

**Those awarded HLTA status must demonstrate, through their practice, that they:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STANDARDS AREA** |  | **Out** | **Good** | **R/I** | **Inad.** |
| have high expectations of children and young people and a commitment to helping them fulfil their potential  | 1 |  |  |  |  |
| establish fair, respectful, trusting, supportive and constructive relationships with children and young people | 2 |  |  |  |  |
| demonstrate the positive values, attitudes and behaviour they expect from young people | 3 |  |  |  |  |
| communicate effectively and sensitively with children, young people, colleagues, parents and carers | 4 |  |  |  |  |
| recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people  | 5 |  |  |  |  |
| demonstrate a commitment to collaborative and cooperative working with colleagues  | 6 |  |  |  |  |
| improve their own knowledge and practice including responding to advice and feedback  | 7 |  |  |  |  |
| understand the key factors that affect children and young people’s learning and progress | 8 |  |  |  |  |
| know how to contribute to effective personalised provision by taking practical account of diversity | 9 |  |  |  |  |
| have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people | 10 |  |  |  |  |
| have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy  | 11 |  |  |  |  |
| know how to use ICT to support their professional activities | 12 |  |  |  |  |

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| **STANDARDS AREA** |  | **Out** | **Good** | **R/I** | **Inad.** |
| know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | 13 |  |  |  |  |
| understand the objectives, content, and intended outcomes for the learning activities in which they are involved | 14 |  |  |  |  |
| know how to support learners in accessing the curriculum, in accordance with the special educational needs (SEN) code of practice and disabilities legislation | 15 |  |  |  |  |
| know how other frameworks, that support the development and well-being of children and young people, impact upon their practice | 16 |  |  |  |  |
| use their area(s) of expertise to contribute to the planning and preparation of learning activities | 17 |  |  |  |  |
| use their areas of expertise to plan their role in learning activities  | 18 |  |  |  |  |
| devise clearly structured activities that interest and motivate learners and advance their learning | 19 |  |  |  |  |
| plan how they will support the inclusion of the children and young people in the learning activities | 20 |  |  |  |  |
| contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities | 21 |  |  |  |  |
| monitor learners’ responses to activities and modify their approach accordingly | 22 |  |  |  |  |
| monitor learners’ progress in order to provide focussed support and feedback | 23 |  |  |  |  |

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| **STANDARDS AREA** |  | **Out** | **Good** | **R/I** | **Inad.** |
| support the evaluation of learners’ progress, using a range of assessment techniques  | 24 |  |  |  |  |
| contribute to maintaining and analysing records of learners’ progress | 25 |  |  |  |  |
| use effective strategies to promote positive behaviour  | 26 |  |  |  |  |
| recognise and respond appropriately to situations that challenge equality of opportunity | 27 |  |  |  |  |
| use their ICT skills to advance learning  | 28 |  |  |  |  |
| advance learning when working with individuals  | 29 |  |  |  |  |
| advance learning when working with small groups  | 30 |  |  |  |  |
| advance learning when working with whole classes without the presence of the assigned teacher | 31 |  |  |  |  |
| organise and manage learning activities in ways which keep learners safe | 32 |  |  |  |  |
| direct the work, where relevant, of other adults in supporting learning  | 33 |  |  |  |  |