

Higher Level Teaching Assistant Status with PEP:mk Application for online HLTA preparation for assessment

Applications must be received by PEP:mk 10 working days before the start of the course. If this deadline is not met the application may not be processed. Find out more online: www.peomk.org.uk/hlta-status

Section one: Candidate details	
Full name	
Address	
Telephone	
Email	

Section Two: School details

School name and DFE number	
Address	
Teaching School Hub (if appropriate)	
Local Authority (if appropriate)	
Telephone number	
Email address	
School phase e.g Primary, secondary, SEN	
Head Teacher name	

Section Three: Qualifications

<p>IMPORTANT: All HLTA applicants must have, and be able to provide evidence of, level 2 equivalent qualifications (e.g., GCSE A*-C, level 4-9 from 2017) in both maths and English. For any qualifications gained overseas it is a requirement that these are accompanied by a letter of UK comparability from UK Naric to determine the standard of qualification, and for us to be able to establish whether they can be accepted for HLTA purposes. Original certificates should be seen by the head teacher and copies annotated, signed and dated with the following statement by the head: I confirm that I have seen the original copy of this certificate for the candidate named in this application. Copies of certificates/letters should be scanned and emailed to: Victoria.lacy-wills@st-pauls.org.uk</p> <p>Please indicate your qualifications below:</p>	
Literacy / English	
Numeracy / Numeracy	

Section Four: Criteria for submission of application

HLTA preparation and assessment is for candidates who are already working against HLTA standards. Candidates will normally have at least one year's experience working at HLTA level, including contributing to planning/preparation of teaching across 1:1, group and whole classes.

Completion and signature of this form confirms you have recent experience of working in line with the standards, including whole class teaching.

Section Five: Candidate supporting statement

*In no more than 300 words please describe your current role in school and confirm that you have experience of taking 1:1, group, and whole class teaching. **NB** This application is for HLTA assessment, not for a training programme. Candidates will undertake a series of online sessions as preparation for final assessment.*

Section Six: Headteacher's supporting statement Note: This section could be completed by a line manager or senior member of staff. However, the head teacher needs to sign to support the application.

*Please confirm the candidate is already working against the HLTA standards (**Appendix 1**) and is competent in teaching 1:1, group and whole class lessons. Examples of these will be required for final assessment. Candidates should have contributed to planning these lessons and, for whole classes, should have taken the class with no teacher present.*

Please also annotate, sign and date the Level 2 equivalent certificates in Literacy and Numeracy. This application is for HLTA assessment, not for a training programme. Candidates will undertake a series of online sessions as preparation for final assessment.

By signing the form, you give your consent that the information provided is to be shared only within the HLTA national assessment partnership for course administration. The contact details given will be used for the assessor to contact the school and to contact you about relevant HLTA events. The personal details of yourself or the candidate will not be used for marketing any purposes. If you have any queries about this please contact the HLTA team at Strictly Education 4S on: HLTA@strictlyeducation4s.co.uk or 01306 320120

Head Teacher confirmation

Signature	
Date	

Section Seven: Funding arrangements

<p>Funding arrangements.</p> <p><i>Please note all fees are non-refundable.</i></p>	<p>Payment will be as follows:</p> <p>Partnership Schools - £630 broken down as follows: £180.00 for preparation and £450 (VAT exempt) for assessment.</p> <p>Non-Partnership Schools - £730 broken down as follows: £280.00 for preparation and £450 (VAT exempt) for assessment.</p> <p><i>Withdrawal from the programme must be confirmed 7 working days in writing, prior to the start date, otherwise a 50% cancellation fee will be incurred.</i></p>
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School funded – PLEASE DO NOT SEND PAYMENT. The school will be invoiced once the application has been processed & been approved. *Please provide the contact details for invoicing, including name and contact details (telephone number and email address) of person authorising payment on behalf of the school.*

School	
Post Code	
Finance contact name and number	
Email	
Approved by	
Signed	
Position	

By completing and submitting this application you are agreeing that an electronic record will be created using the supplied information and you give your consent for this information to be shared only within the HLTA national assessment partnership for course administration purposes. The contact details given will be used for your assessor to contact your school and to invite to you HLTA events. Your personal details will not be used for marketing purposes. If you have any queries about this please contact the HLTA team at Strictly Education 4S on: HLTA@strictlyeducation4s.co.uk or 01306 320120

Date	
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Please email the application with scanned certificates to Victoria.lacy-wills@st-pauls.org.uk

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APPENDIX 1 - Candidates should read the following list of HLTA standards which are requirements for application on to a cohort for HLTA preparation and assessment. All applications are received on the assumption that the candidate is already working at HLTA level and successfully leading 1:1, group and whole class teaching.

1 – have high expectations of children and young people with a commitment to helping them fulfil their 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 collaborative and cooperative working with colleagues
7 - improve their own knowledge and practice including responding to advice and feedback	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 diversity
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 a nationally recognised qualification at level 2 or above in English/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 learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice 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 - use their area(s) of expertise to contribute to the planning and preparation of learning activities	18 - use their area(s) of expertise to plan their role in learning activities
19 - devise clearly structured activities that interest and motivate learners and advance their learning	20 - plan how they will support the inclusion of the children and young people in the learning activities	21 - contribute to the selection and preparation of resources suitable for children and young people's interests and abilities
22 - monitor learners' responses to activities and modify the approach accordingly	23 - monitor learners' progress in order to provide focussed support and feedback	24 - support the evaluation of learners' progress using a range of assessment techniques
25 - contribute to maintaining and analysing records of learners' progress	26 - use effective strategies to promote positive behaviour	27 - recognise and respond appropriately to situations that challenge equality of opportunity
28 - use their ICT skills to advance learning	29 - advance learning when working with individuals	30 - advance learning when working with small groups
31 - advance learning when working with whole classes without the presence of the assigned teacher	32 - organise and manage learning activities in ways which keep learners safe	33 - direct the work, where relevant, of other adults in supporting learning

For the candidate to complete:

Sign	
Date	