**Please read the attached supporting Notes for Clarification (page 5) to ensure the candidate meets the HLTA application criteria and is currently working in line with the HLTA standards.

This application is for HLTA preparation for assessment, this is not a training programme.**

***Section one: Candidate details.***

| **Full name:** |  |  |
| --- | --- | --- |
| **Postal address:** |  |  |
| **Telephone number:** |  |  |
| **Email address:** |  |  |
|  |  |  |
| **Role in school:** |  |  |
| **Length of time in current school:** |  |  |
|  |  |  |
| **Do you have any special needs that your assessor / preparer should know about, such as a disability.** |  |  |

**Section Two: school details**

| **School name and DfE Number:** |  |  |
| --- | --- | --- |
| **School address:** |  |  |
| **Local Authority:** |  |  |
| **Telephone number:** |  |  |
|  |  |  |
| **Head Teacher name:** |  |  |
| **Head Teacher email address:** |  |  |

***Section Three: Qualifications***

***IMPORTANT***: All HLTA applicants must have, and be able to show evidence of, level 2 equivalent qualifications (e.g., GCSE A\*-C, level 4 – 9 from 2017), in both mathematics and English.

It is a requirement that for all qualifications gained overseas to be accompanied by a Letter of Comparability from ECCIS (formerly UK Naric), as to determine the standard of qualification and for us to be able to establish whether we are able to accept the qualifications 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: HLTA@strictlyeducation.co.uk.

**Please indicate candidate qualification below:**

| **English / Literacy:** |  |
| --- | --- |
| **Mathematics / Numeracy:** |  |

***Section Four: Criteria for submission of application***

HLTA preparation and assessment is for candidates who are already working against the 33 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 the candidate has recent experience of working in line with the standards, including whole class teaching without the presence of the class teacher.

***Section Five*: Headteacher’s supporting statement.**

This statement and signature are to confirm the candidate’s suitability and length of experience working at a higher level. A copy of the HLTA standards is attached for information in appendix 1 (**appendix 1, page 6**). Note: this section must be completed by the head teacher or senior member of staff. However, the head teacher needs to sign to support the application.
HT needs to confirm the candidate is already working against the HLTA standards (**appendix 1, page 6**) and is competent in teaching 1:1, group and whole class lessons. Examples of these will be required for the final assessment. Candidates should have contributed to planning these lessons and, for whole classes, should have taken the class successfully with no teacher present on more than one occasion. **HT also needs to annotate, sign and date the Level 2 equivalent certificates in Literacy and Numeracy.**

| **Whole class teaching: *(Standard 31) advance learning when working with whole classes without the presence of the assigned teacher*** |
| --- |
| Has the candidate had experience of this in the last 12 months? |
| **Yes** |  |  | **No** |  |  |
| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for whole class teaching:** |

| **Group teaching: *(Standard 30) - advance learning when working with small groups*** |
| --- |
| Has the candidate had experience of this in the last 12 months? |
| **Yes** |  |  | **No** |  |  |
| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for teaching small groups:** |

| **Individual (1:1) Teaching: *(Standard 29) - advance learning when working with individuals*** |
| --- |
| Has the candidate had experience of this in the last 12 months? |
| **Yes** |  |  | **No** |  |  |
| **Please provide an example of a situation where the candidate was involved in planning against a Learning Objective for teaching a pupil 1:1:** |

| **Head Teacher signature:** |  |
| --- | --- |
| **Date:** |  |

***Section Six*: Funding arrangements**

| Funding arrangements.***Please note all fees are non-refundable.*** | Schools will be invoiced the following amount by Hackney Education.The cost of this course is **£700.00** broken down as follows: **£250.00** (£300.00 incl. VAT) for preparation and **£450 (VAT exempt)** for assessment. The cost of preparation will not be charged to Hackney CPD Package Holders.Hackney Education will also cover the assessment fee for the first 6 applicants (this applies to ALL Hackney schools) |
| --- | --- |

| **School / establishment name** |  |
| --- | --- |
| **Post Code** |  |
| **Finance contact name and number** |  |
| **Finance contact email** |  |
| **Approved by** |  |
| **Signed** |  |
| **Date** |  |

*By completing, signing, and submitting this application you are agreeing that an electronic record will be created using the supplied information and that 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 on:* *HLTA@strictlyeducation.co.uk* *or 07732 687487.*

***Please email the completed application form with scanned certificates to: cpdadmin@hackney.gov.uk***

*Applications cannot be processed without all sections of the form being fully completed or without copies of mathematics and English qualifications being provided. Any incomplete applications received will not be processed and will be returned.*

 **NOTES FOR CLARIFICATION**

| ***Section 1 - Candidate details / length of time in current role***HLTA assessment is for candidates who have current experience in working at a higher level in their TA role. It is expected that candidates should be in such a role for at least a year **in their current school**, or six months minimum although this is not advised. This is because candidates must produce evidence which can go back one year from the start of the first session, deemed as ‘current evidence’. Evidence prior to this, or from previous school roles, would not be applicable for assessment purposes.  |
| --- |
| ***Section 3 – Qualifications***Original copies of qualifications should be seen and verified through signature by the head teacher on copies which must be scanned and submitted with the application.Any ECCIS (formerly UK NARIC) equivalent should specifically reference equivalence to minimum Level 2 in maths and English. If English is listed as a second language, then this will not be accepted. |
| ***Section 6*** *–* ***Head teacher supporting statement.***Head teachers, or representatives, should provide a summary of the candidate’s current role and recent experience of working in line with the HLTA standards in Appendix 1 (within the last year).Specifically, the HT should confirm the candidate has been involved in planning, delivering and assessing lessons for individuals, groups and whole classes within the past year or are doing currently. There is no expectation that candidates write or prepare lesson plans, but they should be involved in planning or preparation, e.g., discussion with the teacher about how to deliver the lesson, considering or preparing appropriate resources, considering individual or group needs for support, differentiation or scaffolding work.If another member of the leadership team writes the supporting statement, the head teacher should read, agree and sign the application form to confirm the validity of both the candidate and the head statements. |
| ***Candidate pre-preparation form (last 2 pages of application). – Appendix 3***Candidates should briefly summarise their recent experience in a higher level teaching assistant role, including reference to being involved in planning, delivering and assessing lessons for individuals, groups and whole classes in their current role. There is no expectation that candidates write or prepare lesson plans, but they should be involved in planning or preparation, e.g., discussion with the teacher about how to deliver the lesson, considering or preparing appropriate resources, considering individual or group needs for support, differentiation, or scaffolding work. |
| **This is not a training programme. Candidates will undertake 3 full days of preparation for the final half day (3 hour) assessment. *All sessions must be attended in full and in order.*** |

***APPENDIX 1*** – Candidates need to 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 confirm working at HLTA level and successfully leading 1:1, group and whole class teaching:

| **Sign** |  |
| --- | --- |
| **Date** |  |

***APPENDIX 2***

| ***Cohort*** | ***Face to face 9:30 – 15:30, all days are compulsory.*** |
| --- | --- |
| 21st October 202422nd October 202426th November 2024*The Tomlinson Centre, Queensbridge Rd, London E8 3ND.* |



Places on cohorts cannot be guaranteed. Applications are checked and processed on a first come first served basis and cohorts are limited to a maximum of 12 candidates. ***All completed applications must be submitted by 27th September 2024.***

***APPENDIX 3:*** ***Candidate pre preparation form****.*

The HLTA preparation is delivered as 3 x full day sessions. These sessions will take you through all aspects which you need to cover in preparation for assessment against the 33 HLTA standards.

| *Introduction, supporting materials and overview of assessment methods.* |
| --- |
| *Overview of task forms, standards, how to complete task form sections 3 and 4* |
| *Continue to learn about standards, how to complete task form section 5* |
| *Continue to learn about standards, how to complete task form section 6* |
| *Look at documentary evidence, and F9/10 grid.*  |
| *How to complete mini tasks 4-8. Final assessment meeting information.* |
| *Review draft tasks (F1-3), documentary evidence & F9/10 grid revisited.*  |

In order to prepare for your first session, you will need to complete the attached pre-session information which will enable the trainer to identify some examples which relate to specific standards which will be covered in the first session.

***IMPORTANT: Information required with application.***

**1.Curriculum:** Please describe one curriculum area (subject) with which you are most familiar, including the year group/key stage you work with. Evidence for Standards 10, 17 and 18 require you to identify at least one lesson you have delivered in this curriculum subject and how you contributed to planning the lesson. The subject may be a national curriculum topic, an intervention programme, life skills, BTEC or specialised curriculum. You must have planned against a clear learning objective or target, delivered the learning and able to state what the learner(s) could do at the end of the lesson because of your teaching, showing progress towards the stated learning objective. **This may be used as evidence for Standards 10, 13, 17 and 18, although you may choose to use other examples for your final assessment.** You should state one curriculum subject which you will choose to focus on as a particular expertise.  Please state the length of time you have been teaching this subject and how you are used to deliver the subject in school, e.g. 1:1, group or whole class teaching. You should also give an example in each of the boxes below for a specific lesson you have taught for 1:1, groups and whole classes. These may not be the example you use for your assessment but demonstrate your current or experience within the past year.   At least one of these should be for the curriculum subject you have identified.

**2.Lesson Delivery:**  Please give examples of lessons / classes you have delivered against a learning objective or target for the following types of lesson:

**One-to-one teaching:** One lesson/activity with a clear learning objective or target where you were solely delivering the input to one learner. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learner had made progress. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. **This may be used as evidence for Standard 29, although you may choose to use another example for your final assessment.**

**Group teaching**: One lesson/activity with a clear learning objective or target where you were solely delivering the input to a group of learners. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learners had made progress. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher’s input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. **This may be used as evidence for Standard 30, although you may choose to use another example for your final assessment.**

**Whole class teaching**: One lesson/activity with a clear learning objective or target where you were solely delivering the input to a whole class which is a typical whole class size for your school context. You should have had time to consider how you were going to deliver the lesson/activity, describe how you delivered the learning and how you could identify that the learners had made progress. They may not all meet the learning objective, but they should make steps towards it. This is a teaching and learning activity and not general support, delivering part of the lesson after the teacher’s input or just an assessment. You need to have delivered the beginning, middle and end of the lesson/activity and the length of the lesson should be sufficient for you to identify the progress made by the end of the lesson. In addition, the whole class teaching should be without any qualified teacher present during any part of the lesson. **This may be used as evidence for Standard 31, although you may choose to use another example for your final assessment.**

 ***IMPORTANT:*** To be completed as part of the HLTA application process.

***Candidate pre-preparation information -*** *This information is to give a brief profile of your current work in school.  Please complete each section in brief.  This* ***may*** *be information which you will later use in writing your tasks. It is to provide the trainer with information which gives an overview of your role.  You should aim for no more than two sides of A4 for the whole form.*

*This information will be used in the first session of the programme. Please ensure you complete and return the completed form along with your application form and certificate copies.*

| **Name:** |  |
| --- | --- |
| **School:** |  |
| **School context (primary, secondary, special, PRU etc)** |  |
| **Job role:**  |  |
| **Year groups:** |  |
| **Line Manager:** |  |

| **Curriculum subject:** *Give an overview of the curriculum content for a year group subject you have taught in the last year. Describe key learning topics covered over a period of time, e.g. a year, medium term plan etc. This will demonstrate you have an understanding of a curriculum topic. This may be from the national curriculum, an intervention programme, e.g. phonics, an IEP with learning targets.* ***Write at least two sentences for this section.*** |
| --- |
|   |
|  |
| **One-to-one teaching:** *Describe one lesson or activity you have delivered to an individual in the last year. This should have a clear learning objective or target which you are delivering to the individual. State the year group, age or stage of the individual, the learning objective and what the learner could do by the end of the lesson/session showing progress.* ***Write up to 300 words for this section.*** |
|  |
|  |
| **Group teaching:** *Describe one lesson or activity you have delivered to a group in the last year. This should have a clear learning objective or target which you are delivering to the group. State the year group, age or stage and number in the group, the learning objective and what the learners could do by the end of the lesson/session showing progress.* ***Write up to 300 words for this section.*** |
|  |
|  |
| **Whole class teaching:** *Describe one lesson or activity you have delivered to a whole in the last year. It should be a lesson you taught when there was no teacher present. This should have a clear learning objective or target which you are delivering to the class. State the year group, age or stage and number in the class, the learning objective and what the learners could do by the end of the lesson/session showing progress.* ***Write up to 300 words for this section.*** |
|  |
|  |