

## Responsibilities of School Leaders

HLTA status is awarded to support staff who meet the national HLTA standards. Achieving HLTA status demonstrates to headteachers, teachers, governors and parents the nature of the contribution that the member of staff can make to pupils' learning and achievement.

Candidates are assessed against 33 standards, grouped under three headings: – Professional Attributes, – Knowledge and understanding– Professional Skills. Assessment is carried out by regional providers of assessment, which are proved by the Training and Development Agency for Schools (TDA). The Prime Consortium is the RPA for the northwest.

You will have already discussed with the member of staff their readiness for assessment against the standards – perhaps as part of their performance management or personal development plan and provided them with **opportunities to take a whole class without a teacher present.**

***Headteachers and school leaders will need to be familiar with the candidates work and the standards that they are required to meet. The assessor will ask you questions on aspects of the candidates work related to the standards.***

Importantly, you are likely to be asked:

- To give examples of taking the whole class
- Was it actually a “whole class” within the context of the school?
- Was the teacher absent?
- Did the candidate take the class on these occasions for a “reasonable amount of time” (e.g. not simply covering when the teacher went to “answer the ‘phone”)?
- Has the TA been able to advance learning on these occasions? (This also implies that the TA is clear on planning.)
- Are you confident that the TA has demonstrated sufficient competence to do this?

Sometimes, the answer to just one of these questions may actually cover several of the above.

Now there are two stages for the candidate to follow:

## **1. Preparation for Assessment**

Providers of Preparation (PoPs) offer a short programme (up to three days in total, which may not be consecutive) that all candidates must undertake before assessment. As well as helping to prepare candidates for assessment, this preparation time is designed to give them in-depth knowledge of the standards. Providers of preparation are quality-assured by the regional provider of assessment.

***Headteachers and school leaders must ensure that the candidate is able to attend the three day preparation and that they and their staff are available to support the candidate through the preparation stage.***

The candidate is required to register for assessment between days 1 and 2 of their preparation for assessment course. This triggers the regional provider of assessment to get in touch with the candidate and arrange the visit to the school to assess the candidate's evidence. The visit will take place within 12 weeks following the final day of preparation for assessment and you can work together to find a date that is suitable for all those involved.

***Candidates will need to agree with you possible dates (3) for the assessor's visit to your school.***

## **2. Assessment**

Candidates submit assessment tasks to The Prime Consortium in order to provide evidence that they meet the standards. An assessor from The Prime Consortium will then come to the school for half a day to assess this evidence. The assessor will want to talk with the candidate, with at least one teacher and a senior member of staff who know the candidate's work well.

The school visit enables the candidate to:

- explain in more detail certain aspects of the activities analysed in the responses to the assessment tasks; and
- make available the documentary and oral evidence that supports the responses to the four assessment tasks.

Candidates should brief you (or your representative) about the nature and purpose of the visit. In addition, identify the teacher, or at most two teachers who are familiar with their work, to be interviewed and explain what is required.

After meeting the teacher(s) the 15-minute meeting would normally be with the Headteacher, though there may be circumstances where another senior manager is more appropriate. This meeting is about getting a view of broader aspects of the candidate's performance in your school, such as contribution to the overall functioning of the school and professional development. You will be

asked questions about the candidate teaching a whole class and probably the use made of her expertise in planning.

Responses given at the meeting are subject to The Data Protection Act 1998 and The Freedom of Information Act.

Candidates should also inform school reception of the name of your assessor and their likely time of arrival. You may wish to arrange for the assessment visit to be mentioned in the school bulletin or published on an information notice. This will let people know that they are not available as normal, and that the room in school set aside for the assessor is unavailable.

If you have any problems your LA contact will usually be able to provide you with any support that you need. They will provide information about preparation and assessment to the school and the candidate. If there is a problem with the assessment itself you should contact the regional provider of assessment directly.

Once a candidate has achieved HLTA status schools should try to ensure that staff who achieve HLTA status are subsequently employed in HLTA roles. As with any member of staff, it is recommended that a job description is drawn up for an individual working in an HLTA role. You may also wish to consider the performance management review procedures and continuing professional development needs of a member of staff moving into an HLTA role.

For further information and guidance on the deployment of HLTAs, consult the guidance notes produced by the workforce agreement monitoring group (WAMG), which you can find at [www.tda.gov.uk/hltawamg](http://www.tda.gov.uk/hltawamg). You can also view case studies showing a range of roles and responsibilities already being undertaken by HLTAs at [www.tda.gov.uk/hltacasesstudies](http://www.tda.gov.uk/hltacasesstudies).

The following websites may also be useful:

[www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling) provides information about how schools are implementing the national agreement including how support staff roles are changing.

[www.lge.gov.uk/conditions/education/content/support\\_index.html](http://www.lge.gov.uk/conditions/education/content/support_index.html) gives background and further links to the national job framework which many schools and LAs implement at local level.

