

Qualification criteria for the L4 Certificate for HLTAs

There are set requirements, called the Gateway Outcomes, that you are expected to evidence to be awarded the Level 4 Certificate for HLTAs. The Gateway Outcomes are the main abilities and attributes that teaching assistants are expected to possess in order to achieve the level 4 certificate. Each Gateway Outcome will consist of a number of criteria.

The criteria are split into four different units which take into account the different responsibilities of teaching assistants:

- Teaching and Learning for Higher Level Teaching Assistants (TL)
- Planning, Learning and Support for HLTAs (PLS)
- Professional Practice for HLTAs (PP)
- Monitoring and Assessment for HLTAs (MA)

Terminology of the qualification

Term	Example
Unit	Teaching and Learning for Higher Level Teaching Assistants
Gateway Outcome (GO)	TL - Gateway Outcome 1: Be able to contribute to the creation of a safe and positive learning environment
Criteria	TL1.1: Use effective strategies to promote positive behaviour for learning.

Unit 1: Teaching and Learning for Higher Level Teaching Assistants

Criteria	Criteria descriptor
TL1.1	Use effective strategies to promote positive behaviour for learning.
TL1.2	Recognise and respond appropriately to situations that challenge equality of opportunity.
TL1.3	Organise and manage learning activities in a way that ensures learners' safety.
TL2.1a	Use appropriate strategies and skills to advance learning in different situations working with individuals.
TL2.1b	Use appropriate strategies and skills to advance learning in different situations working with small groups.
TL2.1c	Use appropriate strategies and skills to advance learning in different situations working with whole classes without the presence of the assigned teacher.
TL2.1d	Advance learning using ICT.
TL2.1e	Know how to use ICT to support their professional activities.
TL2.1f	Use area of expertise to support the development, learning and progress of children and young people.

Criteria	Criteria descriptor
TL2.2	Use understanding of the factors affecting learners' learning and progress (HLTA standard 8), to tailor support including: <ul style="list-style-type: none"> ■ appropriate activities linked to objectives. (HLTA standard 14) ■ clear and stimulating materials. (HLTA standard 21)
TL2.3	Provide personalised support that accounts for the specific needs and preferences of individual learners.
TL3.1	Provide clear instructions to other adults to enable them to offer effective support to learners.

Unit 2: Planning Learning and Support for Higher Level Teaching

Criteria	Criteria descriptor
PLS1.1a	Devise structured activities to advance learning, which are relevant and motivating for learners.
PLS1.1b	Devise structured activities to advance learning, which have clearly stated objectives and intended learning outcomes.
PLS1.1c	Devise structured activities to advance learning, which relate appropriately to relevant statutory or non-statutory curriculum frameworks.
PLS1.1d	Devise structured activities to advance learning, which use their area of expertise to contribute to planning.
PLS1.2	Select and prepare resources appropriate to the learning activities and to the abilities and interests of the learners.
PLS2.1	Outline how they will use their area of expertise to plan their role (HLTA standard 18) to support learners to access and engage in learning activities in accordance with relevant legislation, statutory requirements, regulations and frameworks which must include SEND, Inclusion, Child Protection and Health and Safety.

Unit 3: Professional Practice for Higher Level Teaching Assistants

Criteria	Criteria descriptor
PP1.1	Establish fair, respectful, trusting, supportive and constructive relationships with learners in order to help them fulfil their potential.
PP1.2	In their interactions with learners, demonstrate the values, attitudes, and behaviours they expect of the learners themselves.
PP1.3	Work with parents and carers both recognising and facilitating their contribution to the development and well-being of their children.
PP1.4	Work collaboratively and co-operatively with colleagues to advance the learning of learners.
PP2.1	Use appropriate communication skills, including listening skills, to communicate effectively and sensitively in different situations with learners, parents and carers, and colleagues.
PP2.2	Communicate their high expectations of learners to the learners themselves and to their parents and carers.
PP3.1	Use self-evaluation and feedback from others to identify gaps in knowledge and skills that need improvement.
PP3.2	Plan self-development to address areas for improvement.
PP3.3	Apply new learning to improve own practice.

Unit 4: Monitoring and Assessment for Higher Level Teaching Assistants

Criteria	Criteria descriptor
MA1.1	Use appropriate techniques to monitor learners' progress in different aspects of their learning.
MA1.2	Use appropriate techniques to monitor learners' responses to different learning activities.
MA2.1	Adjust learning activities or approaches for learners as a result of observations from monitoring.
MA2.2	Tailor support based on observations from monitoring.
MA2.3	Provide feedback to learners based on observations from monitoring.
MA3.1	Use different assessment techniques to contribute to the evaluation of learners' progress.
MA3.2	Record learners' progress in line with organisational requirements.
MA3.3	Analyse records in order to draw conclusions about learners' progress.