

HLTA case study - Susan Tilley & Debbie Peake, St Albans Church of England Primary School

This case study is written jointly by two colleagues at the same school in Wolverhampton. They both followed the HLTA and Where Next Leadership programmes.

“The programmes allowed us to recognise that as HLTAs all that we were doing in school could be recognised as good practice and therefore we felt positive about our current role. The Where Next course enabled us to discover how other practitioners work in their settings and understand how varied our roles can be. Whatever our role, we are valued in our own right.”

Roles of participants

Susan is an HLTA assigned to KSI. She plans and delivers basic skills maths and music in reception, PSHE and RE in yr.1, PSHE and music in yr.2, music in yr.3. She covers PPA for nursery planned by teacher and plans for and delivers Share to reception parents. She also plans and prepares whole afternoon sessions for Forest School years 1-6 and supports the teacher in choosing the curriculum focus for 1 hour of each session.

Debbie is an HLTA assigned to KS2. She covers all PPA sessions. She demonstrates particular expertise in planning for and delivering PSHE and RE throughout KS2. She is responsible for Integration Support in KS2 and supports individual children and small groups when required.

Programme/activity in practice

Susan: I have gradually become more confident to develop and change my subject planning, and implementation of lessons within the classroom and also planning for and meeting the needs of parents attending our Share sessions as each session is researched and tailored to answer their questions. Also, I can identify skills within other leaders and plan activities and responsibilities for them in Forest School, and value their input. Therefore, I now can lead others!

Debbie: I feel confident that when dealing with outside agencies and other professionals, I am following correct procedure and I am a good representative of the school.

Good practice demonstrated

Susan: Recognising that I can take my knowledge of subjects and share information from my previous role as an NNEB within nursery and in the case of PSHE and RE, the values and morals/ethos important to the child's development and discuss my ideas with our team of teaching staff.

Debbie: To share my role when supporting children with special educational needs and share my knowledge of SEN strategies and behaviour management with our new SENCO.

Outcomes and impact on e.g. leadership, teaching, learning, standards

Susan: Recognising my skills, and beginning to be proud of my achievements and, because of this experience, encouraging staff, other adults e.g. parents and helpers, and our children to recognise and feel equally proud of their skills. I try my best to encourage all individuals to feel that they are valued and unique. The Where Next course has also enabled me to recognise my preferred areas of work.'

Debbie: Recognising what an important role I have within school and my task of planning, marking and assessment within the subjects I teach in KS2 (RE/PSHE) demonstrates my ability to deliver a varied and interesting curriculum. This makes the lessons fun and enjoyable for all the children and allows me to see progression through the key stage.'

"The Where Next programme has given me the opportunity to discover the type of person that I am within our school teaching team - all of the support staff are included within that title as we are all equally valuable. I also realised how supportive and inspirational I am/can be to others."

Susan Tilley

"It has given me vision within my role and an understanding of other roles within the HLTA spectrum."

Debbie Peake