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HLTA Case Study

*Kellie Quinn, The Echelford Primary School,
Ashford*



Kellie Quinn, left, receiving her HLTA of the Year 2018 nomination certificate.

***Inspired by Kellie's achievements
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become an HLTA.***

Some of Kellie's key responsibilities & achievements working as an HLTA at her school to date include:

Kellie has high aspirations for all pupils and works tirelessly to ensure they all reach their full potential.

Pupils progress in all areas thanks to Kellie's tailored interventions

Kellie has worked effectively in the Year 2 team collaborating with colleagues to ensure excellent SATs results for the year 2 team and enhanced progress for many of the children.

Kellie is dedicated to achieving the best possible outcomes for all pupils and recognises her CPD is linked to this. CPD opportunities are snapped up to ensure she is fulfilling her role to the best of her abilities.

"Kellie possesses many skills and attributes which make her a highly effective HLTA and one which is very much deserving of this award. However, Kellie's strongest attribute is the amount that she cares. She cares about her colleagues and offers support wherever she can. She cares about the role that she does, reflecting regularly to ensure that she fulfils it to the best of her ability and, most significantly, she cares about the children.

Within her role as a HLTA, Kellie tailors her teaching to meet pupils' individual needs. She balances creativity whilst not losing sight of the learning objective. Consequently, all pupils engage, and their progress is clear. Her devotion to achieving the best outcomes for the pupils is evident in the questions Kellie will ask. If she recognises a need in a pupil she will strive to find a way to meet this need. For instant Kellie will regularly liaise with the class teacher or inclusion manager to develop her own skills and ensure that the interventions/provision she provides achieves the best possible outcomes.

Kellie is a fantastic, dedicated HLTA who works tirelessly to build meaningful relationships and meet the individual needs of all pupils. The children adore Kellie and as a result they engage and respond positively to her in every situation. This remarkable ability ensures that she gets the best out of every child and is ultimately because they recognise how much she cares."

EYFS & KS1 Phase Leader— The Echelford Primary School