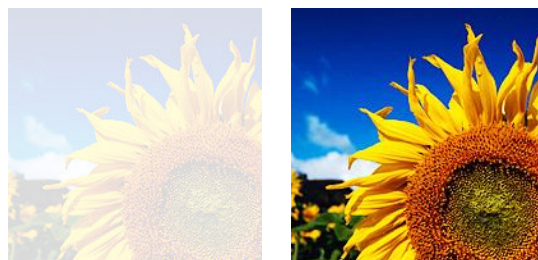




Professional Development Review



Senior Leadership Team Report

Prepared for Secondary School X
Hillside, Hilltown

Using data collected between 2nd April 2008 and 18th April 2008
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Notes

This report should be used by you, your employees and your employers for information only. It is in no way intended to be a statement or evidence of your teaching and learning support staff's **actual** skills, knowledge or competence, but rather it outlines your teaching and learning support staff's **own current perception** of their skills, knowledge and competence. It is based entirely on self-appraisal data drawn from the responses of the members of teaching and learning support staff to the *Professional Development Review* online questionnaire. It is the user's responsibility to ensure that the information, advice or other content are suitable for their purposes and are used appropriately in their context. NAPTA and its partners cannot be held in any way responsible for any actions taken by any party or any inaction or any consequences that may arise following receipt of a *Professional Development Review* report or of any related guidance or advice.

The term 'teaching and learning support staff member' is used throughout this report to denote any individual who works with teachers in classrooms, supporting the learning process. It is implied, therefore, that it covers a number of job titles including teaching assistant, classroom assistant, learning support assistant and special needs assistant.

About NAPTA

The National Association of Professional Teaching Assistants (NAPTA) has been established to recognise the expanding role that all support staff are playing in schools. NAPTA supports these individuals by providing professional development opportunities, acting as an information service, and helping to assess and document their existing skills and training needs.

NAPTA, Chesterton Mill, French's Road, Cambridge CB4 3NP – tel 01223 224930 – www.napta.org.uk

Introduction

This report helps members of your school's senior leadership team (SLT) to get the most from the deployment of teaching and learning support staff in your school. Given the key roles that teaching and learning support staff play in school, and particularly since they are likely to be at the core of intervention strategies employed by the school to raise pupil attainment and achievement, it is critical that their contribution is recognised, recorded and developed within the school's existing self-review mechanisms.

This report presents the data that has been collected through the *Professional Development Review* in formats that will be of use to the SLT in undertaking two key tasks. Firstly, the data can be used to help with the school's self-review processes, including:

- completing the school's official self-evaluation documentation, eg the self-evaluation form (SEF)
- recording effectiveness of teaching and learning support staff deployment
- demonstrating the suitability of staff skill sets (particularly where staff do not have formal qualifications)
- establishing compliance with the *Common Core of Skills and Knowledge for the Children's Workforce* that is required by **all** members of the children's workforce, including support staff.

Secondly, the data can be used to ensure a consistent and secure review process for all teaching and learning support staff, including:

- discovering institutional underutilisation of staff
- matching the objectives of the school development plan
- establishing a secure approach to review that is based upon National Occupational Standards, thus abiding by employment law
- identifying and meeting individual development needs.

The data presented in this report is based entirely on self-appraisal data drawn from the responses of the members of teaching and learning support staff to the *Professional Development Review* online questionnaire. It should be noted that all of the data contained in this report is based upon your teaching and learning support staff's subjective evaluation of their roles and skills. The data shows the skills and confidence which the teaching and learning support staff in your school **perceive themselves to have**, in relation to the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL) and the Common Core. It also provides information about the specific tasks that your teaching and learning support staff feel they perform as part of their job roles.

For details of the skills and confidence of individual members of teaching and learning support staff, refer to your school's Training and Development Report.

A total of 17 members of teaching and learning support staff in your school undertook the questionnaire and submitted their data before this report was generated.

Data was collected between 2nd April 2008 and 18th April 2008.

This report is divided into the following sections:

- **Introduction**
- **SEF statements** – Key results which may be used as evidence in your school’s self-evaluation form.
- **Deployment** – An indication of the areas in which the teaching and learning support staff in your school feel that they are making the greatest and least contribution, shown in terms of the NOS STL.
- **Suitability** – The areas in which the teaching and learning support staff in your school feel most and least confident.
- **Potential** – The areas in which the teaching and learning support staff in your school may have the greatest untapped potential.
- **Common Core** – How well your teaching and learning support staff meet the requirements of the Common Core.
- **Staff profile** – An overview of the teaching and learning support staff’s personal details, plus the qualifications they hold and their job profiles.

Some items throughout the report are presented in colour, as follows:

Confidence

- Green indicates areas of confidence.
- Amber shows areas of partial confidence, where some aspects may need support.
- Red implies areas where staff are lacking in confidence, and may require further professional development or additional support.

Relevance

- A solid item indicates areas that staff feel are relevant to their job role.
- A shaded item denotes that staff feel that some but not all aspects of an area are relevant.
- A white item shows areas that staff feel are not relevant.

Where they are shown side by side, level of confidence is shown on the left and level of relevance is shown on the right.

Should you wish to copy or print the report, you will need to do so in colour.

SEF statements

The self-appraisal data drawn from the responses of the members of teaching and learning support staff to the *Professional Development Review* online questionnaire offers a substantial body of evidence that can be used to contribute towards your school's self-evaluation form (SEF). This section provides sample statements that you may wish to adapt for inclusion in your SEF. The statements are shown below and on pages 4 and 5 according to the section of the SEF to which they relate (eg 1b, 5a). Each statement should be carefully read, considered and evaluated in order to assess its suitability to act as evidence that reinforces other statements made within the same SEF section.

Statements that show a high percentage can be used to provide evidence of where the school seems to be doing well. Statements that show a low percentage can still be used within the SEF, but as evidence of an area that needs improvement, which should be covered by the school development plan.

The statements mostly include data drawn from staff responses relating to some of the units of the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL). You may wish to examine your school's results relating to other areas, eg other NOS STL units, the Professional Standards for HLTAs (higher level teaching assistants) or the Support Work in Schools vocational qualification (SWiS), to find further evidence.

The perceptions of the school's teaching and learning support staff of the main strengths and weaknesses of the support they provide, and of their capacity to provide additional support, can be gauged by examining the rest of this report.

1b Please ... describe any special features of your school.

For example: whether your school has other particular characteristics, including significant awards you have received

The school is a NAPTA Centre of Good Practice in the Management and Development of Support Staff as a result of work it has undertaken in the consultation, needs analysis and development of support staff.

5a How good is the quality of teaching and learning?

how well teaching meets individuals' learning needs, encourages their progress and meets course requirements

Results from NAPTA's *Professional Development Review*, which was undertaken by members of teaching and learning support staff in the school, show that 10 out of 17 members of teaching and learning support staff (59%) feel that they support pupils during learning activities according to the requirements of the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL). Of these staff, 6 are confident in their ability in all of the required skills.

Members of teaching and learning support staff are more confident about the support that they give to pupils in their development of literacy skills than in numeracy skills.

how well teaching promotes positive behaviour and learning

Results from the *Professional Development Review* show that 6 out of 17 members of teaching and learning support staff (35%) feel that they promote positive pupil behaviour according to the requirements of the NOS STL. Of these staff, 4 are confident in their ability in all of the required skills.

the suitability and rigour of assessment in planning learning and monitoring learners' progress

Results from the *Professional Development Review* show that 8 out of 17 members of teaching and learning support staff (47%) feel that they contribute to assessment for learning according to the requirements of the NOS STL. Of these staff, 3 are confident in their ability in all of the required skills.

the involvement of parents and carers in their children's learning and development

Results from the *Professional Development Review* show that 1 out of 17 members of teaching and learning support staff (6%) feels that they liaise with parents, carers and families according to the requirements of the NOS STL. Of these staff, 1 is confident in their ability in all of the required skills.

5c How well are learners guided and supported?

the quality and accessibility of care (including integrated day care), advice, guidance and support to safeguard learners' welfare, promote their personal development and help them achieve well

Results from the *Professional Development Review* show that 6 out of 17 members of teaching and learning support staff (35%) feel that they help to keep children safe according to the requirements of the NOS STL. Of these staff, 5 are confident in their ability in all of the required skills.

Results from the *Professional Development Review* show that 2 out of 17 members of teaching and learning support staff (12%) feel that they support children's development according to the requirements of the NOS STL. Of these staff, 2 are confident in their ability in all of the required skills.

Results from the *Professional Development Review* show that 7 out of 17 members of teaching and learning support staff (41%) feel that they have high expectations of children and young people with a commitment to helping them fulfill their potential, according to the requirements of the Professional Standards for higher level teaching assistants (HLTAs).

the effectiveness of steps taken to reduce absence, including persistent absence, and raising the proportion of pupils with high levels of attendance

Results from the *Professional Development Review* show that 11 out of 17 members of teaching and learning support staff (65%) feel that they contribute to improving attendance according to the requirements of the NOS STL. Of these staff, 7 are confident in their ability in all of the required skills.

- 6a What is the overall effectiveness and efficiency of leadership and management?
how performance is monitored and improved through quality assurance and self-evaluation
how well leaders and managers promote the professional development of the whole school's workforce and promote a suitable work/life balance for them**

The school is a NAPTA Centre of Good Practice in the Management and Development of Support Staff as a result of work undertaken in the consultation, needs analysis and development of support staff. This process has enabled the school leadership team to maximise the impact of teaching and learning support staff on raising pupil attainment and achievement, and to fully understand and nurture individual staff professional development in light of whole institution needs and aspirations.

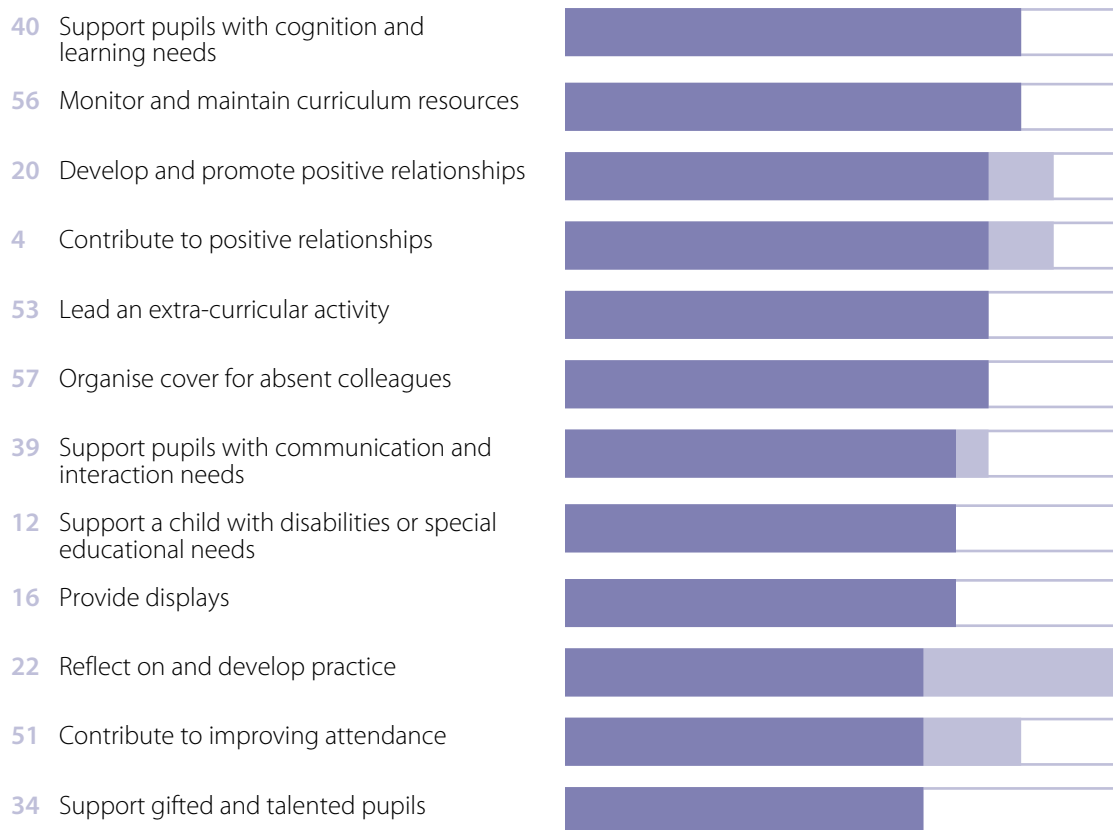
Results from the *Professional Development Review* show that 17 out of 17 members of teaching and learning support staff (100%) feel that they reflect on and develop their practice according to the requirements of the NOS STL. Of these staff, 11 are confident in their ability in all of the required skills.

Deployment

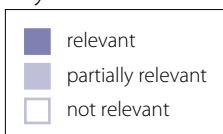
This section provides an indication of the areas in which the teaching and learning support staff in your school feel that they are making the greatest and least contribution. This gives an overview of how the teaching and learning support staff feel that they are deployed, as opposed to how the senior leadership team believes staff to be deployed.

Areas of greatest contribution

The units of the National Occupational Standards are ranked below according to the proportion of teaching and learning support staff in your school who fall into the solid blue category for relevance in that unit. It shows the 12 units where the greatest number of teaching and learning support staff feel that the requirements of the unit are relevant to their specific roles in the school. The proportion of teaching and learning support staff in your school who fall into the shaded blue and white categories for relevance in that unit is also shown.

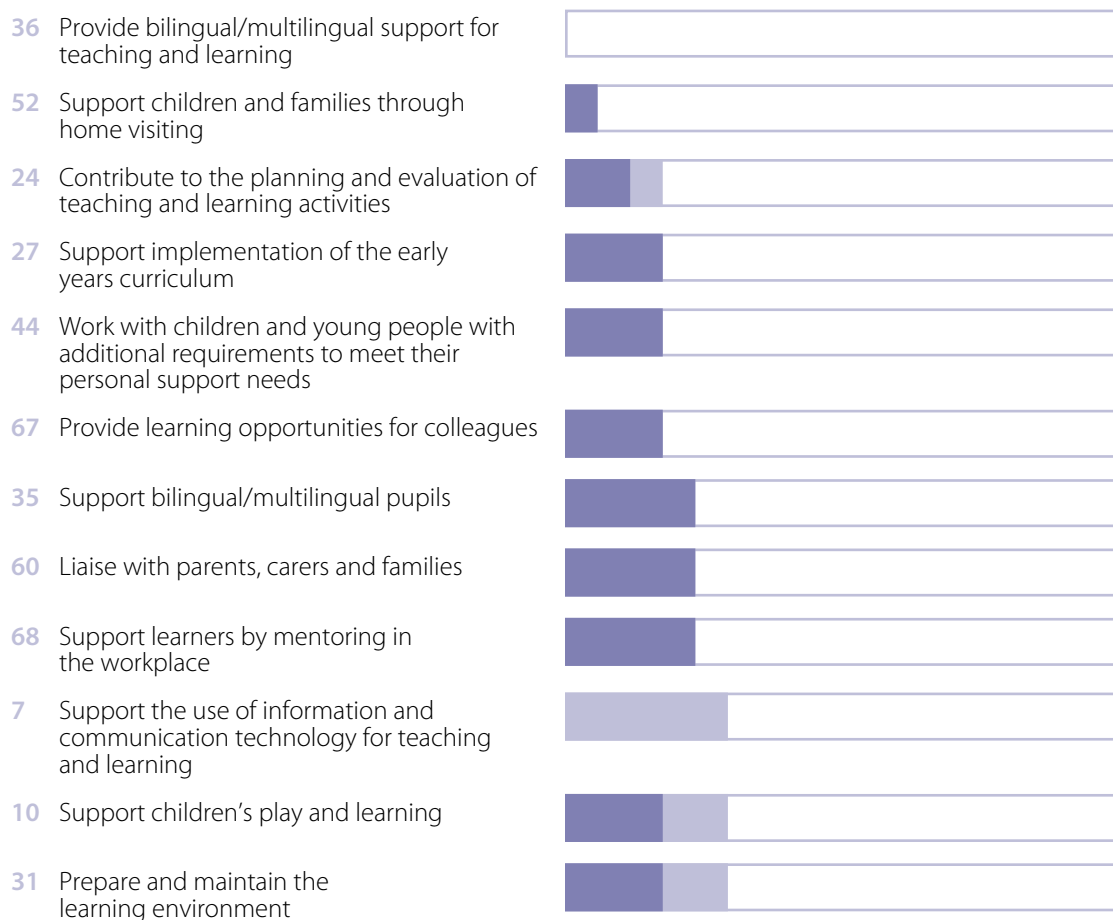


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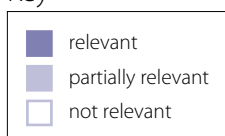


Areas of least contribution

The units of the National Occupational Standards are ranked below according to the proportion of teaching and learning support staff in your school who fall into the white category for relevance in that unit. It shows the 12 units where the greatest number of teaching and learning support staff feel that the requirements of the unit are **not** relevant to their specific roles in the school. The proportion of teaching and learning support staff in your school who fall into the shaded blue and solid blue categories for relevance in that unit is also shown.



Key

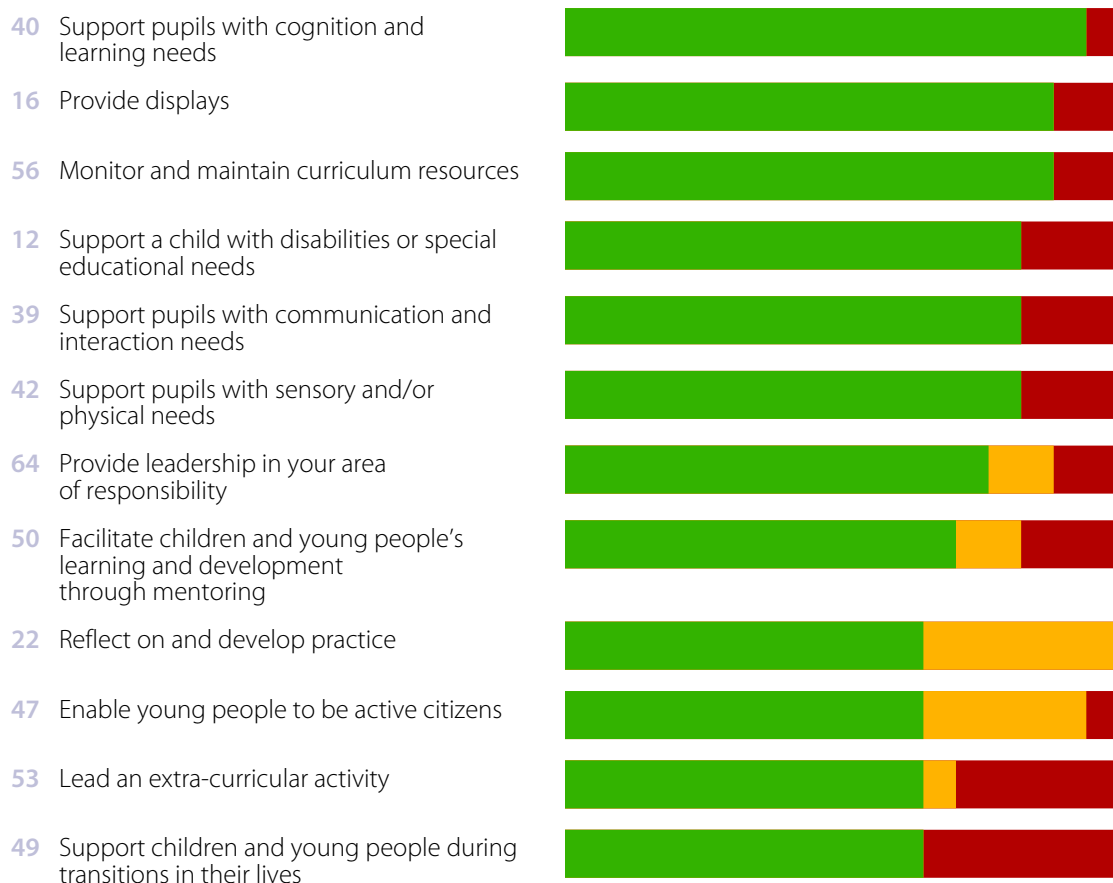


Suitability

This section provides an indication of the areas in which the teaching and learning support staff in your school feel most and least confident. This gives an overview of the suitability of the teaching and learning support staff to undertake their roles confidently.

Areas of most confidence

The units of the National Occupational Standards are ranked below according to the proportion of teaching and learning support staff in your school who fall into the green category for confidence in that unit. It shows the 12 units where the greatest number of teaching and learning support staff feel that they are able to meet the requirements of the unit. The proportion of teaching and learning support staff in your school who fall into the amber and red categories for confidence in that unit is also shown.

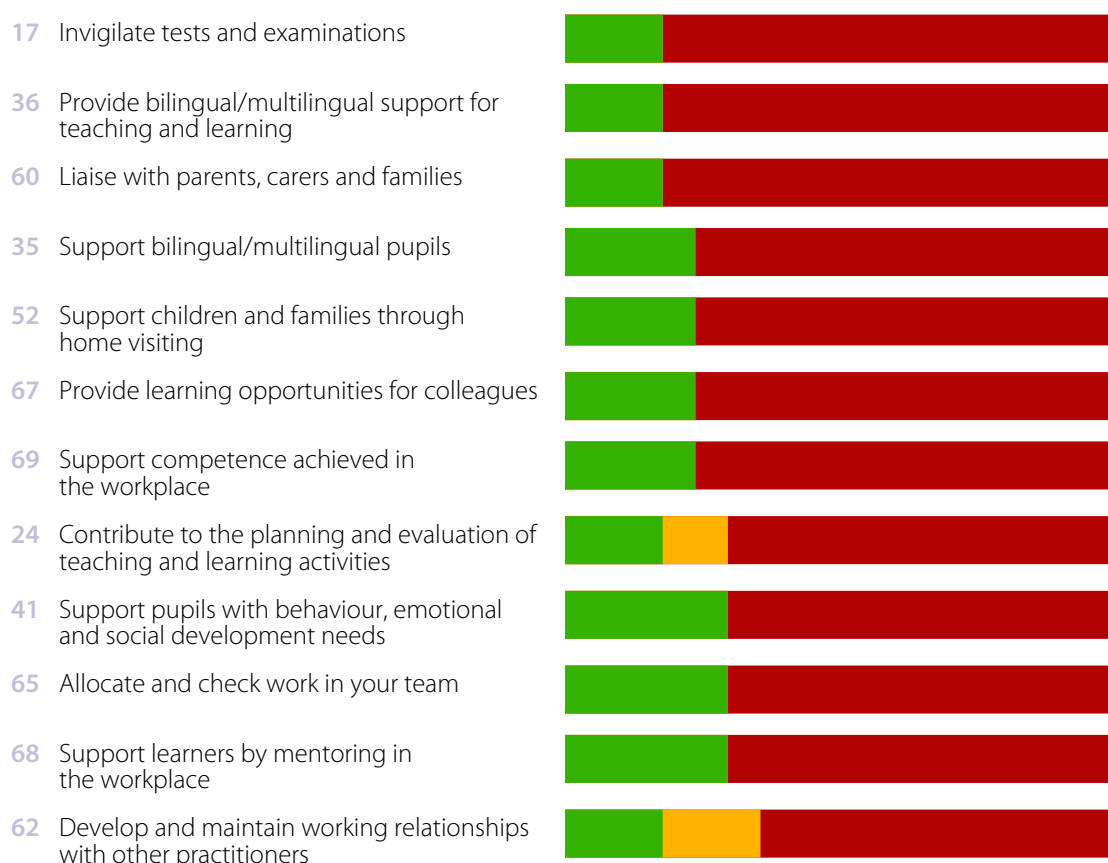


Key

■	confident
■	partially confident
■	not confident

Areas of least confidence

The units of the National Occupational Standards are ranked below according to the proportion of teaching and learning support staff in your school who fall into the red category for confidence in that unit. It shows the 12 units where the greatest number of teaching and learning support staff feel that they are **not** able to meet the requirements of the unit. The proportion of teaching and learning support staff in your school who fall into the amber and green categories in that unit is also shown.



Key

■	confident
■	partially confident
■	not confident

Potential

This section provides an indication of the areas in which the teaching and learning support staff in your school may have the greatest untapped potential. Note that staff did not state that they would like to develop their potential in these areas, simply that they have skills in these areas that are not being used to the full.

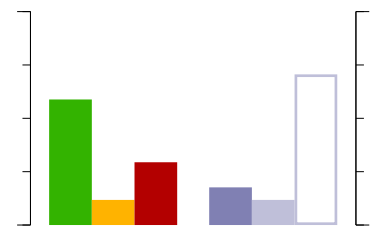
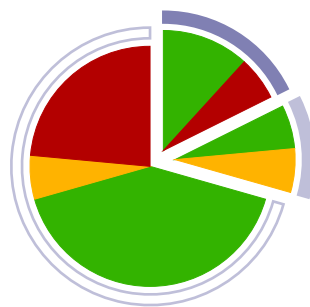
Potential HLTAs

The higher level teaching assistant (HLTA) role is intended to make a distinct contribution within schools, complementing that of the teacher in the support of pupils' learning. In order to gain HLTA status, teaching and learning support staff must be able to demonstrate competence in all of the Professional Standards for HLTAs. Out of the 17 members of teaching and learning support staff in your school, no members feel that they possess the skills and knowledge which underpin **all** the Professional Standards for HLTAs.

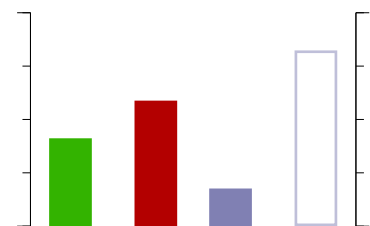
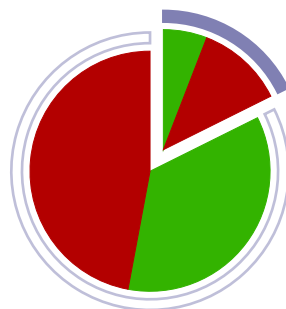
Areas with greatest potential

The units of the National Occupational Standards are ranked below and on pages 11 and 12 according to the proportion of teaching and learning support staff in your school who fall into the green category for confidence in that unit but the white category for relevance. It shows the 12 units where the teaching and learning support staff feel that they have skill in this area but that they are not currently performing it as part of their specific job role, so their potential is not being used to the full.

10
Support children's play and learning



27
Support implementation of the early years curriculum

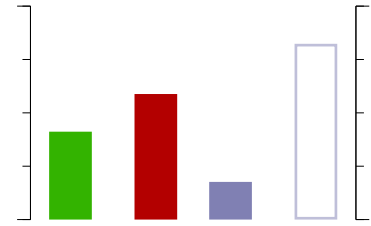
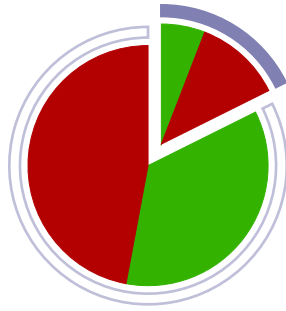


Key

■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

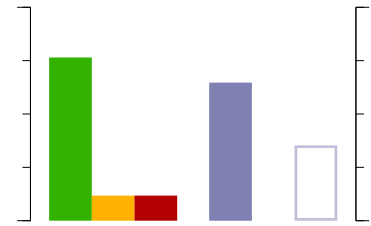
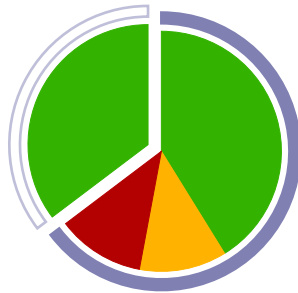
44

Work with children and young people with additional requirements to meet their personal support needs



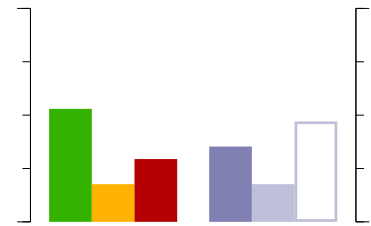
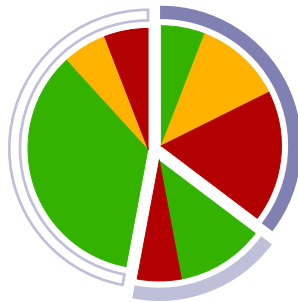
64

Provide leadership in your area of responsibility



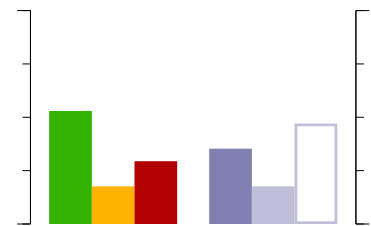
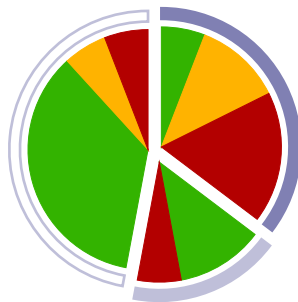
15

Support children and young people's play



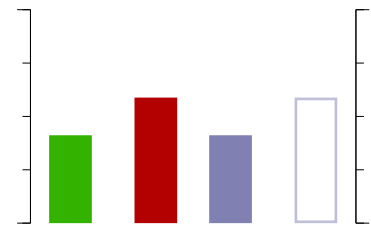
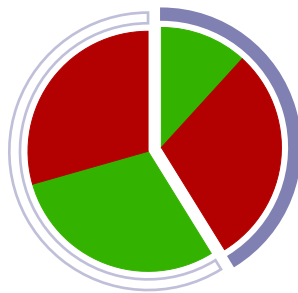
54

Plan and support self-directed play



23

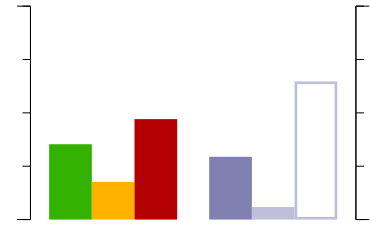
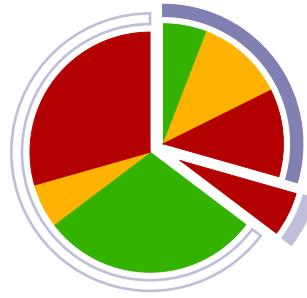
Plan, deliver and evaluate teaching and learning activities under the direction of a teacher



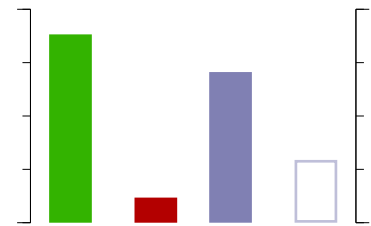
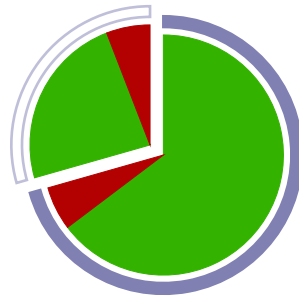
Key

■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

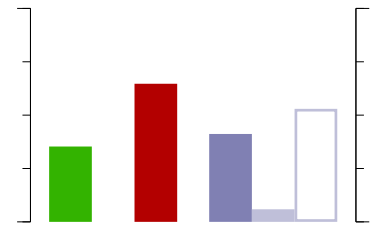
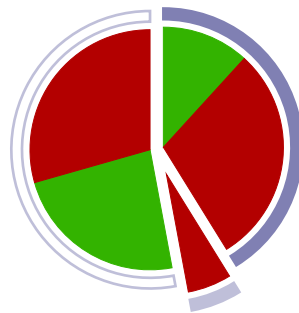
32
Promote the transfer of learning
from outdoor experiences



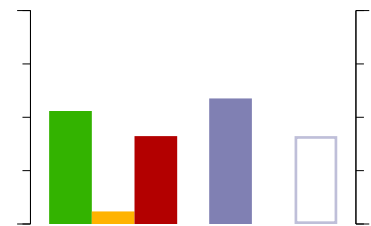
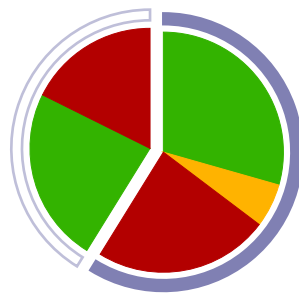
16
Provide displays



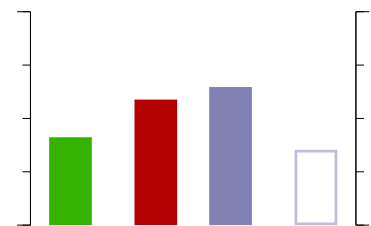
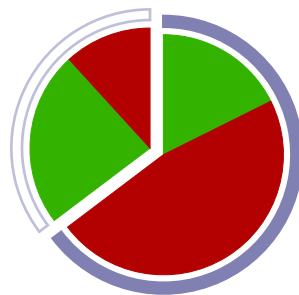
2
Support children's
development



3
Help to keep children safe



34
Support gifted and talented
pupils



Key

■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

Common Core

This section offers guidance on how your teaching and learning support staff's perceived skills correspond to the mandatory units of the Level 2 Support Work in Schools vocational qualification (SWiS). The Level 2 SWiS has two mandatory units which are appropriate to any member of school support staff. These units cover expectations that stem from the *Common Core of Skills and Knowledge for the Children's Workforce*, which forms part of the Every Child Matters agenda. The Common Core sets out the skills and knowledge which each member of staff should possess in order to promote the health, well-being and happiness of pupils.

The Level 2 SWiS mandatory units are broken down into the following subsections:

- 1.1 Explore how pupils develop their ability to think and learn
- 1.2 Contribute to the well-being and safeguarding of pupils
- 2.1 Work within your school's values, policies and procedures
- 2.2 Explore the roles and responsibilities of teachers and others who work with pupils
- 2.3 Understand and develop your effectiveness in a support role.

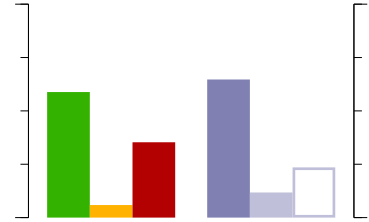
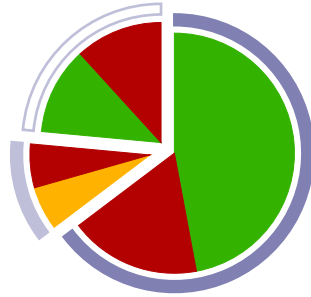
For each subsection of the Level 2 SWiS mandatory units, you are shown on page 14 a large pie chart and two smaller graphs. These indicate the confidence of your teaching and learning support staff in meeting the requirements of the Common Core, and how relevant they feel the requirements are to their specific roles in the school.

In the large pie chart, the circle around the edge of the pie chart shows the proportion of teaching and learning support staff who fall into each of three categories of relevance. For each category of relevance within the pie chart, you are shown the proportion of teaching and learning support staff who fall into each of three categories of confidence. The smaller graphs show the results separately: confidence is shown in the left-hand graph; relevance is shown in the right-hand graph.

Ability of staff to meet the Common Core

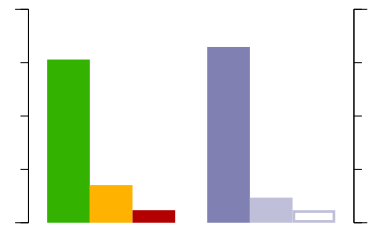
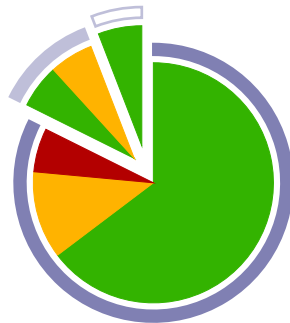
1.1

Explore how pupils develop their ability to think and learn



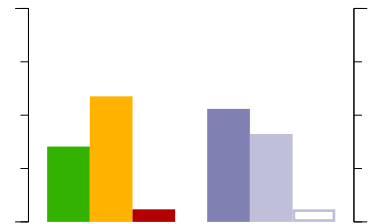
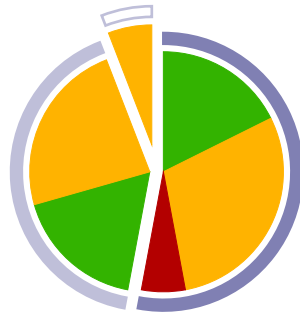
1.2

Contribute to the well-being and safeguarding of pupils



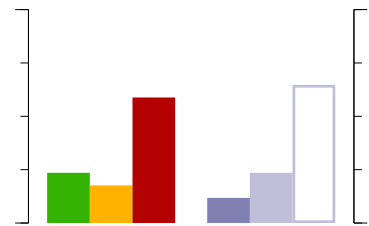
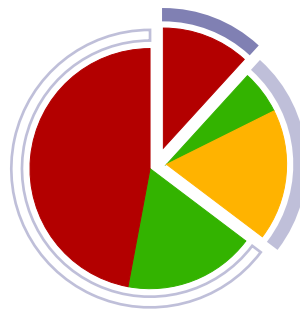
2.1

Work within your school's values, policies and procedures



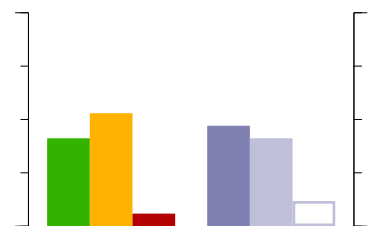
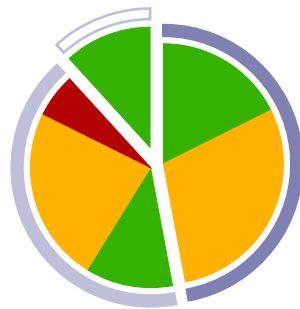
2.2

Explore the roles and responsibilities of teachers and others who work with pupils



2.3

Understand and develop your effectiveness in a support role



Key

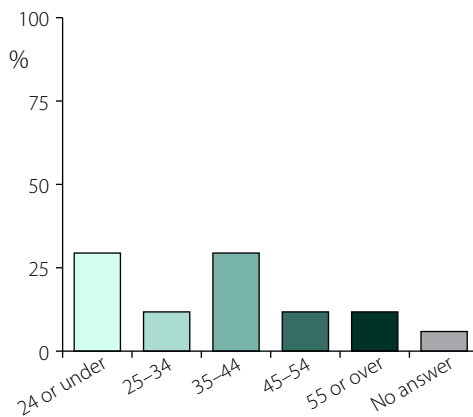
■ confident	■ relevant
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■ not confident	 not relevant

Staff profile

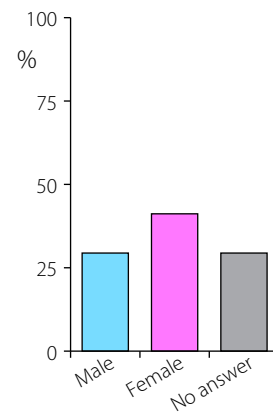
This section gives an overview of the teaching and learning support staff in your school in terms of their demographic characteristics. The data is taken from responses entered by the members of teaching and learning support staff in the *Professional Development Review* online questionnaire.

Personal details

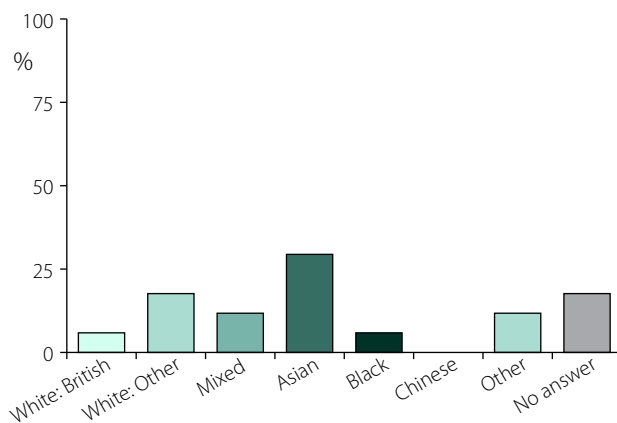
Age



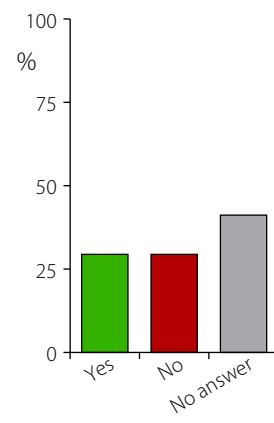
Gender



Ethnicity

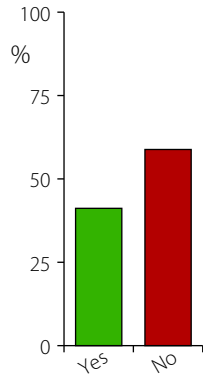


Speaks a language other than English

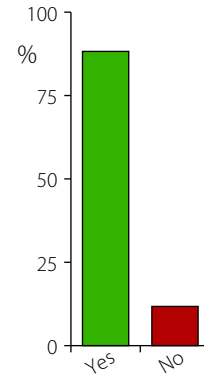


Qualifications held

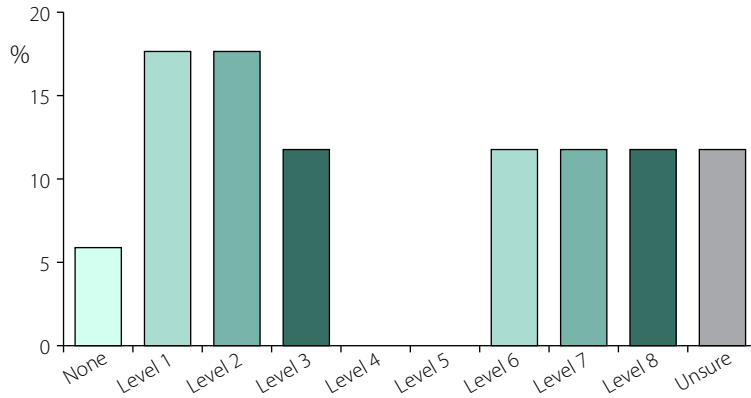
Level 2 or above in maths/numeracy



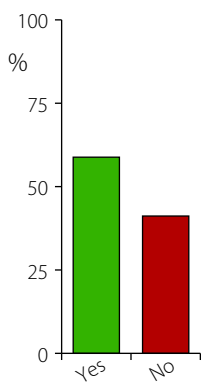
Level 2 or above in English/literacy



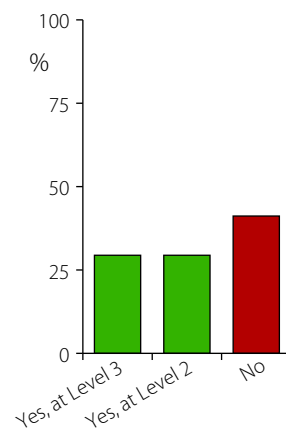
Highest qualification



HLTA status

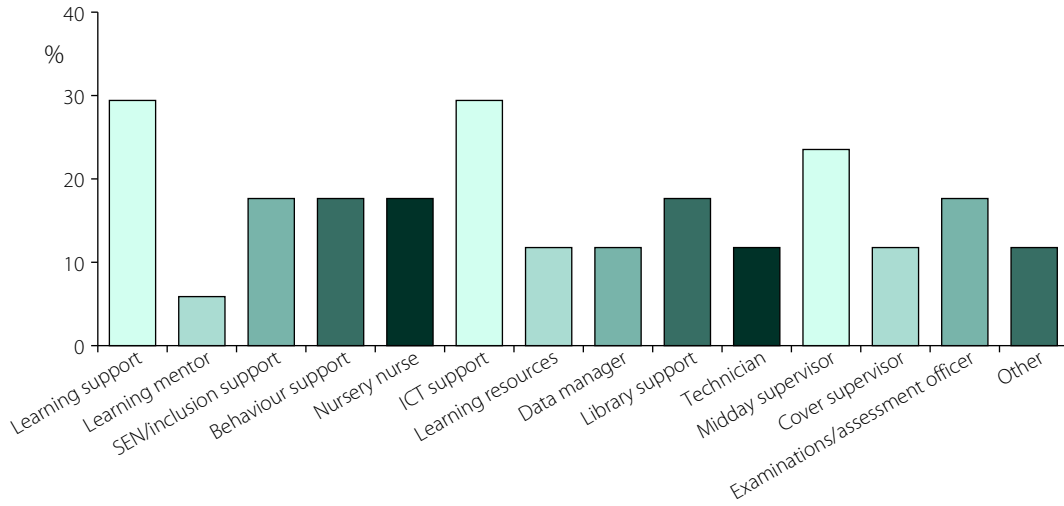


SWiS qualification

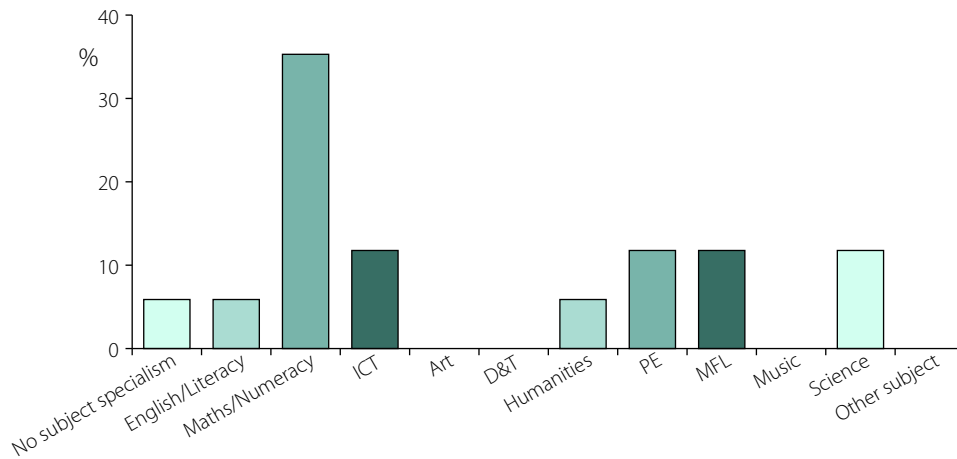


Job details

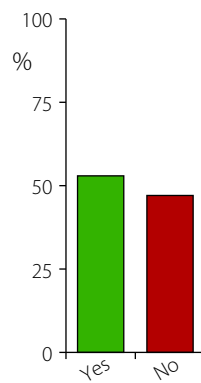
Roles undertaken



Subject specialism



Leadership responsibility



Staff data

The answers that each teaching and learning support staff member gave to the questions in the personal profile section of the *Professional Development Review* online questionnaire are shown on pages 19 and 20. A key to the colours and codes used is provided below.

- Yes
- No
- I do not wish to answer

Ethnicity

- WB White: British
- WO White: Other
- M Mixed
- A Asian
- B Black
- C Chinese
- Other Other
- I do not wish to answer

Subject specialism

- None No subject specialism
- Eng English/Literacy
- Mat Mathematics/Numeracy
- ICT ICT
- Art Art & Design
- DT Design & Technology
- Hum Humanities
- PE Physical Education
- MFL Modern Foreign Languages
- Mus Music
- Sci Science
- Other Other subject area

Gender

- Male
- Female
- I do not wish to answer

Roles undertaken

- LS Learning support
- LM Learning mentor
- SEN SEN/inclusion support
- BS Behaviour support
- NN Nursery nurse
- ICT ICT support
- LR Learning resources
- DM Data manager
- Lib Library support
- T Technician
- MS Midday supervisor
- CS Cover supervisor
- EO Examinations/assessment officer
- Other Other

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	SWIS qualification	Roles undertaken
Anthony Baker	●	35–44	●	●	●	Sci	●	●	●	Lvl 8	Lvl 2	LS, LM, SEN, BS, NN, ICT, LR, DM, Lib, T, MS, CS, EO, Other
Theo Baldwin	●	45–54	WO	●	●	Hum	●	●	●	Lvl 3	Lvl 2	NN, Other
Napoleon Barnes	●	●	B	●	●	ICT	●	●	●	Lvl 7	Lvl 3	LS, T
Brenton Burney	●	35–44	M	●	●	None	●	●	●	Lvl 8	●	LS, LR
Samira Christner	●	≤24	Other	●	●	PE	●	●	●	Lvl 6	Lvl 2	LS
Dewayne Countryman	●	≤24	●	●	●	Mat	●	●	●	Lvl 6	Lvl 2	SEN, NN, DM, Lib
Clair Gettemy	●	35–44	M	●	●	ICT	●	●	●	Lvl 1	Lvl 3	BS
Hipolito Lane	●	35–44	WO	●	●	Mat	●	●	●	Lvl 1	●	ICT, MS
Gennie Moulton	●	≥55	A	●	●	MFL	●	●	●	Unsure	Lvl 3	ICT, EO
Glynis Overholt	●	≤24	WO	●	●	Mat	●	●	●	Lvl 1	Lvl 2	EO
Ouida Parrish	●	≤24	WB	●	●	Eng	●	●	●	Lvl 3	Lvl 3	ICT, CS
Edward Robinson	●	35–44	A	●	●	Mat	●	●	●	Lvl 7	●	ICT
Winston Shaner	●	25–34	A	●	●	Mat	●	●	●	Lvl 2	Lvl 3	MS

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humercy	Level 2 or above in English/literacy	Highest qualification	SWIS qualification	Roles undertaken
Vanessa Smith	●	45–54	Other	●	●	Mat	●	●	●	Lvl 2	●	BS
Antonia Tomey	●	≥55	A	●	●	MFL	●	●	●	Unsure	●	LS, SEN
Aaron Watkins	●	25–34	●	●	●	PE	●	●	●	None	●	Lib
Daphine Watkins	●	≤24	A	●	●	Sci	●	●	●	Lvl 2	●	MS