



Individual Report for
Anthony Baker

Prepared for **Example School**
Hillside, Hilltown

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Notes

This report should be used by you, your line managers and your employers for information only. It is in no way intended to be a statement or evidence of your **actual** skills, knowledge or competence, but rather it outlines **your own current perception** of your skills, knowledge and competence. It is based entirely on self-appraisal data drawn from your responses 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, 1-2 Brooklands Avenue, Cambridge CB2 8BB – tel 01223 224930 – www.napta.org.uk

Introduction

This report provides a breakdown of the skills and confidence that ***you perceive yourself to have***. It also provides information about the specific tasks that you feel you perform as part of your job role. It offers valuable indicators about how your perceived skills correspond to the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL), and gives helpful pointers to areas in which you might benefit from professional development or additional support. It is based entirely on self-appraisal data drawn from your responses to the *Professional Development Review* online questionnaire.

If you intend to complete an NVQ/SVQ for Supporting Teaching and Learning in Schools (NVQ/SVQ STL), this report will give an indication as to the areas of the qualification upon which it would be most beneficial for you to concentrate.

If you are considering applying for higher level teaching assistant (HLTA) status, the report outlines how your perceived skills match those that underpin the requirements of the Professional Standards for HLTAs.

The report also suggests tasks that you might be well placed to undertake, and maps your perceived skills and confidence to the following additional training and professional development opportunities:

- Literacy and numeracy programmes
- Core support staff skills
- Personal ICT skills.

For further information about these potential opportunities, you should speak to your CPD manager, line manager or headteacher.

It should be noted that all of the data contained in this report is based upon your subjective evaluation of your role and skills, and would need to be verified by a qualified assessor before being used as evidence towards an NVQ/SVQ. Full guidance on assessment for the NVQ/SVQ STL is available from the awarding bodies. HLTA status is assessed by your own school leadership team.

Your data was submitted on 27th June 2018.

The report is divided into the following sections:

- **Introduction**
- **National Occupational Standards** – An indication of which National Occupational Standards, and hence which Level 2 and Level 3 NVQ/SVQ units, you consider yourself able to meet, and which may require further professional development or additional support. This section provides you with a learning pathway where you can see which of the Level 2 and Level 3 NVQ/SVQ mandatory and optional units you could most easily meet. It also shows which units you feel currently relate to your specific role in the school.
- **Professional Standards for HLTAs** – An indication of whether you consider yourself to have the skills, knowledge and experience which underpin the HLTA Professional Standards. This may help to highlight areas in which you would most benefit from further professional development.
- **Common tasks** – Tasks that you may be able to undertake, and which may require further professional development.
- **Additional training and CPD** – Additional training and professional development opportunities that you might benefit from undertaking.
- **Record of Perceived Professional Competences** – A summary of your perceived NOS STL competences. Your perceived competences relating to the Professional Standards for HLTAs are not mentioned here, since they should be considered as a single skill set rather than individual capabilities. You might wish to ask your headteacher to sign your record to validate that your perceived skills are a true reflection of your actual skills.

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 you are lacking in confidence, and may require further professional development or additional support.

Relevance

- A solid item indicates areas that you feel are relevant to your job role.
- A shaded item denotes that you feel that some but not all major aspects of an area are relevant.
- A white item shows areas that you 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 to appreciate it fully.

NOS and NVQ/SVQ STL

This section provides an indication of how your perceived skills correspond to the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL), and hence the Level 2 and Level 3 NVQ/SVQ STL units. It highlights the extent to which you meet the requirements of the National Occupational Standards, and where you may require further professional development or additional support. It also shows which units you feel currently relate to your specific role in the school.

In order to help you make a decision as to which NVQ/SVQ units to choose if you want to complete an NVQ/SVQ, the tables on pages 4 to 7 show the National Occupational Standards within the NVQ/SVQ structure.

For each unit, you are shown the category that you fall into for that unit for both confidence and relevance.

When considering which NVQ/SVQ units you want to work on, you will need to look at a number of factors, including:

- your training and development needs
- your preferences and areas of interest
- your career aspirations
- the units that will be of most use in your school
- the units that you will be able to create further evidence for, where required
- the units that you will be able to receive professional development in, where it is needed.

You may, however, also wish to consider a 'path of least resistance'. This involves choosing the optional units that would seem to enable you to meet the requirements of the NVQ/SVQ most easily. To follow your path of least resistance, you would need to choose optional units from those that have a green circle next to them, whilst at the same time ensuring that you comply with any rules governing the choice of optional units. If this does not give you enough units to meet the requirements, you should then choose optional units from those that have an amber circle next to them.

Bear in mind that, for any units that you can do but are not currently required to as part of your specific role in the school, ie units that do not have a solid blue circle next to them, you would need to create additional evidence.

Level 2 NVQ Mandatory units

- ● 1 Provide support for learning activities
- ● 2 Support children's development
- ● 3 Help to keep children safe
- ● 4 Contribute to positive relationships
- ● 5 Provide effective support for your colleagues

Level 2 NVQ Optional units

You must select **two** optional units.

- ● 6 Support literacy and numeracy activities
- 7 Support the use of information and communication technology for teaching and learning
- ● 8 Use information and communication technology to support pupils' learning
- ● 9 Observe and report on pupil performance
- 10 Support children's play and learning
- 11 Contribute to supporting bilingual/multilingual pupils
- ● 12 Support a child with disabilities or special educational needs
- ● 13 Contribute to moving and handling individuals
- ● 14 Support individuals during therapy sessions
- 15 Support children and young people's play
- ● 16 Provide displays
- ● 17 Invigilate tests and examinations

Key

| | |
|---|---|
| ● confident | ● relevant |
| ● partially confident | ● partially relevant |
| ● not confident | not relevant |

Level 3 NVQ Mandatory units

| | | | |
|--|--|----|---|
| | | 3 | Help to keep children safe |
| | | 18 | Support pupils' learning activities |
| | | 19 | Promote positive behaviour |
| | | 20 | Develop and promote positive relationships |
| | | 21 | Support the development and effectiveness of work teams |
| | | 22 | Reflect on and develop practice |

Level 3 NVQ Optional units

You must select **four** units chosen from Groups A to E.
Your choices must include **no more than two units from Group E.**

Group A: Supporting pupils' learning

| | | | |
|--|--|----|--|
| | | 8 | Use information and communication technology to support pupils' learning |
| | | 23 | Plan, deliver and evaluate teaching and learning activities under the direction of a teacher |
| | | 24 | Contribute to the planning and evaluation of teaching and learning activities |
| | | 25 | Support literacy development |
| | | 26 | Support numeracy development |
| | | 27 | Support implementation of the early years curriculum |
| | | 28 | Support teaching and learning in a curriculum area |
| | | 29 | Observe and promote pupil performance and development |
| | | 30 | Contribute to assessment for learning |
| | | 31 | Prepare and maintain the learning environment |
| | | 32 | Promote the transfer of learning from outdoor experiences |

Key

| | | | |
|--|---------------------|--|--------------------|
| | confident | | relevant |
| | partially confident | | partially relevant |
| | not confident | | not relevant |

Group B: Meeting additional support needs

- 33 Provide literacy and numeracy support to enable pupils to access the wider curriculum
- 34 Support gifted and talented pupils
- 35 Support bilingual/multilingual pupils
- 36 Provide bilingual/multilingual support for teaching and learning
- 37 Contribute to the prevention and management of challenging behaviour in children and young people
- 38 Support children with disabilities or special educational needs and their families
- 39 Support pupils with communication and interaction needs
- 40 Support pupils with cognition and learning needs
- 41 Support pupils with behaviour, emotional and social development needs
- 42 Support pupils with sensory and/or physical needs
- 43 Assist in the administration of medication
- 44 Work with children and young people with additional requirements to meet their personal support needs

Group C: Providing pastoral support

- 45 Promote children's well-being and resilience
- 46 Work with young people to safeguard their welfare
- 47 Enable young people to be active citizens
- 48 Support young people in tackling problems and taking action
- 49 Support children and young people during transitions in their lives
- 50 Facilitate children and young people's learning and development through mentoring
- 51 Contribute to improving attendance
- 52 Support children and families through home visiting

Key

| | |
|--|---|
| confident | relevant |
| partially confident | partially relevant |
| not confident | not relevant |

Group D: Supporting the wider work of the school

| | | | |
|----------------------------------|----------------------------------|----|--|
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 16 | Provide displays |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 17 | Invigilate tests and examinations |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 53 | Lead an extra-curricular activity |
| <input checked="" type="radio"/> | <input type="radio"/> | 54 | Plan and support self-directed play |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 55 | Contribute to maintaining pupil records |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 56 | Monitor and maintain curriculum resources |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 57 | Organise cover for absent colleagues |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 58 | Organise and supervise travel |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 59 | Escort and supervise pupils on educational visits and out-of-school activities |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 60 | Liaise with parents, carers and families |
| <input checked="" type="radio"/> | <input type="radio"/> | 61 | Provide information to aid policy formation and the improvement of practices and provision |

Group E: Working with colleagues

You cannot choose both units 63 and 64.

| | | | |
|----------------------------------|----------------------------------|-----------|---|
| <input checked="" type="radio"/> | <input type="radio"/> | 62 | Develop and maintain working relationships with other practitioners |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 63 | Provide leadership for your team |
| | | <i>or</i> | |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 64 | Provide leadership in your area of responsibility |
| <input checked="" type="radio"/> | <input type="radio"/> | 65 | Allocate and check work in your team |
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | 66 | Lead and motivate volunteers |
| <input checked="" type="radio"/> | <input type="radio"/> | 67 | Provide learning opportunities for colleagues |
| <input checked="" type="radio"/> | <input type="radio"/> | 68 | Support learners by mentoring in the workplace |
| <input checked="" type="radio"/> | <input type="radio"/> | 69 | Support competence achieved in the workplace |

Key

| | | | |
|----------------------------------|---------------------|----------------------------------|--------------------|
| <input checked="" type="radio"/> | confident | <input checked="" type="radio"/> | relevant |
| <input checked="" type="radio"/> | partially confident | <input type="radio"/> | partially relevant |
| <input checked="" type="radio"/> | not confident | <input type="radio"/> | not relevant |

Professional Standards for HLTAs















This section indicates whether you consider yourself to have the skills, knowledge and experience which underpin the higher level teaching assistant (HLTA) Professional Standards, and hence the extent to which you meet the requirements of the standards. This will highlight areas in which you may most benefit from further professional development, especially if you wish to progress to HLTA status. It also shows which standards you feel currently relate to your specific role in the school.

In order to gain HLTA status, you must be able to demonstrate competence in all of the Professional Standards.







For each Professional Standard, you are shown the category that you fall into for that standard for both confidence and relevance.

Bear in mind that, for any standards that you can do but are not currently required to as part of your specific role in the school, ie standards that do not have a solid blue circle next to them, you would need to create additional evidence.

Professional attributes

| | | | |
|---|---|---|--|
|  |  | 1 | Have high expectations of children and young people with a commitment to helping them fulfil their potential |
|  |  | 2 | Establish fair, respectful, trusting, supportive and constructive relationships with children and young people |
|  |  | 3 | Demonstrate the positive values, attitudes and behaviour they expect from children and young people |
|  |  | 4 | Communicate effectively and sensitively with children, young people, colleagues, parents and carers |
|  |  | 5 | Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people |
|  |  | 6 | Demonstrate a commitment to collaborative and cooperative working with colleagues |
|  |  | 7 | Improve their own knowledge and practice including responding to advice and feedback |

Key

| | | | |
|---|---------------------|---|--------------------|
|  | confident |  | relevant |
|  | partially confident |  | partially relevant |
|  | not confident |  | not relevant |

Professional knowledge and understanding

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy*
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional skills

Planning and expectations

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning
- 20 Plan how they will support the inclusion of the children and young people in the learning activities
- 21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Key

| | |
|---|---|
| confident | relevant |
| partially confident | partially relevant |
| not confident | not relevant |

* Relevance is not shown for this Professional Standard

Monitoring and assessment

- ● 22 Monitor learners' responses to activities and modify the approach accordingly
- ● 23 Monitor learners' progress in order to provide focused support and feedback
- ● 24 Support the evaluation of learners' progress using a range of assessment techniques
- ● 25 Contribute to maintaining and analysing records of learners' progress

Teaching and learning activities

- ● 26 Use effective strategies to promote positive behaviour
- ● 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- ● 28 Use their ICT skills to advance learning
- ● 29 Advance learning when working with individuals
- ● 30 Advance learning when working with small groups
- ● 31 Advance learning when working with whole classes without the presence of the assigned teacher
- ● 32 Organise and manage learning activities in ways which keep learners safe
- ○ 33 Direct the work, where relevant, of other adults in supporting learning

Key



| | |
|-----------------------|----------------------|
| ● confident | ● relevant |
| ● partially confident | ● partially relevant |
| ● not confident | ○ not relevant |

Common tasks

This section shows common tasks which you may be able to undertake, and which may require further professional development. The tasks may already form a part of your existing job role, or you may be able to take the tasks on. You are shown how well suited you would be to performing each task, according to your responses to the *Professional Development Review* online questionnaire, ie you are shown the category that you fall into for that task for confidence.

The list of tasks is taken from the 22 tasks originally listed in the National Workload Agreement (2003).

Key

| | |
|---|---------------|
|  | confident |
|  | not confident |

- 1 Collecting money
- 2 Chasing absences
- 3 Bulk photocopying
- 4 Copy typing
- 5 Producing standard letters
- 6 Producing class lists
- 7 Record keeping and filing
- 8 Classroom display
- 9 Analysing attendance figures
- 10 Analysing exam results
- 11 Collating pupil reports
- 12 Administering work experience
- 13 Administering examinations
- 14 Administering teacher cover
- 15 Ordering and maintaining ICT equipment
- 16 Ordering supplies and equipment
- 17 Cataloguing, preparing, issuing and maintaining equipment and materials
- 18 Minuting meetings
- 19 Coordinating and submitting bids
- 20 Inputting pupil data
- 21 Managing pupil data
- 22 Examination invigilation

Key



| | |
|---|---------------|
| ● | confident |
| ● | not confident |

Additional training and CPD






This section shows which additional training and CPD opportunities you might benefit from undertaking. For each opportunity, you are shown the category that you fall into for confidence in the underlying skills relating to that opportunity, according to your responses to the *Professional Development Review* online questionnaire. If you appear as red for an opportunity, you may find training/professional development worthwhile in that area. If you appear as green for an opportunity, you may be ready to undertake a qualification or take on a role relating to that area.

For further information about these potential opportunities, you should speak to your CPD manager, line manager or headteacher.

Literacy and numeracy

-  Literacy
-  Numeracy

Key

| | |
|---|--|
|  confident |  relevant |
|  partially confident |  partially relevant |
|  not confident |  not relevant |

Core support staff skills

| | | |
|---|----|-------------------------------|
| ● | A1 | Working with teachers |
| ● | A2 | Reducing conflict |
| ● | A3 | Being an effective colleague |
| ● | A4 | Liaising with parents |
| ● | B1 | The teaching assistant's role |
| ● | B2 | Relationships & control |
| ● | B3 | Planning & differentiation |
| ● | B4 | How well are pupils taught? |
| ● | B5 | Effective teaching strategies |
| ● | C1 | Establishing classroom rules |
| ● | C2 | Styles of teacher behaviour |
| ● | D1 | Learning challenges |
| ● | D2 | SEN in the classroom |
| ● | D3 | Gifted & talented pupils |
| ● | D4 | Bilingual pupils |
| ● | E1 | Record-keeping |
| ● | E2 | ICT & school records |
| ● | E3 | Equipment & resources |
| ● | E4 | Health & safety in schools |
| ● | F1 | ICT & the TA's role |
| ● | F2 | When & how to use ICT |

Personal ICT skills

| | |
|---|---------------------|
| ● | Personal ICT skills |
|---|---------------------|

Key

| | |
|---|---------------|
| ● | confident |
| ● | not confident |

Record of Perceived Professional Competences



Anthony Baker

has undertaken self-evaluation using the *Professional Development Review* online questionnaire. This *Professional Development Review* indicates that Anthony Baker perceives that s/he is able to demonstrate the competences required for the following units of the National Occupational Standards for Supporting Teaching and Learning in Schools:

- 1 Provide support for learning activities
- 2 Support children's development
- 3 Help to keep children safe
- 4 Contribute to positive relationships
- 5 Provide effective support for your colleagues
- 6 Support literacy and numeracy activities
- 7 Support the use of information and communication technology for teaching and learning
- 8 Use information and communication technology to support pupils' learning
- 9 Observe and report on pupil performance
- 12 Support a child with disabilities or special educational needs
- 14 Support individuals during therapy sessions
- 16 Provide displays
- 17 Invigilate tests and examinations
- 18 Support pupils' learning activities
- 19 Promote positive behaviour
- 20 Develop and promote positive relationships
- 21 Support the development and effectiveness of work teams
- 22 Reflect on and develop practice
- 23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
- 25 Support literacy development

- 27 Support implementation of the early years curriculum
- 29 Observe and promote pupil performance and development
- 30 Contribute to assessment for learning
- 31 Prepare and maintain the learning environment
- 33 Provide literacy and numeracy support to enable pupils to access the wider curriculum
- 34 Support gifted and talented pupils
- 37 Contribute to the prevention and management of challenging behaviour in children and young people
- 38 Support children with disabilities or special educational needs and their families
- 39 Support pupils with communication and interaction needs
- 40 Support pupils with cognition and learning needs
- 41 Support pupils with behaviour, emotional and social development needs
- 42 Support pupils with sensory and/or physical needs
- 43 Assist in the administration of medication
- 45 Promote children's well-being and resilience
- 46 Work with young people to safeguard their welfare
- 49 Support children and young people during transitions in their lives
- 50 Facilitate children and young people's learning and development through mentoring
- 51 Contribute to improving attendance
- 52 Support children and families through home visiting
- 53 Lead an extra-curricular activity
- 55 Contribute to maintaining pupil records
- 56 Monitor and maintain curriculum resources
- 60 Liaise with parents, carers and families
- 64 Provide leadership in your area of responsibility
- 69 Support competence achieved in the workplace

The review also indicates that Anthony Baker perceives that s/he has some competence in the following units of the National Occupational Standards for Supporting Teaching and Learning in Schools:

- 48 Support young people in tackling problems and taking action
- 61 Provide information to aid policy formation and the improvement of practices and provision