



# Professional Development Review



## Local Authority/ Cluster Report

*Prepared for* Sample cluster  
Hilltop, Hilltown

Using data collected between 5th April 2018 and 19th July 2018  
© NAPTA 2008

# Contents

Introduction	1
Deployment	3
Areas of greatest contribution	3
Areas of least contribution	4
Suitability	5
Areas of most confidence	5
Areas of least confidence	6
Potential	7
Potential HLTAs	7
Areas with greatest potential	7
NOS and NVQ/SVQ STL	10
Common tasks	27
Professional Standards for HLTAs	29
Literacy and numeracy	37
Core support staff skills	38
Personal ICT skills	40
Staff profile	41
Teaching and learning support staff	44

## 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, 1-2 Brooklands Avenue, Cambridge CB2 8BB – tel 01223 224930 – [www.napta.org.uk](http://www.napta.org.uk)

# Introduction

This report provides a breakdown of the skills and confidence which the teaching and learning support staff in your local authority/cluster *perceive themselves to have*, in relation to the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL), the Common Core, the Professional Standards for HLTAs (higher level teaching assistants), and a range of tasks typically undertaken by TAs. It also provides information about the specific tasks that the teaching and learning support staff feel they perform as part of their job roles, and an overview of the areas in which the teaching and learning support staff in your local authority/cluster feel that they:

- are making the greatest and least contribution
- feel most and least confident
- may have the greatest untapped potential.

The report offers helpful pointers to areas in which the teaching and learning support staff might benefit from professional development or additional support and maps their perceived skills and confidence to the following training and professional development opportunities:

- NVQ/SVQ for Supporting Teaching and Learning in Schools (NVQ/SVQ STL)
- Professional Standards for HLTAs
- Literacy and numeracy programmes
- Core support staff skills
- Personal ICT skills.

The report also includes an overview of the teaching and learning support staff's personal details, plus the qualifications they hold and their job profiles, and a list of the staff members who have completed the *Professional Development Review* questionnaire. 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.

The report is not intended to give guidance about which training areas should be a priority. It simply proposes areas where training or professional development may be beneficial to members of staff. It is, of course, possible that individuals may wish to receive training in an area in which this report suggests they do not need it. When producing final action plans, the data presented in this report should be interpreted with reference to local authority/cluster and school priorities/development plans, and the aspirations and circumstances of the individuals involved.

It should be noted that all of the data contained in this report is based on the teaching and learning support staff's subjective evaluation of their roles and skills, and would need to be verified by a qualified assessor before being used as evidence towards any qualification or course. Full guidance on assessment for the NVQ/SVQ STL is available from the awarding bodies.

A total of 153 members of teaching and learning support staff in your local authority/cluster undertook the questionnaire and submitted their data before this report was generated.

Data was collected between 5th April 2018 and 19th July 2018.

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.

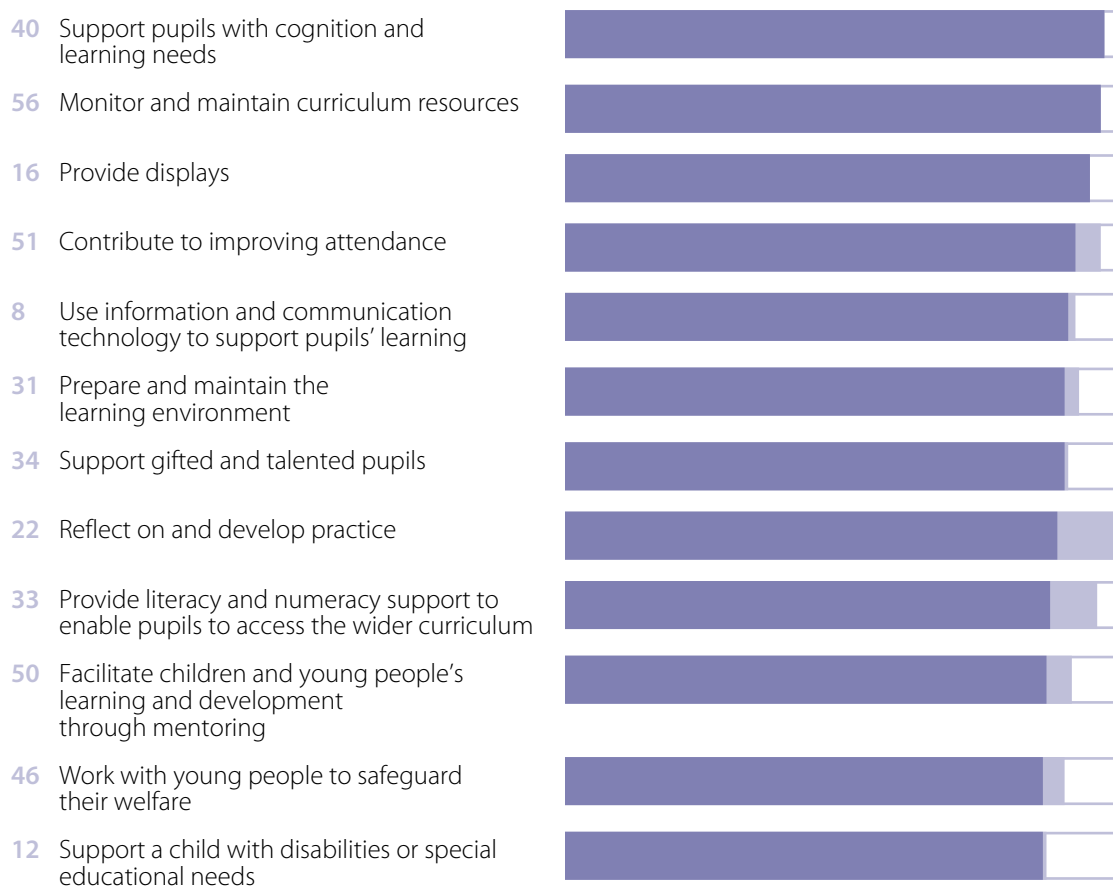
Where they are shown side by side, level of confidence is shown on the left and level of relevance is shown on the right. Should you wish to copy or print the report, you will need to do so in colour to appreciate it fully.

# Deployment

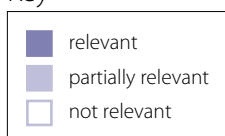
This section provides an indication of the areas in which the teaching and learning support staff in your local authority/cluster feel that they are making the greatest and least contribution. This gives an overview of how the teaching and learning support staff in your local authority/cluster feel that they are 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 local authority/cluster 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 their school. The proportion of teaching and learning support staff in your local authority/cluster who fall into the shaded blue and white categories for relevance in that unit is also shown.



Key

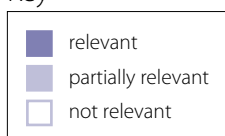


## Areas of least contribution

The units of the National Occupational Standards are ranked below according to the proportion of teaching and learning support staff in your local authority/cluster 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 their school. The proportion of teaching and learning support staff in your local authority/cluster who fall into the shaded blue and solid blue categories for relevance in that unit is also shown.



### Key



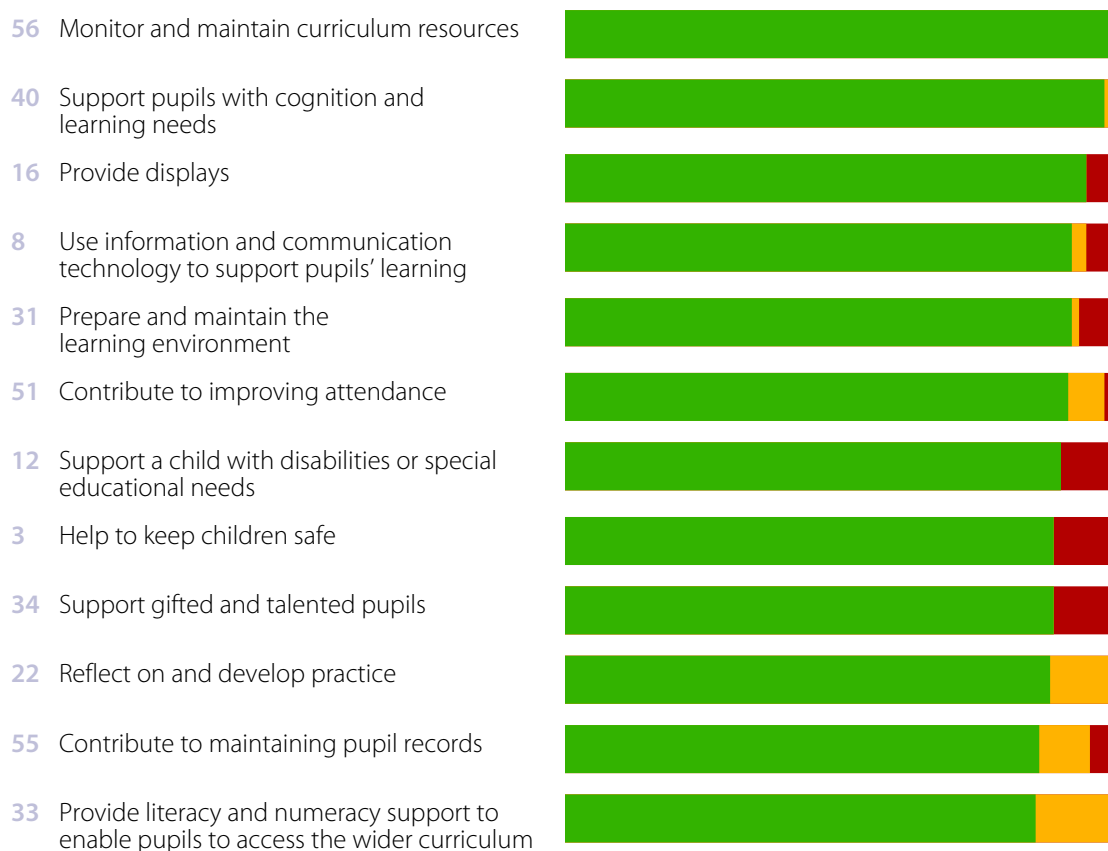
Sample cluster

# Suitability

This section provides an indication of the areas in which the teaching and learning support staff in your local authority/cluster 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 local authority/cluster 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 local authority/cluster who fall into the amber and red categories for confidence in that unit is also shown.



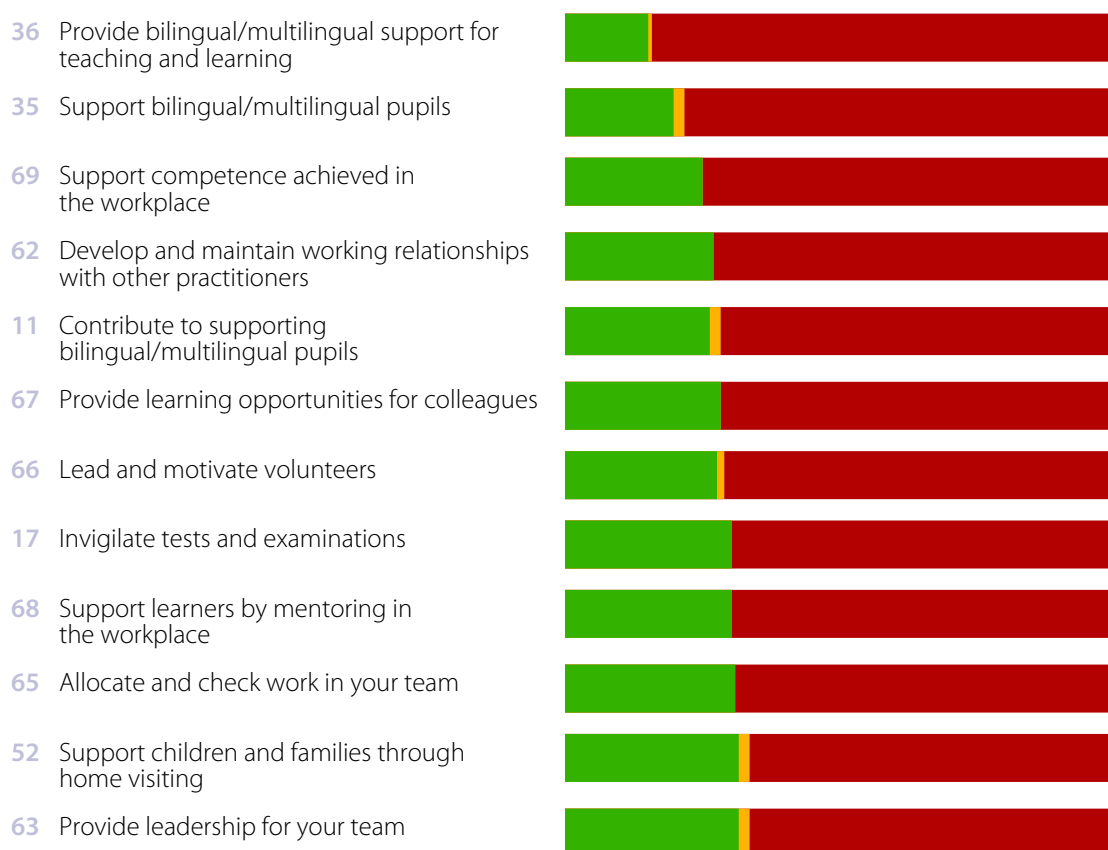
### Key

<span style="color: green;">■</span>	confident
<span style="color: orange;">■</span>	partially confident
<span style="color: red;">■</span>	not confident

Sample cluster

## 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 local authority/cluster 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 local authority/cluster who fall into the amber and green categories in that unit is also shown.



### Key

<span style="color: green;">■</span>	confident
<span style="color: orange;">■</span>	partially confident
<span style="color: red;">■</span>	not confident

Sample cluster



# Potential

This section provides an indication of the areas in which the teaching and learning support staff in your local authority/cluster 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

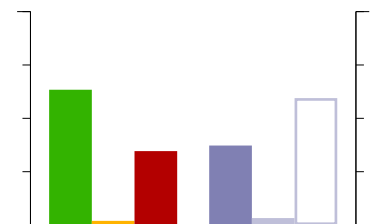
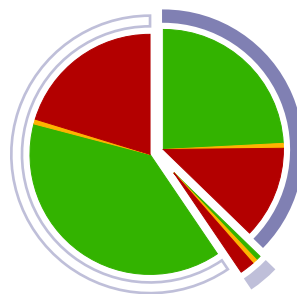
The higher level teaching assistant (HLTA) role is intended to make a distinct contribution within schools, complementing that of the teacher in the support of pupils' learning. In order to gain HLTA status, teaching and learning support staff must be able to demonstrate competence in all of the Professional Standards for HLTAs. Out of the 153 members of teaching and learning support staff in your local authority/cluster, 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 8 and 9 according to the proportion of teaching and learning support staff in your local authority/cluster 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.

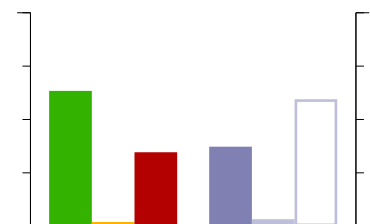
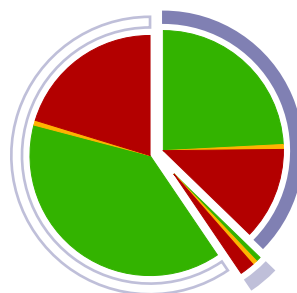
29

Observe and promote pupil performance and development



9

Observe and report on pupil performance

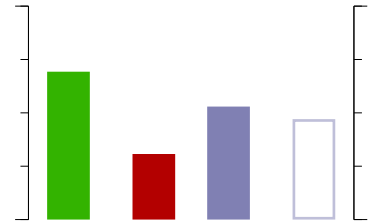
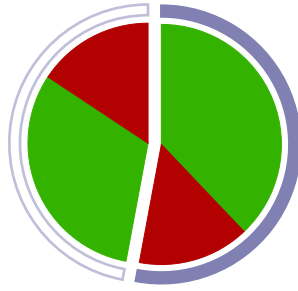


Key

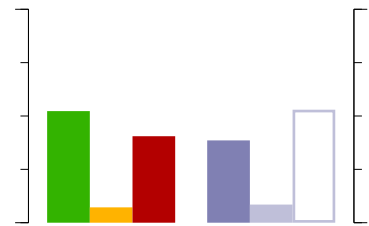
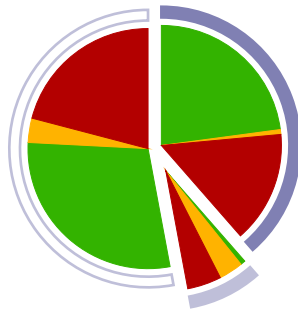
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

Sample cluster

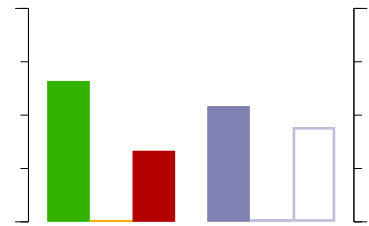
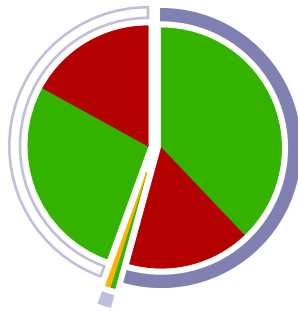
2  
Support children's development



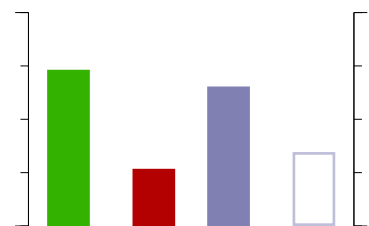
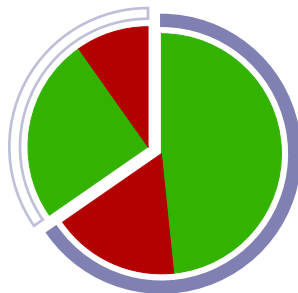
7  
Support the use of information and communication technology for teaching and learning



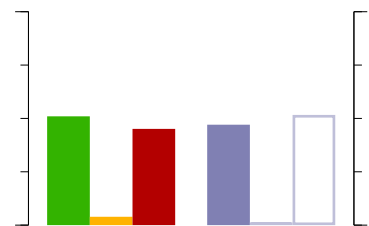
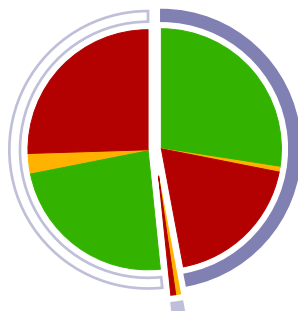
38  
Support children with disabilities or special educational needs and their families



23  
Plan, deliver and evaluate teaching and learning activities under the direction of a teacher



14  
Support individuals during therapy sessions

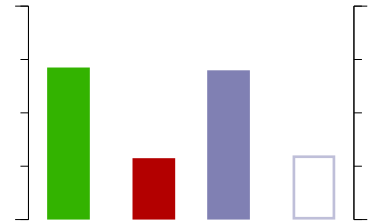
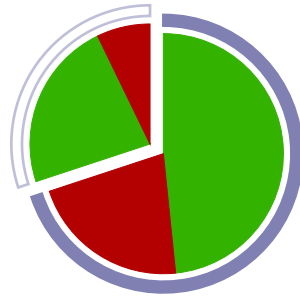


Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: grey;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

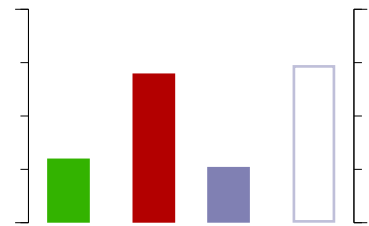
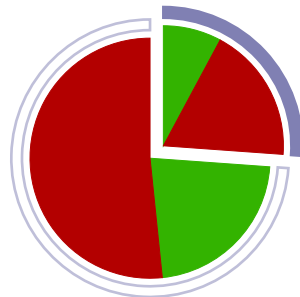
57

Organise cover for absent colleagues



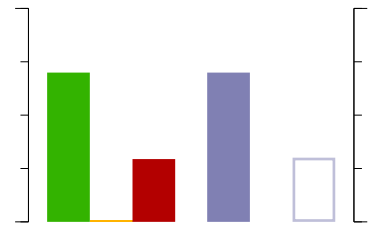
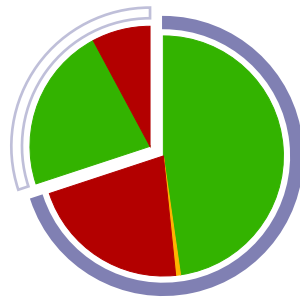
17

Invigilate tests and examinations



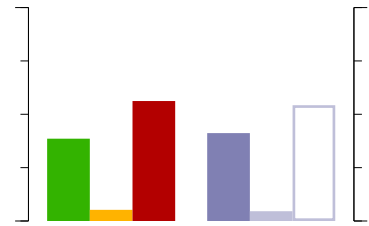
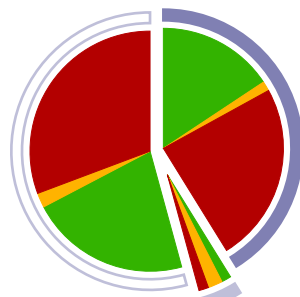
49

Support children and young people during transitions in their lives



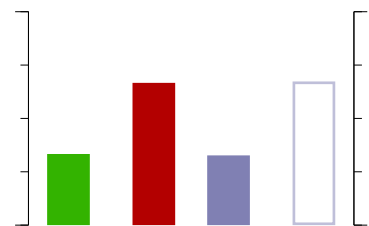
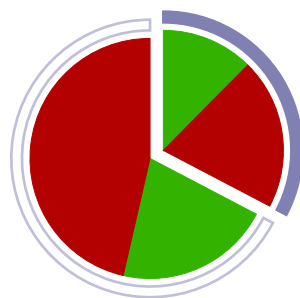
24

Contribute to the planning and evaluation of teaching and learning activities



44

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



Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white; border: 1px solid black;">■</span> not relevant

## NOS and NVQ/SVQ STL

This section provides an indication of how the perceived skills of the teaching and learning support staff in your local authority/cluster 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 the teaching and learning support staff in your local authority/cluster meet the requirements of the National Occupational Standards, and where the staff members may require further professional development or additional support. It also shows which units the staff members feel currently relate to their specific roles in their school.

The National Occupational Standards are shown in this section within the NVQ/SVQ structure.

When considering the support your local authority/cluster wishes to give in order to enable some or all of the teaching and learning support staff to meet the requirements of the NVQ/SVQ, you will need to look at:

- each member of staff's training and development needs
- their preferences and areas of interest
- their career aspirations
- the units that will be of most use in their school
- the units that the staff member will be able to create further evidence for, where required
- the units that the local authority/cluster or school will be able to deliver or offer 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 the teaching and learning support staff to meet the requirements of the NVQ/SVQ most easily. To follow their path of least resistance, you would need to encourage the staff members to choose optional units from those where they appear in the green category, whilst at the same time ensuring that any rules governing the choice of optional units are complied with. If this does not give the staff members enough units to meet the requirements, they should then choose optional units from those where they appear in the amber category.

Bear in mind that, for any units that the staff members can do but are not currently required to as part of their specific roles in their school, ie units where they do not have solid blue for relevance, the staff members would need to create additional evidence.

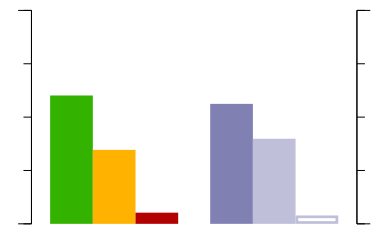
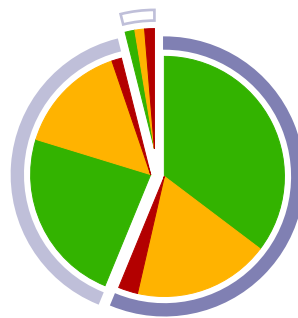
For each unit of the National Occupational Standards/NVQ, you are shown below and on pages 12 to 26 a large pie chart and two smaller graphs. These indicate the confidence of the teaching and learning support staff in your local authority/cluster in meeting the National Occupational Standards/NVQ units, and how relevant they feel the units are to their specific roles in their 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.

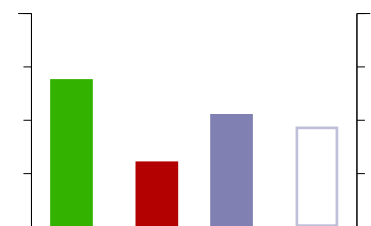
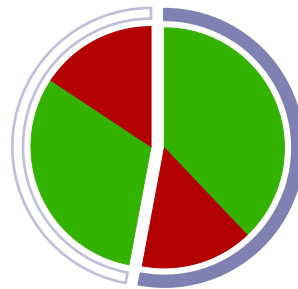
Ability of staff to meet the NOS/NVQ STL units

### Level 2 NVQ Mandatory units

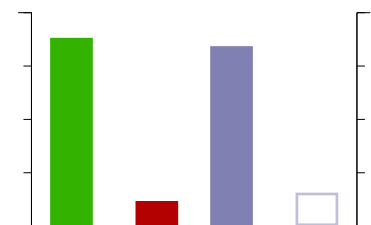
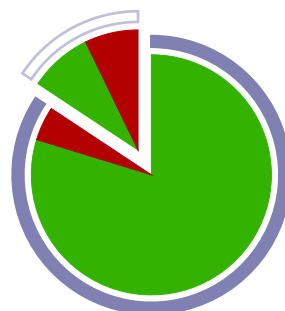
**1**  
Provide support for learning activities



**2**  
Support children's development



**3**  
Help to keep children safe

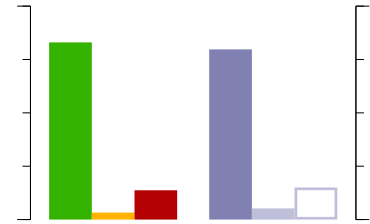
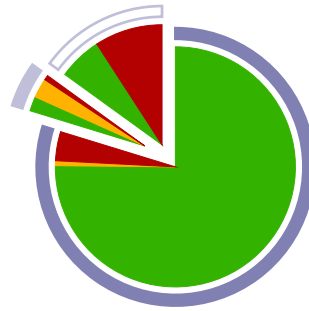


Key

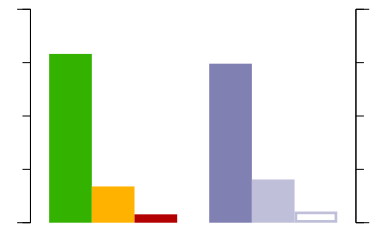
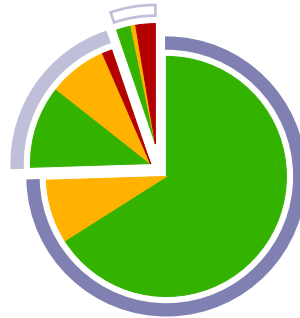
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

Sample cluster

4  
Contribute to positive relationships

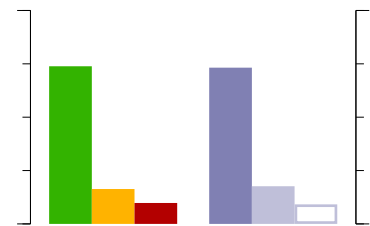
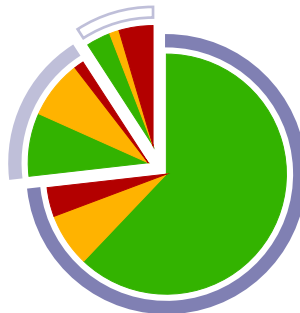


5  
Provide effective support for your colleagues

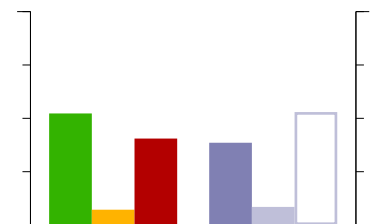
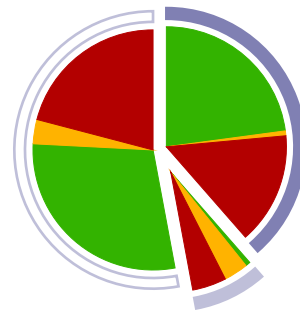


**Level 2 NVQ Optional units**  
*Staff members must select two optional units.*

6  
Support literacy and numeracy activities



7  
Support the use of information and communication technology for teaching and learning

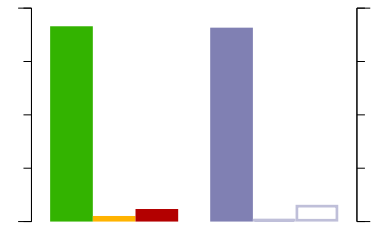
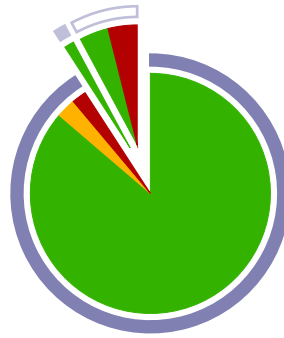


Key

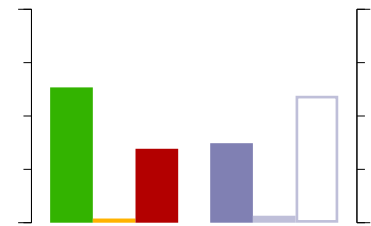
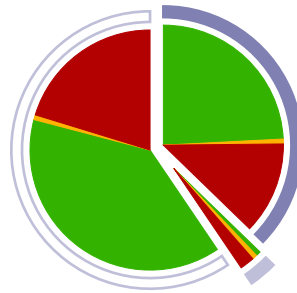
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

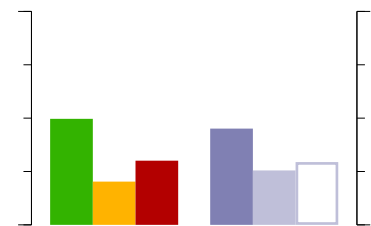
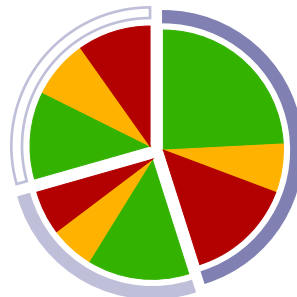
**8**  
Use information and communication technology to support pupils' learning



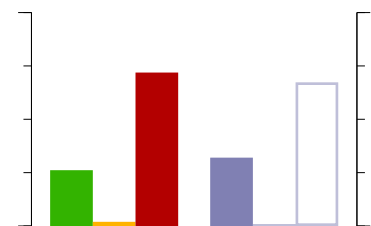
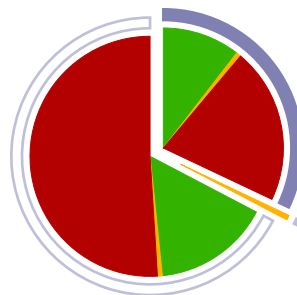
**9**  
Observe and report on pupil performance



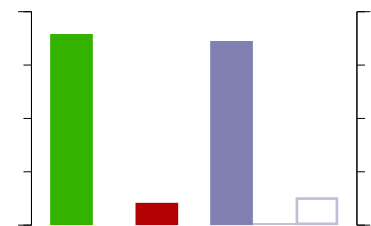
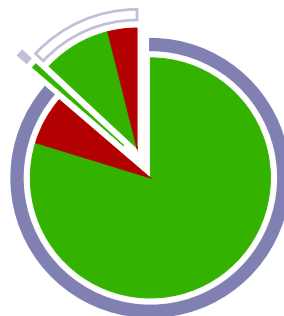
**10**  
Support children's play and learning



**11**  
Contribute to supporting bilingual/multilingual pupils



**12**  
Support a child with disabilities or special educational needs

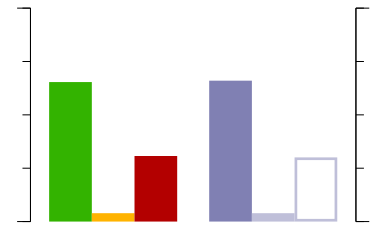
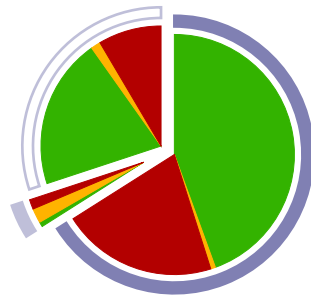


Key

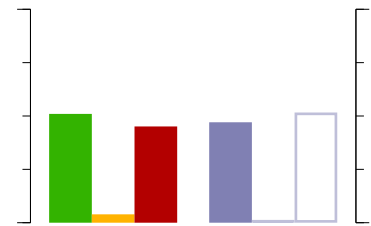
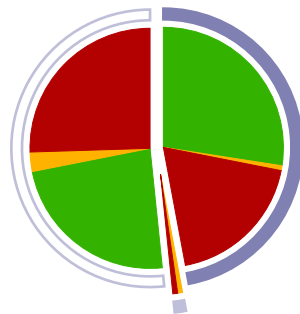
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white; border: 1px solid black;">■</span> not relevant

Sample cluster

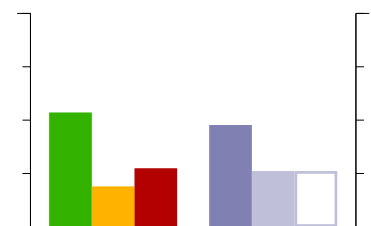
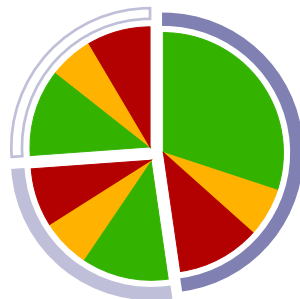
**13**  
Contribute to moving and handling individuals



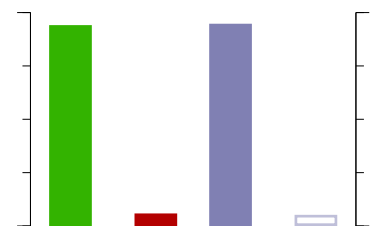
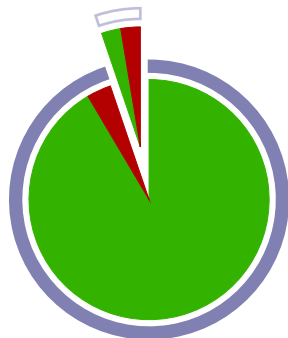
**14**  
Support individuals during therapy sessions



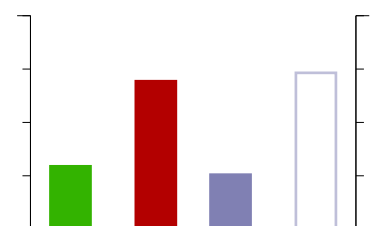
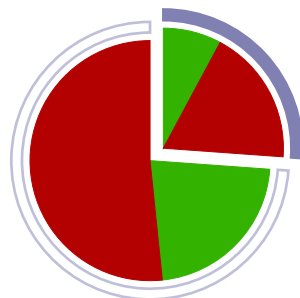
**15**  
Support children and young people's play



**16**  
Provide displays



**17**  
Invigilate tests and examinations



Key

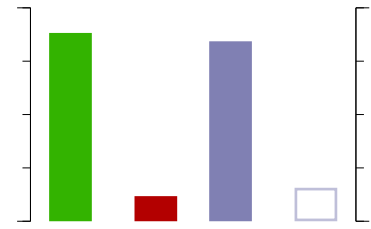
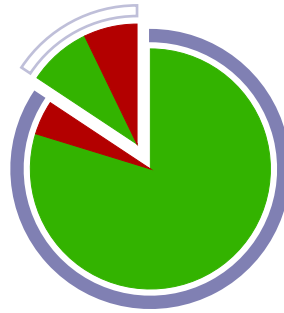
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

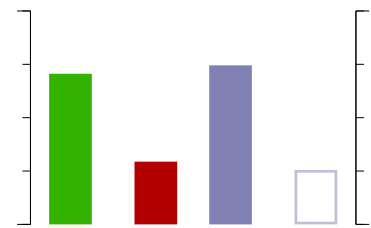
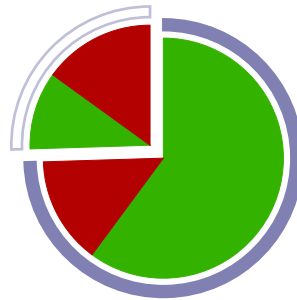


### Level 3 NVQ Mandatory units

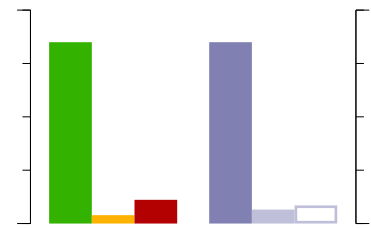
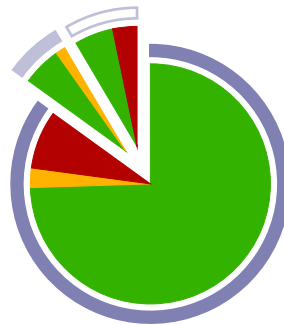
**3**  
Help to keep children safe



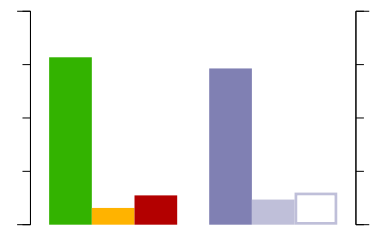
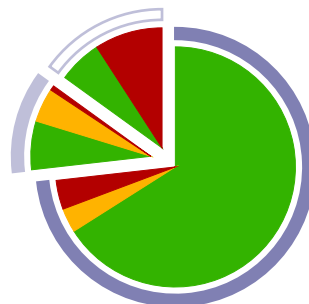
**18**  
Support pupils' learning activities



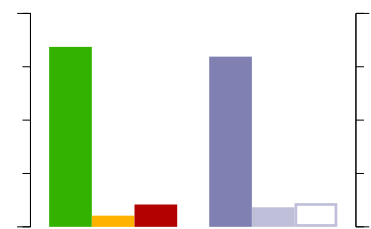
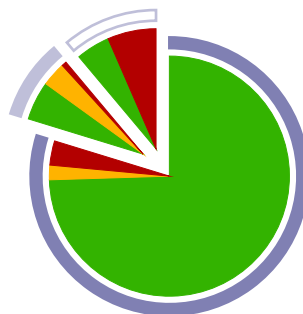
**19**  
Promote positive behaviour



**20**  
Develop and promote positive relationships



**21**  
Support the development and effectiveness of work teams



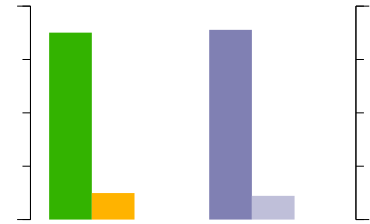
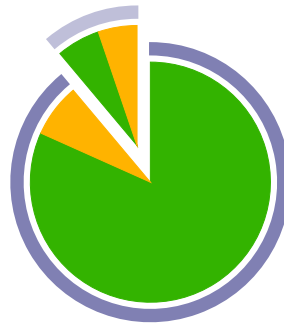
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

22

Reflect on and develop practice



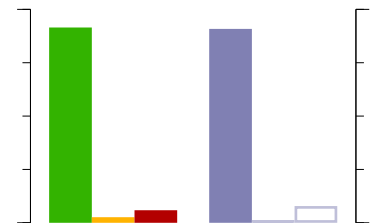
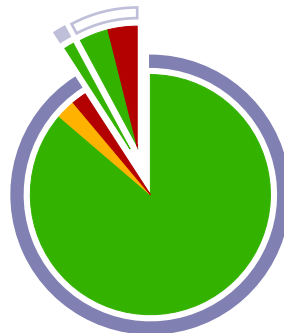
### Level 3 NVQ Optional units

Staff members must select **four** units chosen from Groups A to E. Their choices must include **no more than two** units from Group E.

#### Group A: Supporting pupils' learning

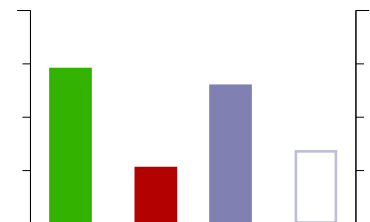
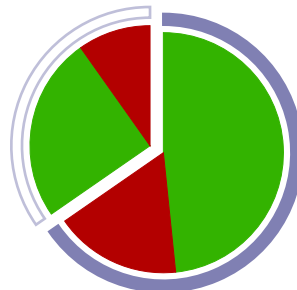
8

Use information and communication technology to support pupils' learning



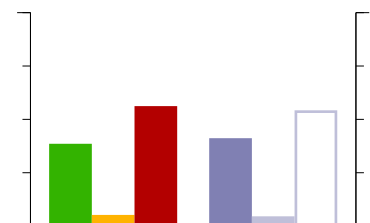
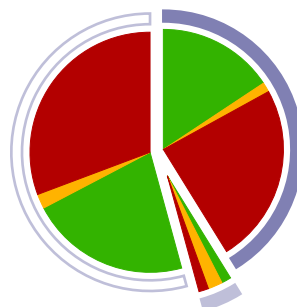
23

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



24

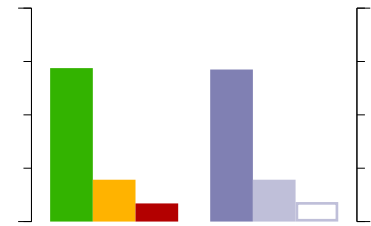
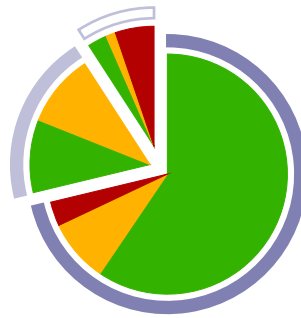
Contribute to the planning and evaluation of teaching and learning activities



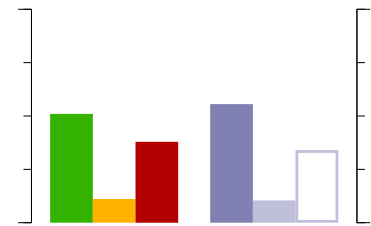
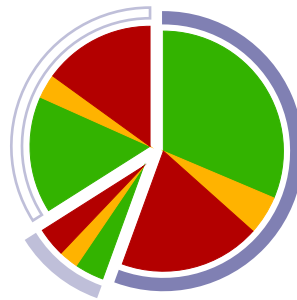
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

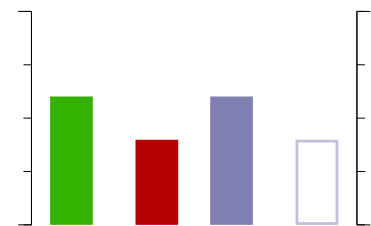
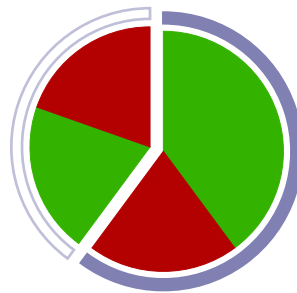
25  
Support literacy development



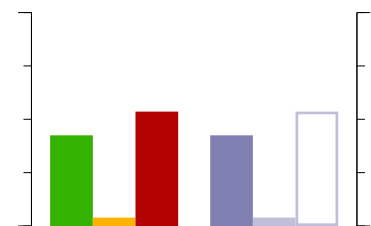
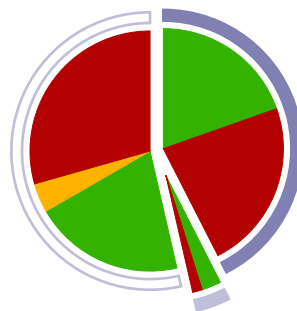
26  
Support numeracy development



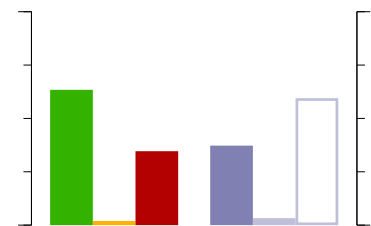
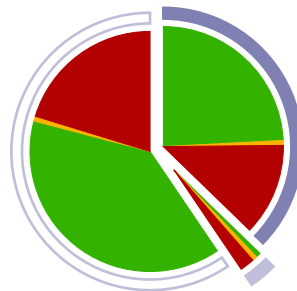
27  
Support implementation of the early years curriculum



28  
Support teaching and learning in a curriculum area



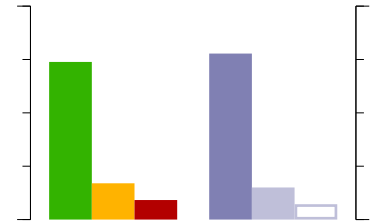
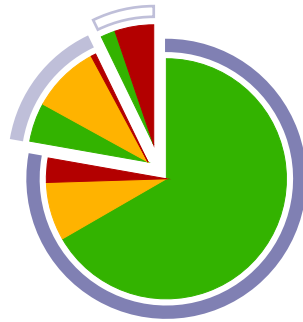
29  
Observe and promote pupil performance and development



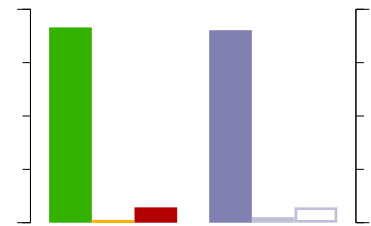
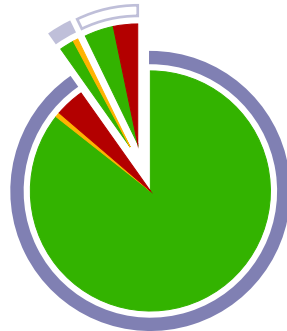
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

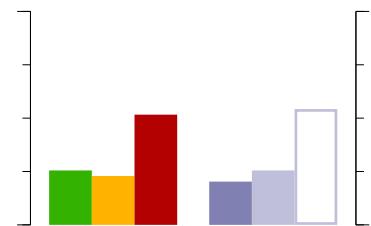
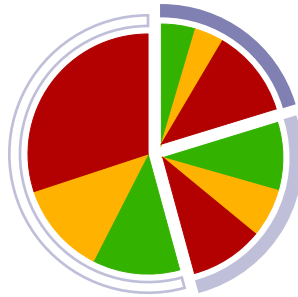
**30**  
Contribute to assessment for learning



**31**  
Prepare and maintain the learning environment

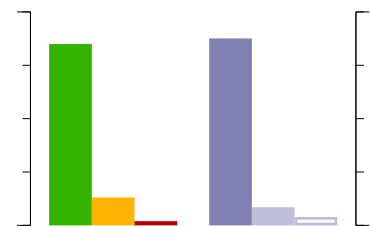
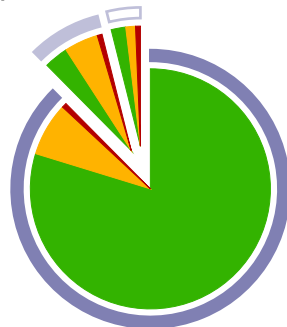


**32**  
Promote the transfer of learning from outdoor experiences

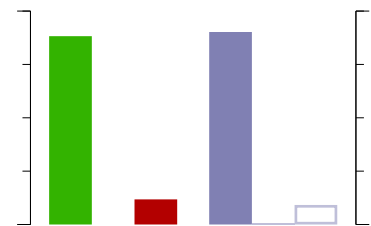
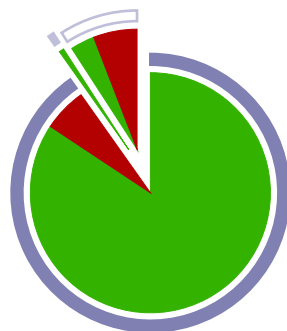


**Group B: Meeting additional support needs**

**33**  
Provide literacy and numeracy support to enable pupils to access the wider curriculum



**34**  
Support gifted and talented pupils

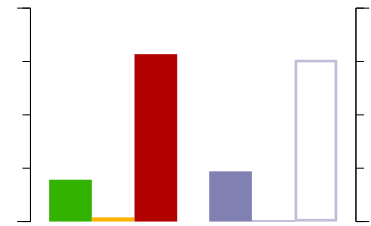
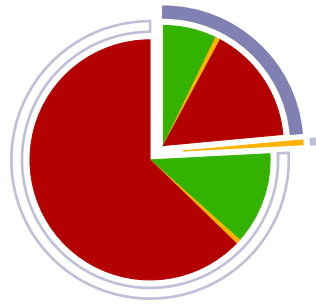


Key

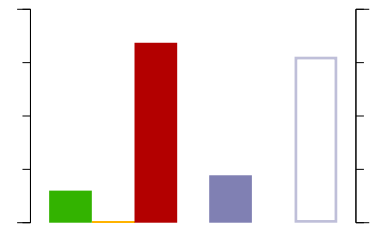
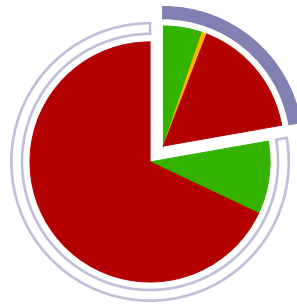
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

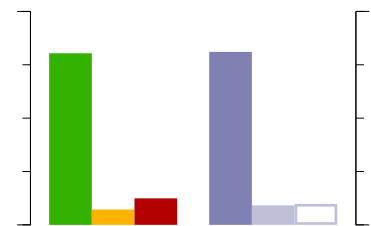
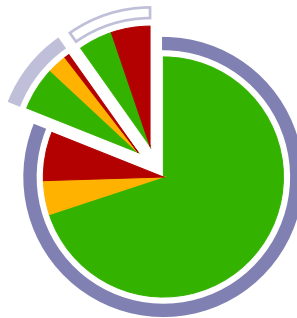
**35**  
Support bilingual/multilingual pupils



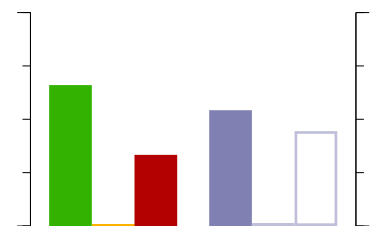
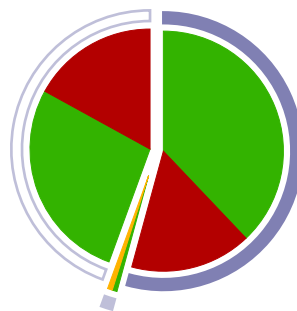
**36**  
Provide bilingual/multilingual support for teaching and learning



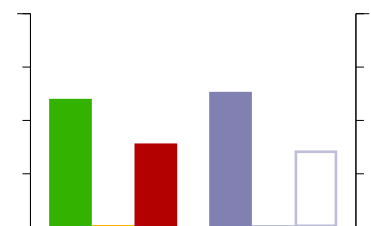
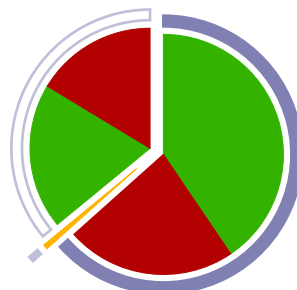
**37**  
Contribute to the prevention and management of challenging behaviour in children and young people



**38**  
Support children with disabilities or special educational needs and their families



**39**  
Support pupils with communication and interaction needs

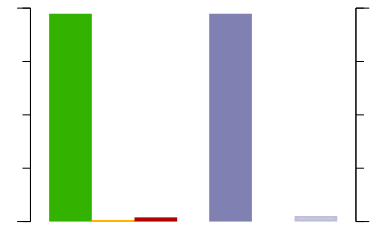
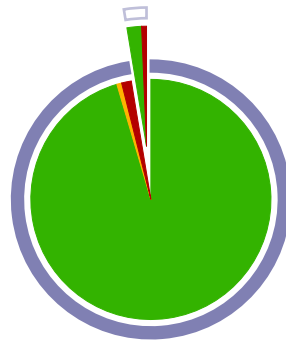


Key

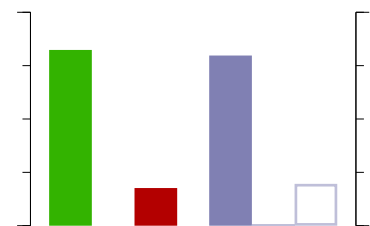
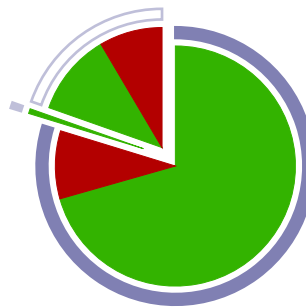
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

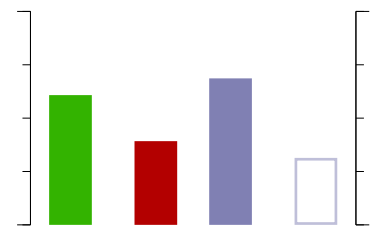
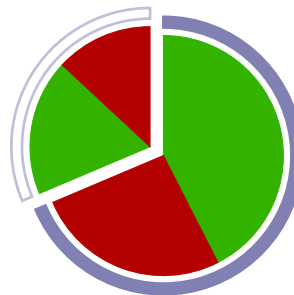
**40**  
Support pupils with cognition and learning needs



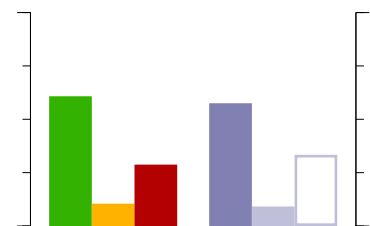
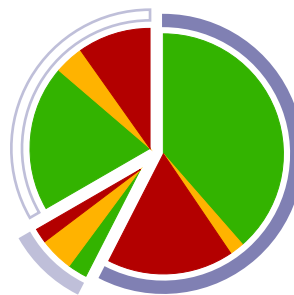
**41**  
Support pupils with behaviour, emotional and social development needs



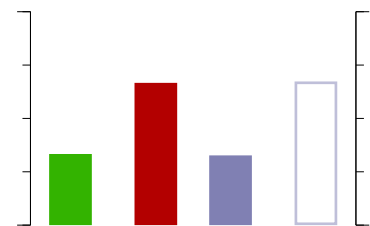
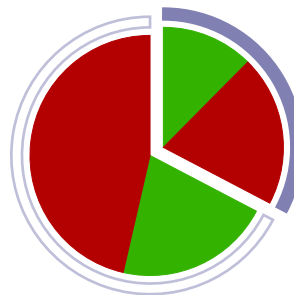
**42**  
Support pupils with sensory and/or physical needs



**43**  
Assist in the administration of medication



**44**  
Work with children and young people with additional requirements to meet their personal support needs



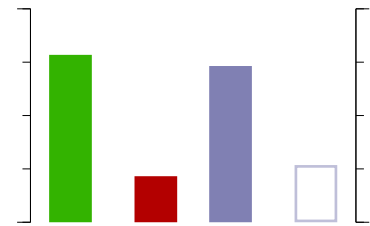
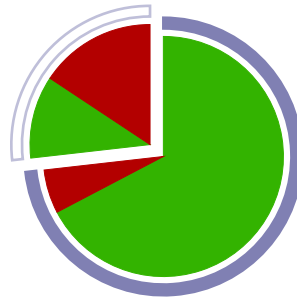
Key

confident	relevant
partially confident	partially relevant
not confident	not relevant

### Group C: Providing pastoral support

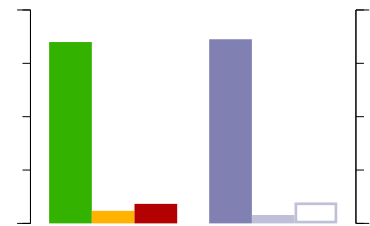
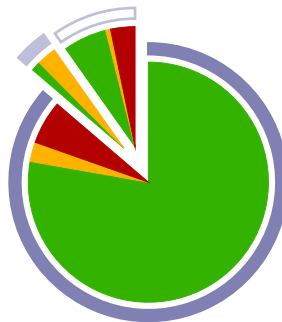
45

Promote children's well-being and resilience



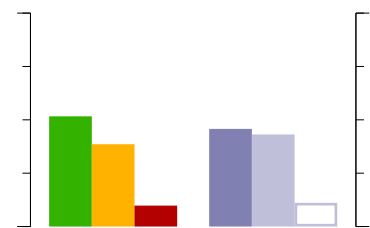
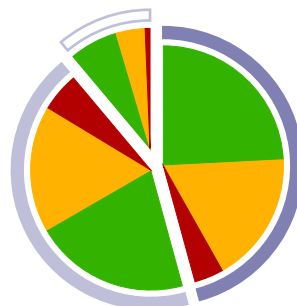
46

Work with young people to safeguard their welfare



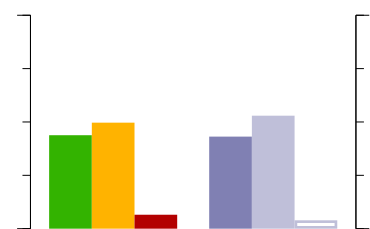
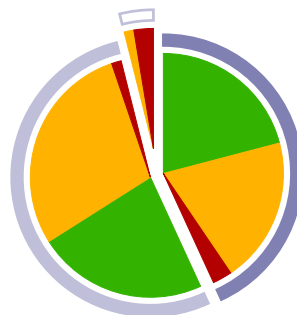
47

Enable young people to be active citizens



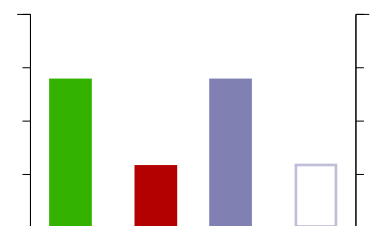
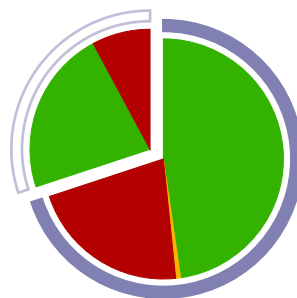
48

Support young people in tackling problems and taking action



49

Support children and young people during transitions in their lives

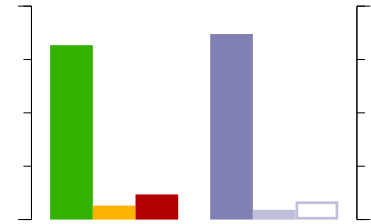
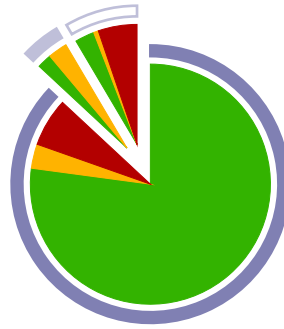


Key

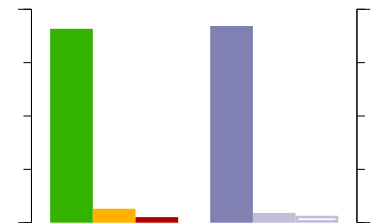
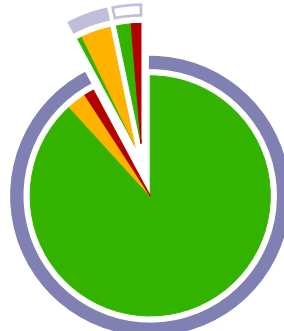
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

Sample cluster

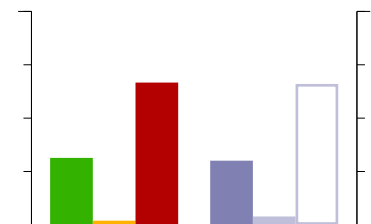
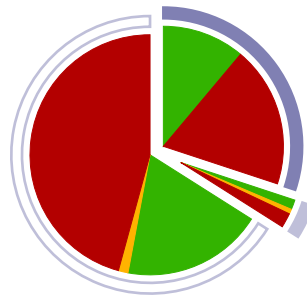
**50**  
Facilitate children and young people's learning and development through mentoring



**51**  
Contribute to improving attendance

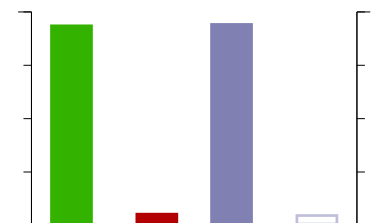
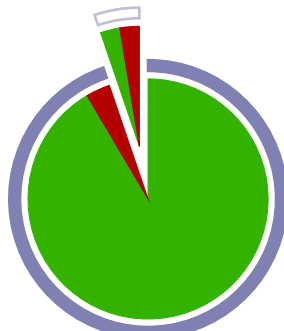


**52**  
Support children and families through home visiting

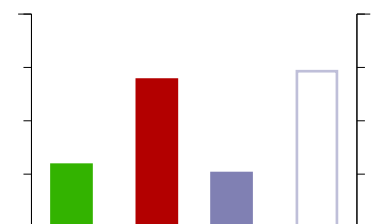
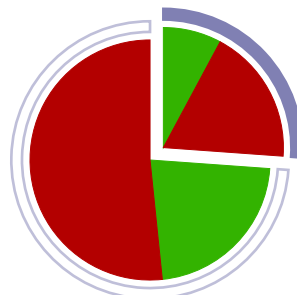


**Group D: Supporting the wider work of the school**

**16**  
Provide displays



**17**  
Invigilate tests and examinations

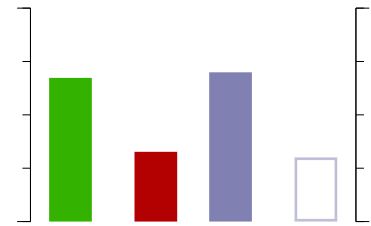
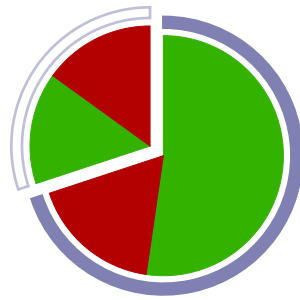


Key

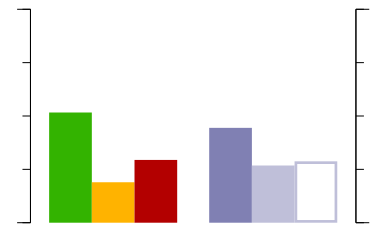
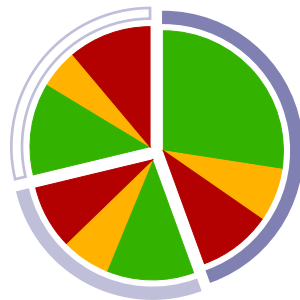
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant



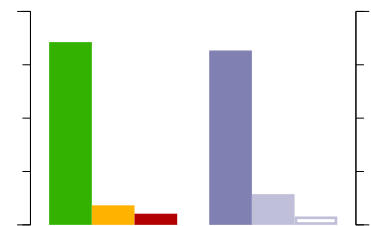
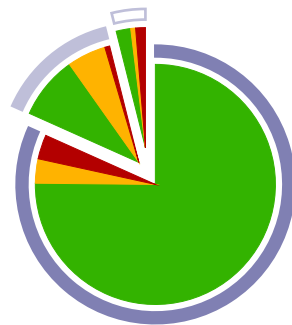
53  
Lead an extra-curricular activity



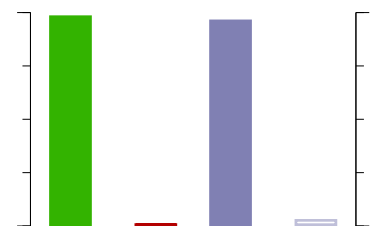
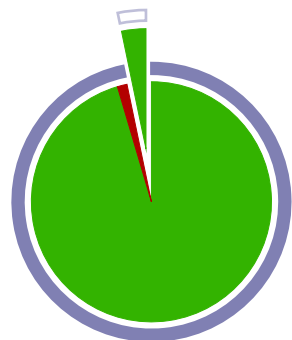
54  
Plan and support self-directed play



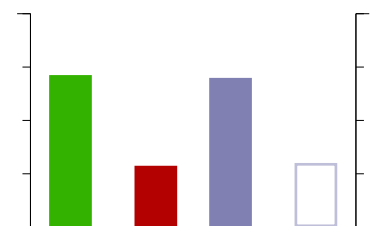
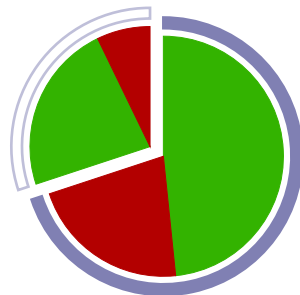
55  
Contribute to maintaining pupil records



56  
Monitor and maintain curriculum resources



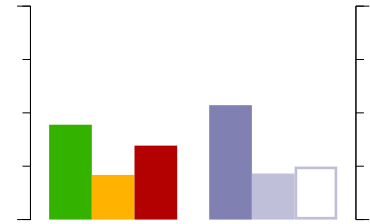
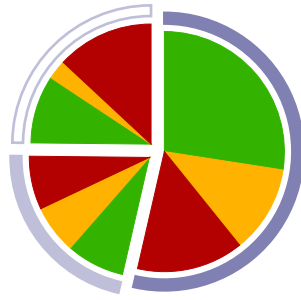
57  
Organise cover for absent colleagues



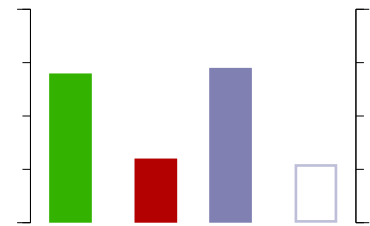
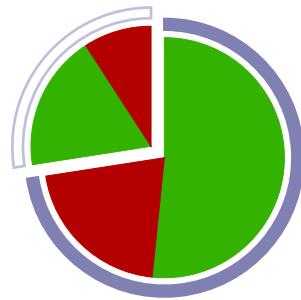
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

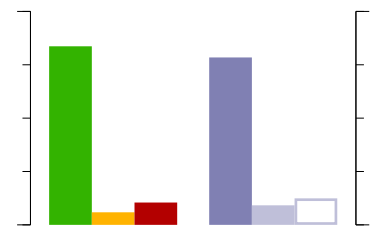
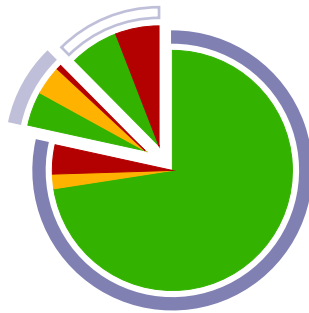
**58**  
Organise and supervise travel



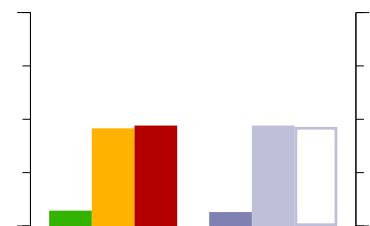
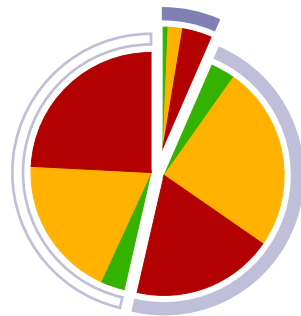
**59**  
Escort and supervise pupils on educational visits and out-of-school activities



**60**  
Liaise with parents, carers and families

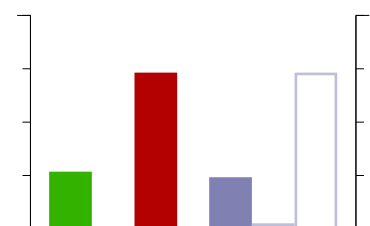
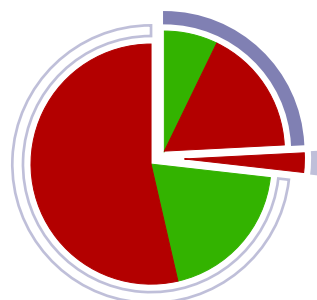


**61**  
Provide information to aid policy formation and the improvement of practices and provision



**Group E: Working with colleagues**  
*Staff members cannot choose both units 63 and 64.*

**62**  
Develop and maintain working relationships with other practitioners

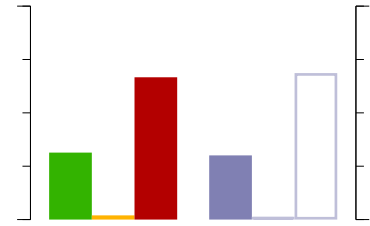
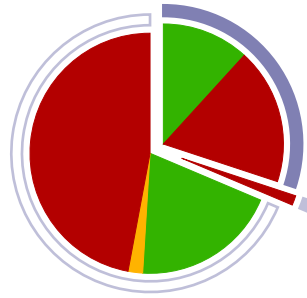


Key

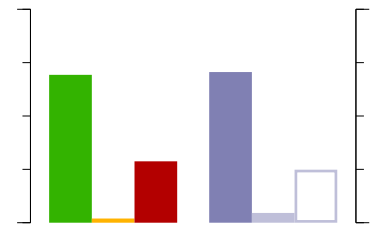
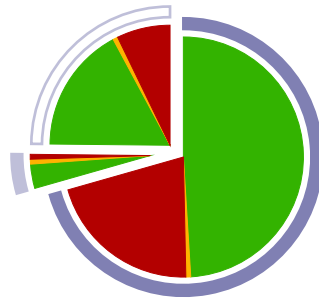
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

**63**  
Provide leadership for your team

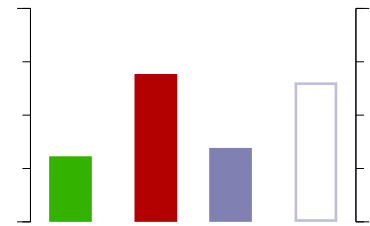
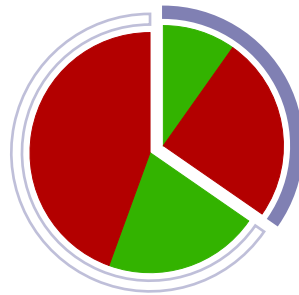
or



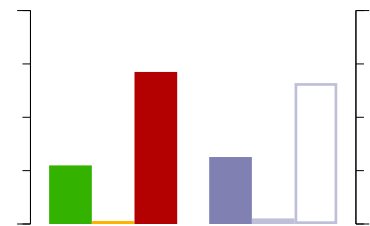
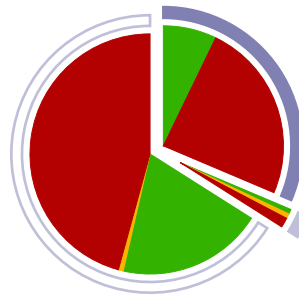
**64**  
Provide leadership in your area of responsibility



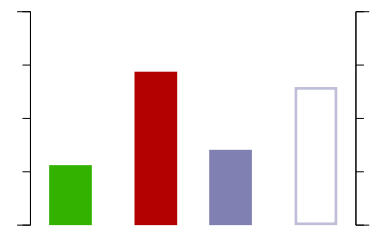
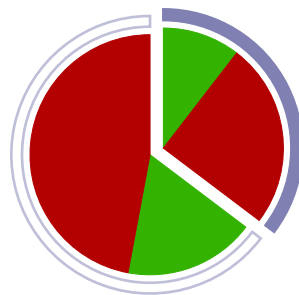
**65**  
Allocate and check work in your team



**66**  
Lead and motivate volunteers



**67**  
Provide learning opportunities for colleagues

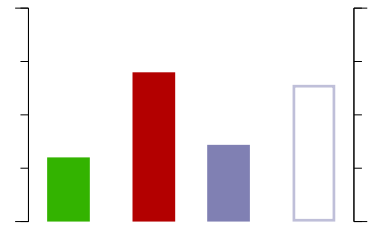
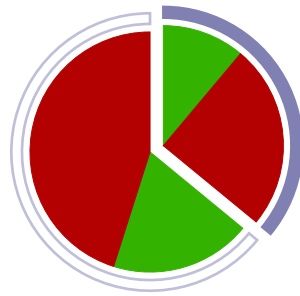


Key

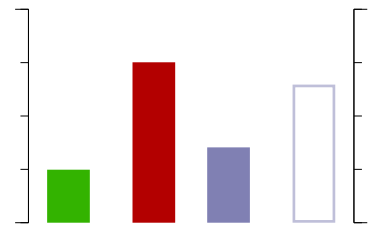
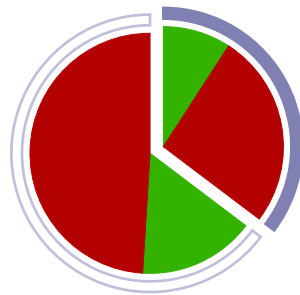
<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

Sample cluster

**68**  
Support learners by mentoring  
in the workplace



**69**  
Support competence achieved  
in the workplace



Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span> not relevant

Sample cluster

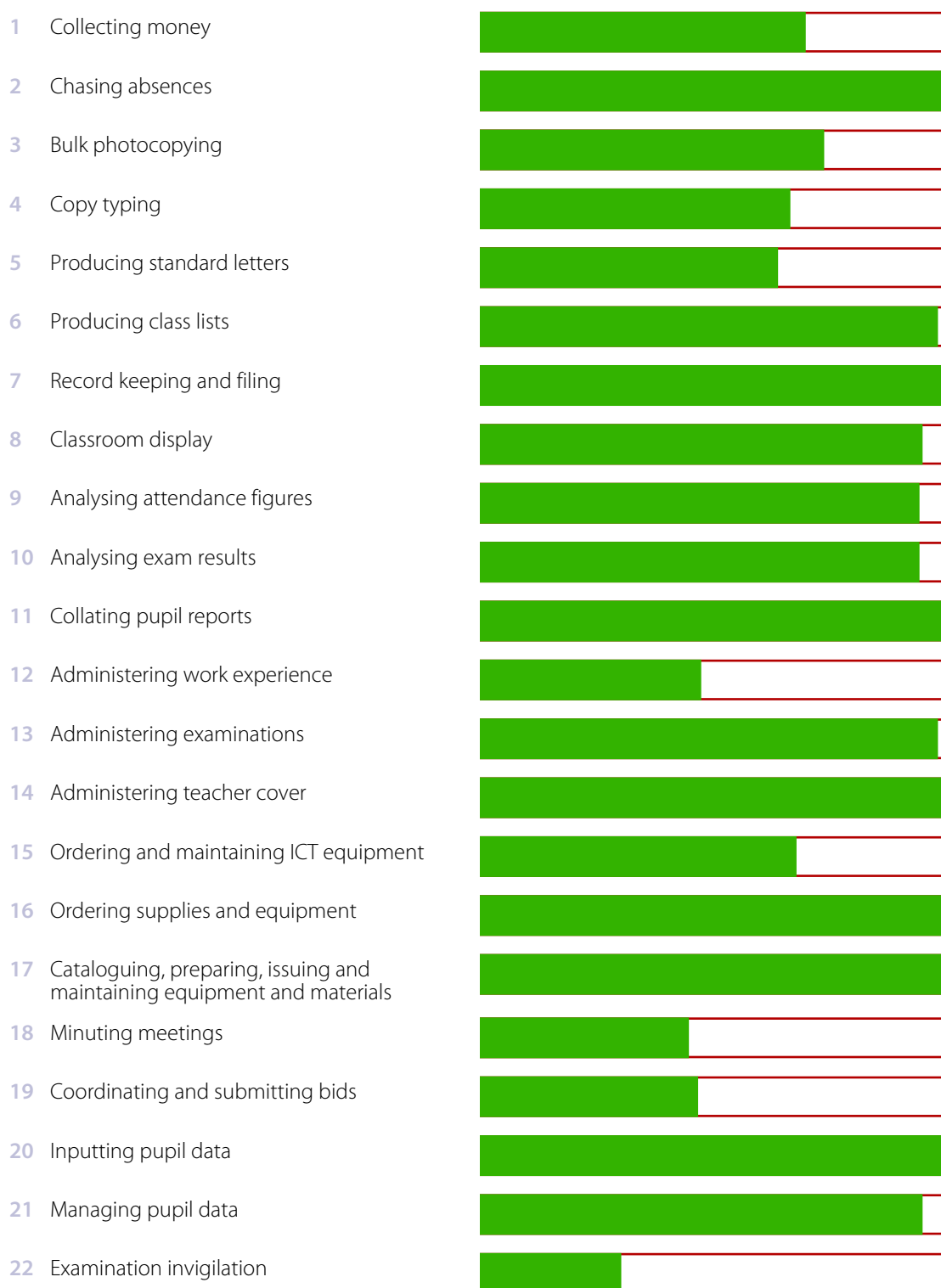
## Common tasks

This section shows common tasks which the teaching and learning support staff in your local authority/cluster may be able to undertake, and which may require further professional development. Staff members may already undertake the tasks as part of their existing job roles, or they may be able to take the tasks on.

The list of tasks is taken from the 22 tasks originally listed in the National Workload Agreement (2003). Although policy has shifted since the Agreement was introduced, it still represents good practice to assign these tasks to support staff where possible, and the list makes a good starting point for considering how teaching assistants might broaden their existing role.

For each task, you are shown on page 28 the proportion of teaching and learning support staff who fall into each of two categories for confidence.

Capacity of staff for common tasks



Key

<span style="color: green;">■</span>	confident
<span style="border: 1px solid red; display: inline-block; width: 10px; height: 10px;"></span>	not confident

## Professional Standards for HLTAs

This section indicates whether the teaching and learning support staff in your local authority/cluster consider themselves to have the skills, knowledge and experience which underpin the higher level teaching assistant (HLTA) Professional Standards, and hence the extent to which the staff members meet the requirements of the standards. This may help to highlight areas in which the teaching and learning support staff would most benefit from further professional development. It also shows which standards the staff members feel currently relate to their specific roles in their school.

For each Professional Standard, you are shown on pages 30 to 36 a large pie chart and two smaller graphs. These indicate the confidence of the teaching and learning support staff in meeting the Professional Standards for HLTAs, and how relevant they feel the standards are to their specific roles in their school.

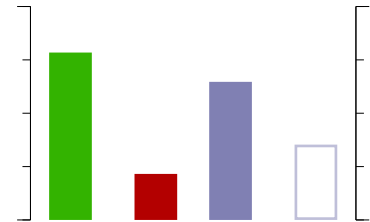
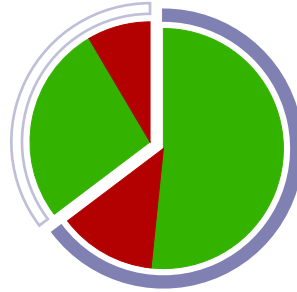
In the large pie chart, the circle around the edge of the pie chart shows the proportion of teaching and learning support staff who fall into each of three categories of relevance. For each category of relevance within the pie chart, you are shown the proportion of teaching and learning support staff 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 Professional Standards for HLTAs

## Professional attributes

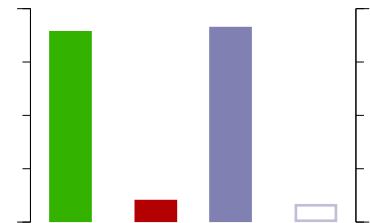
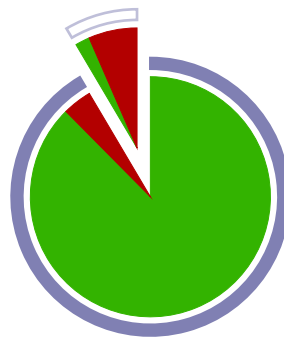
1

Have high expectations of children and young people with a commitment to helping them fulfil their potential



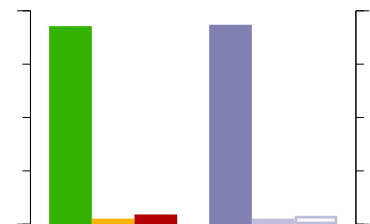
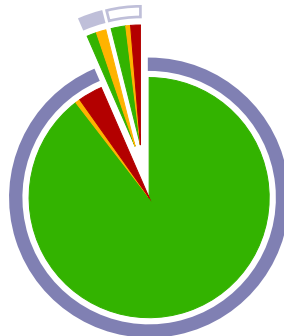
2

Establish fair, respectful, trusting, supportive and constructive relationships with children and young people



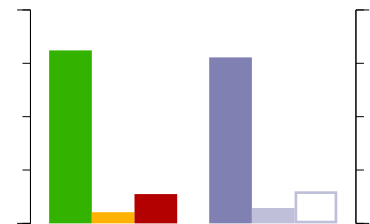
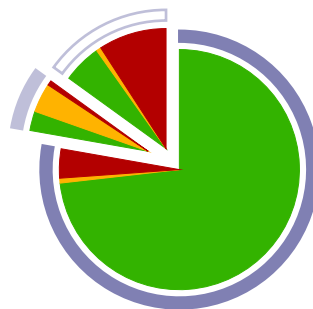
3

Demonstrate the positive values, attitudes and behaviour they expect from children and young people



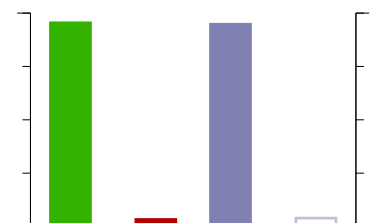
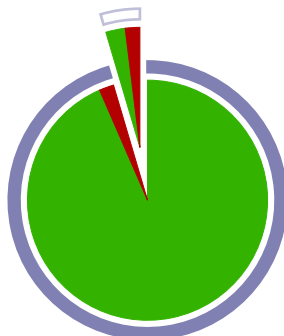
4

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



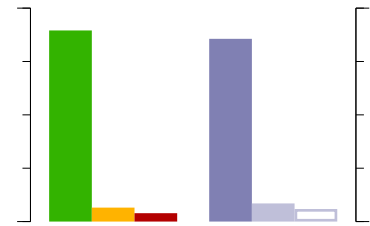
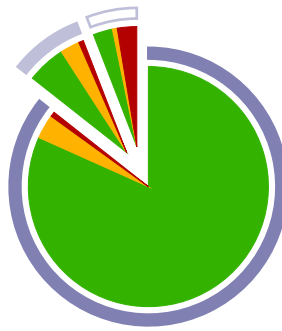
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

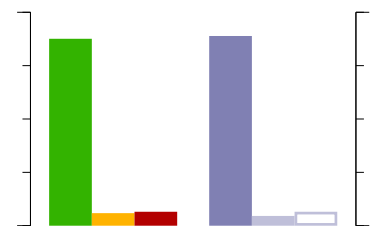
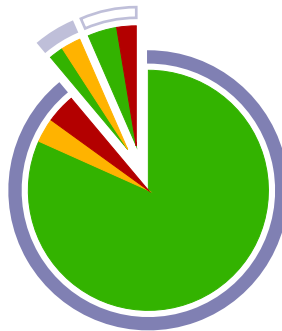
Sample cluster



**6**  
Demonstrate a commitment to collaborative and cooperative working with colleagues

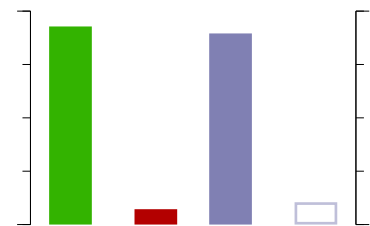
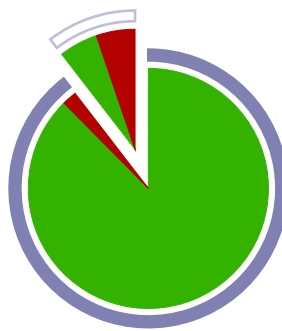


**7**  
Improve their own knowledge and practice including responding to advice and feedback

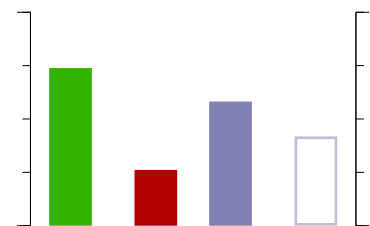
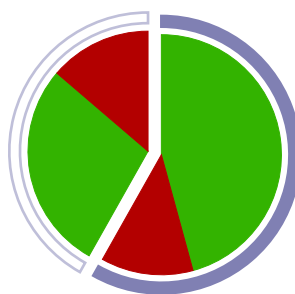


**Professional knowledge and understanding**

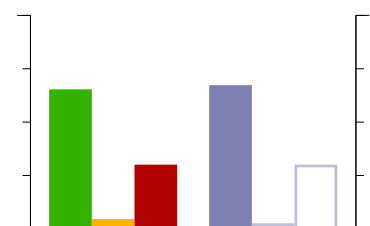
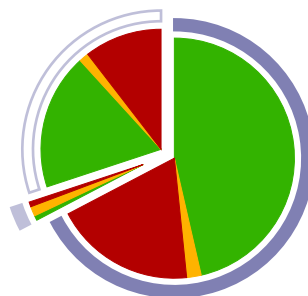
**8**  
Understand the key factors that affect children and young people's learning and progress



**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

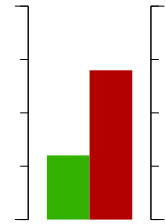
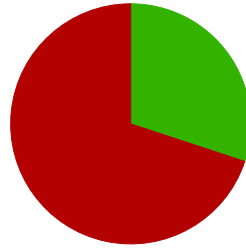


Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

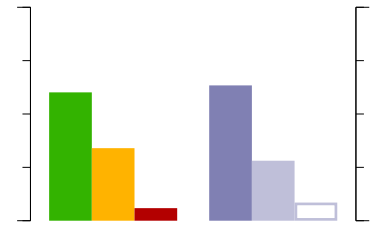
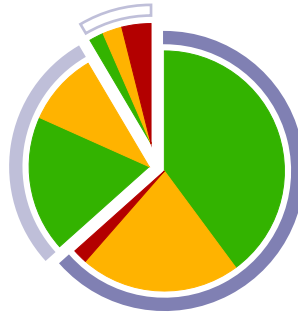
11

Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy\*



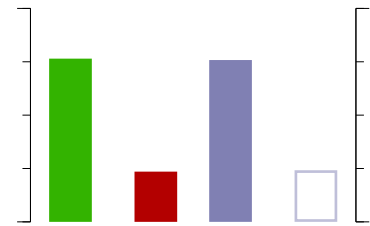
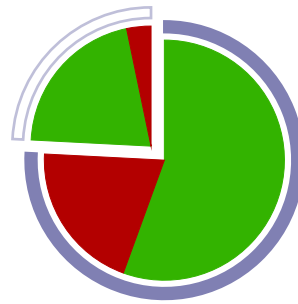
12

Know how to use ICT to support their professional activities



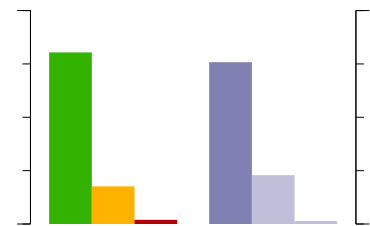
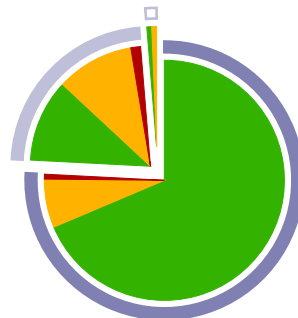
13

Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support



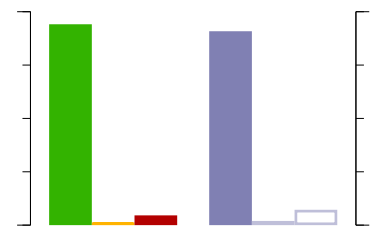
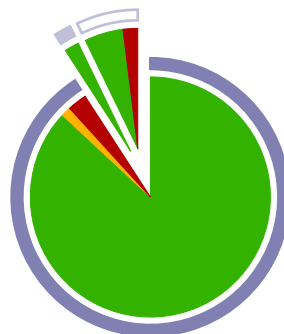
14

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



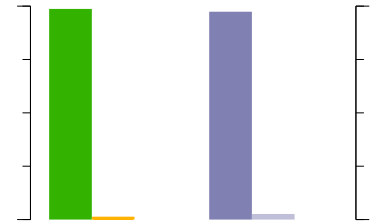
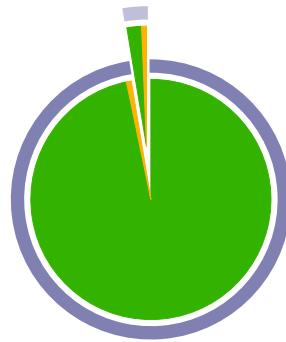
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

\* Relevance is not shown for this Professional Standard

**16**

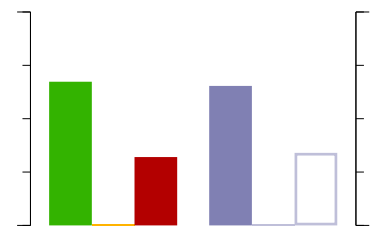
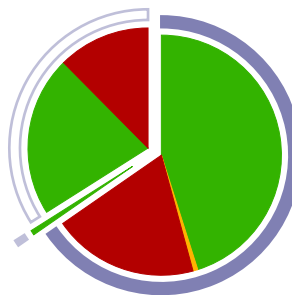
Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice



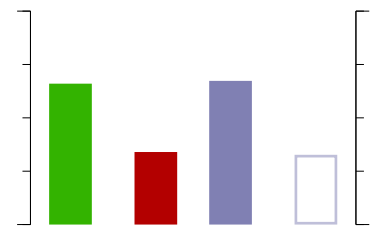
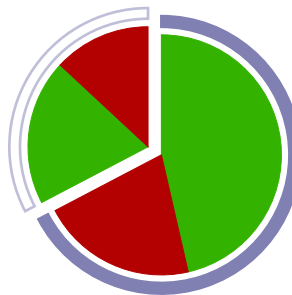
### Professional skills: Planning and expectations

**17**

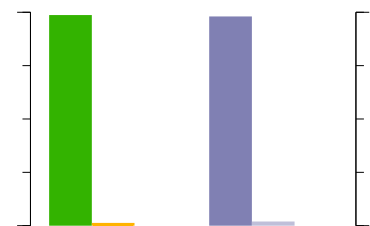
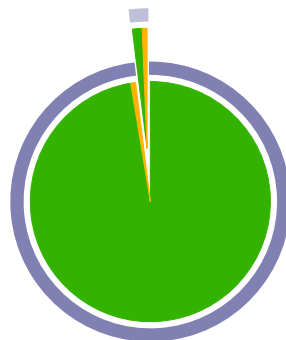
Use their area(s) of expertise to contribute to the planning and preparation of learning activities


**18**

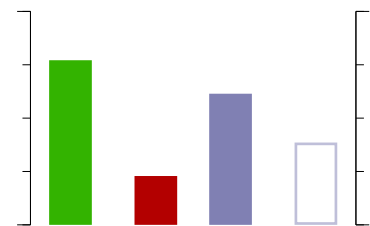
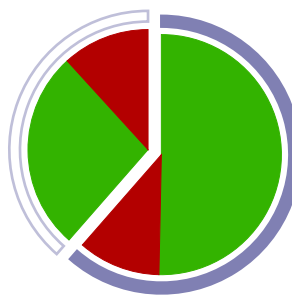
Use their area(s) of expertise to plan their role in learning activities


**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



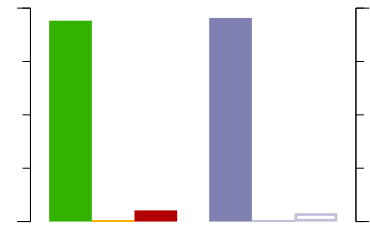
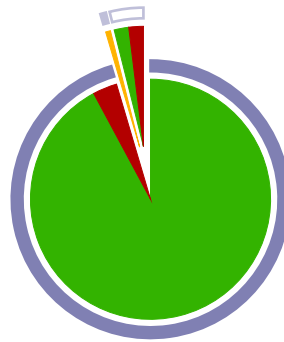
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

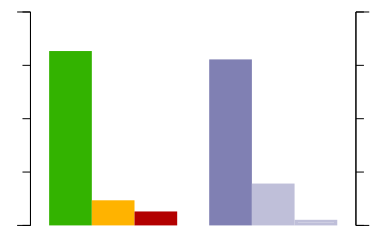
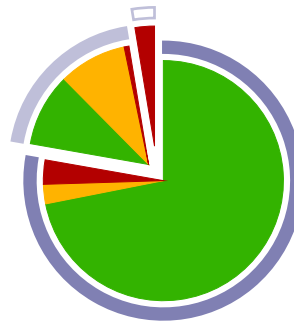
Sample cluster

**21**

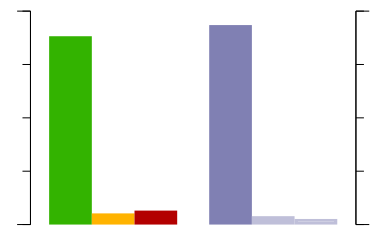
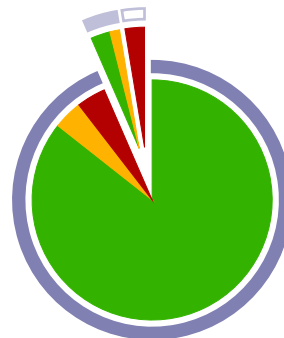
Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities


**Professional skills: Monitoring and assessment**
**22**

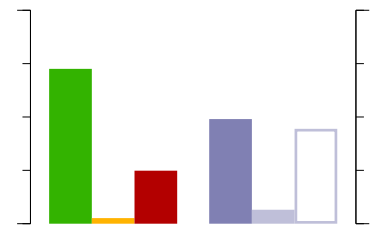
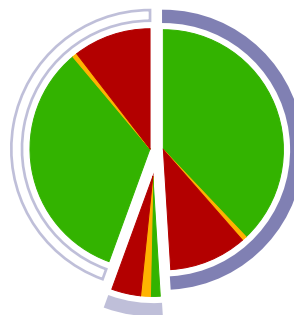
Monitor learners' responses to activities and modify the approach accordingly


**23**

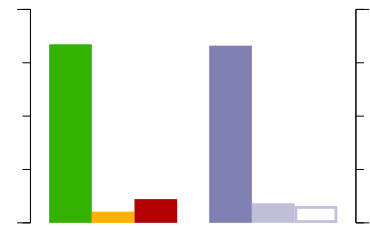
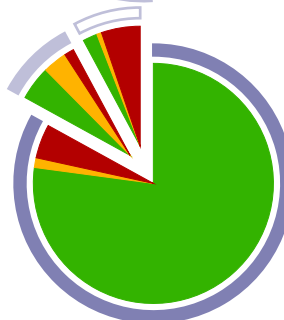
Monitor learners' progress in order to provide focused support and feedback


**24**

Support the evaluation of learners' progress using a range of assessment techniques


**25**

Contribute to maintaining and analysing records of learners' progress



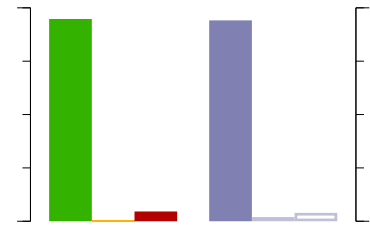
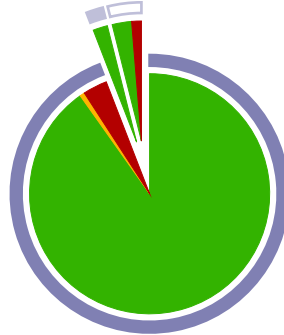
Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

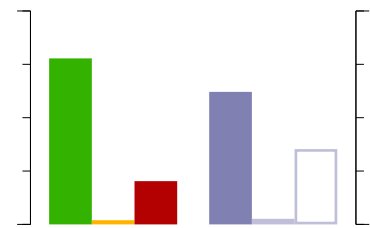
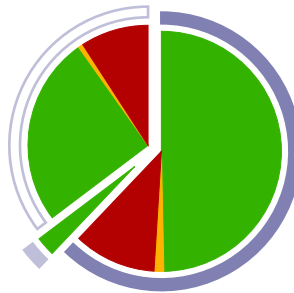
Sample cluster

### Professional skills: Teaching and learning activities

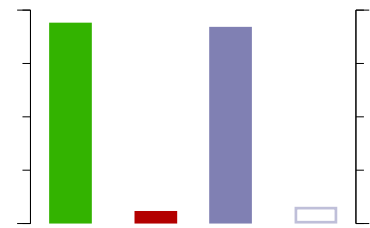
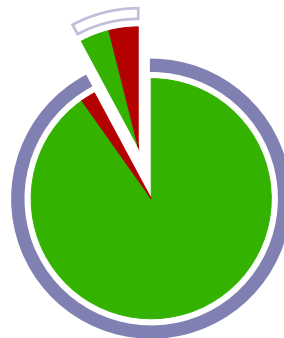
**26**  
Use effective strategies to promote positive behaviour



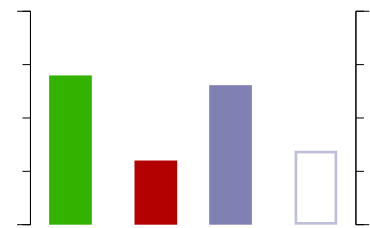
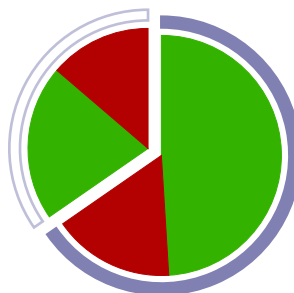
**27**  
Recognise and respond appropriately to situations that challenge equality of opportunity



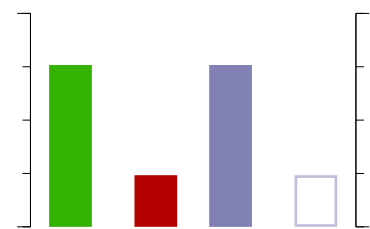
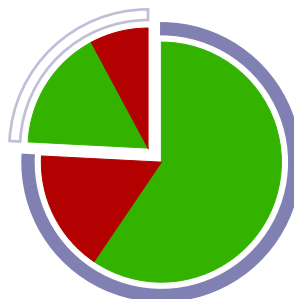
**28**  
Use their ICT skills to advance learning



**29**  
Advance learning when working with individuals



**30**  
Advance learning when working with small groups

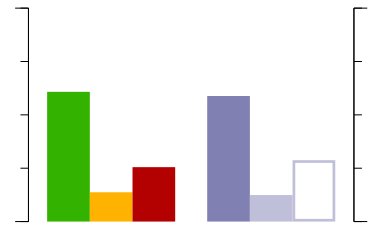
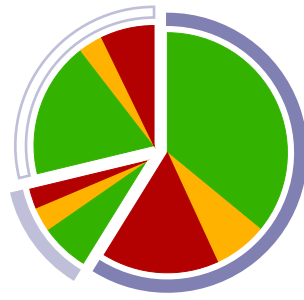


Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white;">■</span> not relevant

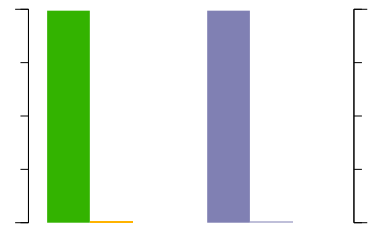
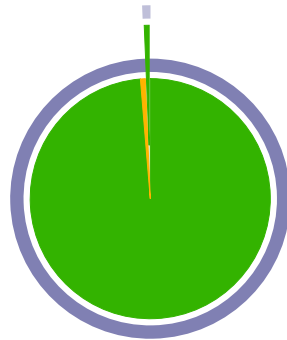
31

Advance learning when working with whole classes without the presence of the assigned teacher



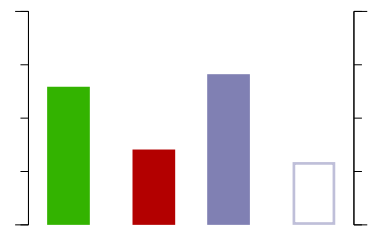
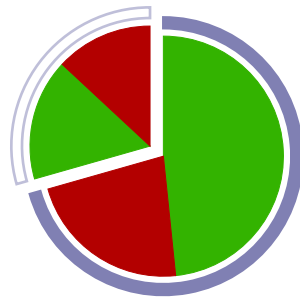
32

Organise and manage learning activities in ways which keep learners safe



33

Direct the work, where relevant, of other adults in supporting learning



Key

<span style="color: green;">■</span> confident	<span style="color: blue;">■</span> relevant
<span style="color: orange;">■</span> partially confident	<span style="color: lightblue;">■</span> partially relevant
<span style="color: red;">■</span> not confident	<span style="color: white; border: 1px solid black;">■</span> not relevant

Sample cluster

# Literacy and numeracy

The National Standards for Adult Literacy and Numeracy map the range of skills and capabilities that adults are expected to need in order to function and progress at work and in society. A separate set of standards has been produced for each of the basic skills of literacy and numeracy. Literacy covers the ability to: speak, listen and respond; read and comprehend; and write to communicate. Numeracy covers the ability to: understand and use mathematical information; calculate and manipulate mathematical information; and interpret results and communicate mathematical information.

Improving adult literacy and numeracy is a key Government target. As a result, there is a great deal of funding available to support learners who do not have a Level 2 or higher qualification in mathematics/numeracy or English/literacy, and tutoring can often be provided free of charge. To access this funding, you should contact the local authority, a further education college, Train to Gain or a learndirect centre.

This section shows whether the teaching and learning support staff in your local authority/cluster might benefit from undertaking a literacy/numeracy programme of support. Below you are shown the proportion of teaching and learning support staff who fall into each of two categories for confidence in literacy/numeracy, ie whether or not they already have a Level 2 literacy/numeracy qualification.

*Literacy capability of staff*



*Numeracy capability of staff*



Key

<span style="color: green;">■</span>	confident
<span style="border: 1px solid red; display: inline-block; width: 10px; height: 10px;"></span>	not confident

Sample cluster

## Core support staff skills

The National Occupational Standards for Supporting Teaching and Learning in Schools set out a range of skills and accompanying knowledge that are required by individuals if they are to contribute fully to supporting pupils and teachers in the classroom. Acquisition and development of many of the fundamental skills and related knowledge can be achieved through convenient, in-school training based on a series of core skills offering a practical interpretation of the standards.

Training in these areas can be provided using the *Meeting Individual Needs* material in NAPTA's *Development Resources*. The training sessions in this material focus on those issues seen, nationally, as most often needing attention. Each session is designed to be relatively labour-free, in that it contains all the information a tutor needs to run the session with a group of teaching and learning support staff.

Further information on the mapping of the National Occupational Standards to the training sessions is available in *Meeting Individual Needs*.

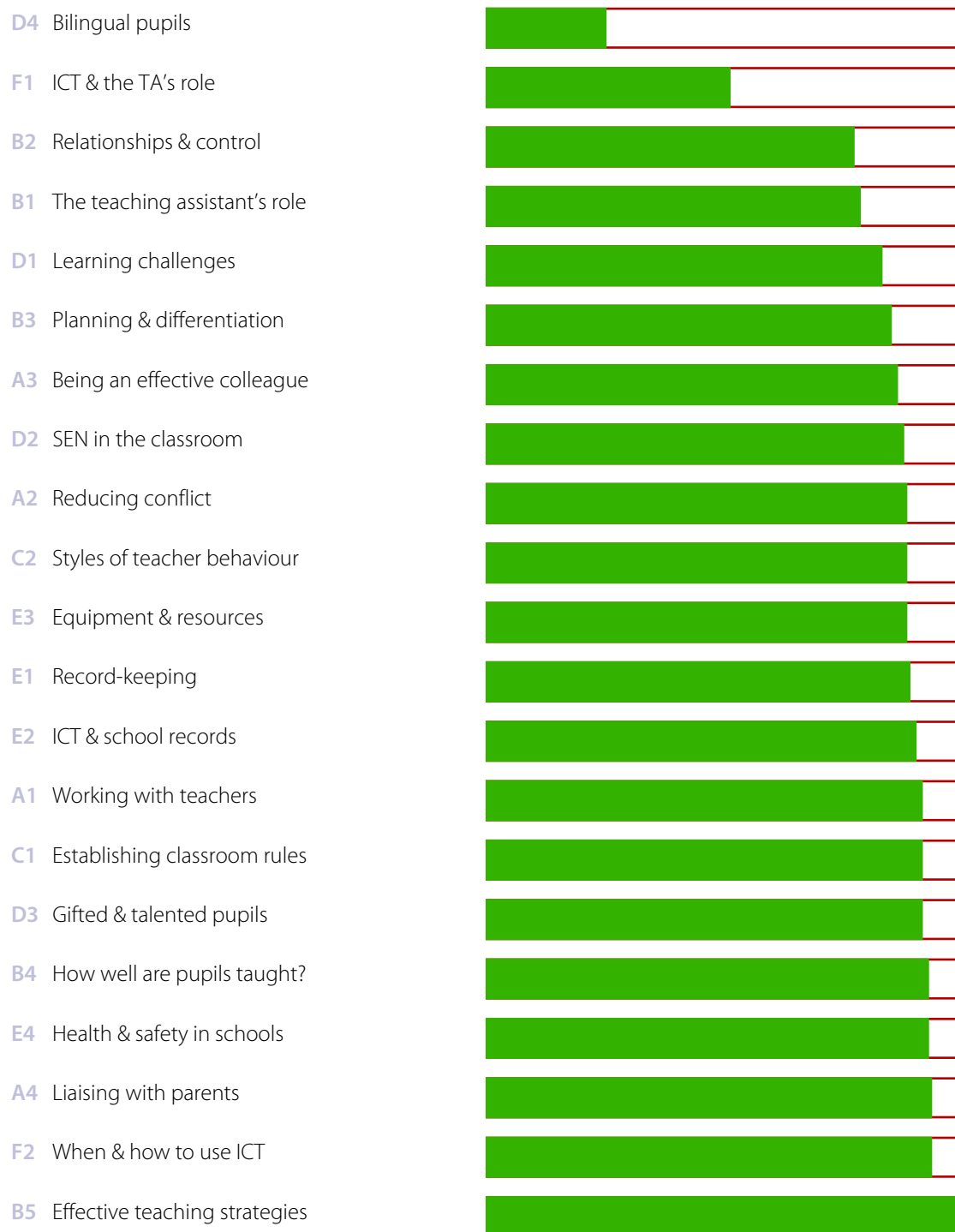
This section shows which of the teaching and learning support staff in your local authority/cluster might benefit from training in the following core support staff skills areas:

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

On page 39 you are shown, for each of the core support staff skills areas, the proportion of teaching and learning support staff who fall into each of two categories for confidence. The core support staff skills areas are shown in order of greatest training need, ie the area with the most teaching and learning support staff who are not confident is shown at the top.



Core support staff skills capability of staff



Key

<span style="color: green;">■</span>	confident
<span style="border: 1px solid red; display: inline-block; width: 10px; height: 10px;"></span>	not confident

Sample cluster

# Personal ICT skills

Ever-increasing demands are being placed on all staff to develop and apply personal ICT skills, both to support learning, and for personal and institutional administration. This is particularly the case in terms of workforce reform and the National Workload Agreement's 22 tasks.

Guidance material, targeted specifically at the skills which are beneficial to staff in schools, can be found in the **ICT Skills Resources** material provided as part of NAPTA's *Development Resources*. This material can be used by individuals wishing to improve their own ICT skills or by tutors in supporting the learning of support staff.

This section shows whether the teaching and learning support staff in your local authority/cluster might benefit from undertaking personal ICT skills training. Below you are shown the proportion of teaching and learning support staff who fall into each of two categories for confidence in personal ICT skills.

*Personal ICT skills capability of staff*



Key

	confident
	not confident

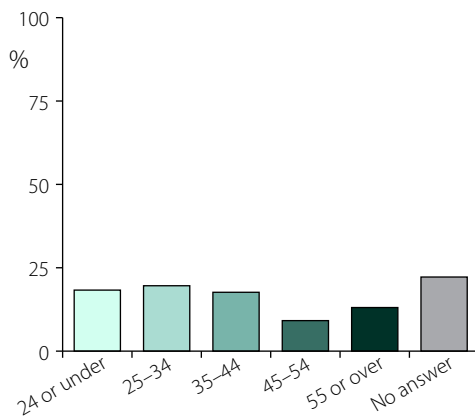
*Sample cluster*

# Staff profile

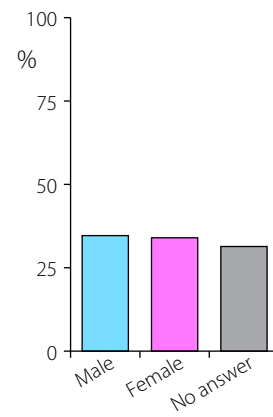
This section gives an overview of the teaching and learning support staff in your local authority/cluster in terms of their demographic characteristics. The data is taken from responses entered by the members of teaching and learning support staff in the *Professional Development Review* online questionnaire.

## Personal details

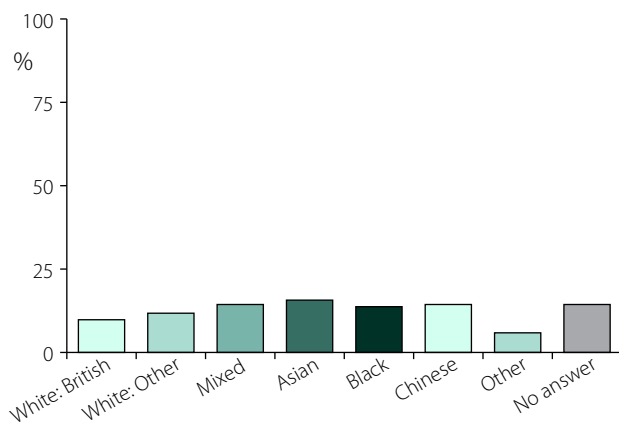
Age



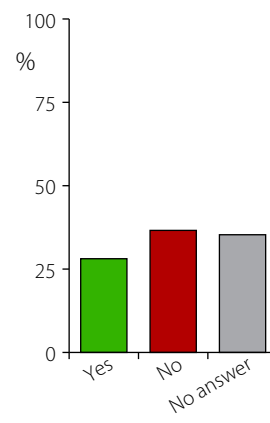
Gender



Ethnicity

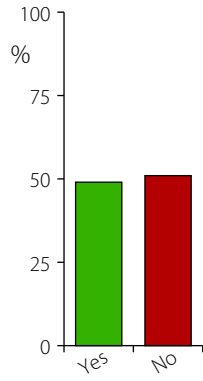


Speaks a language other than English

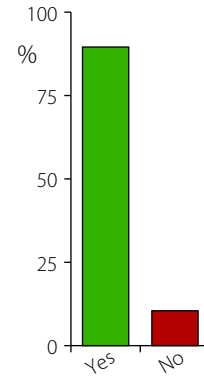


## Qualifications held

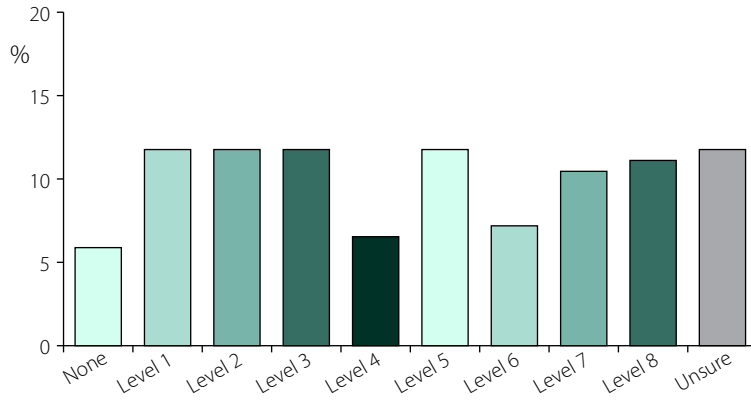
Level 2 or above in maths/numeracy



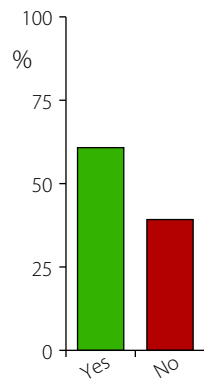
Level 2 or above in English/literacy



Highest qualification

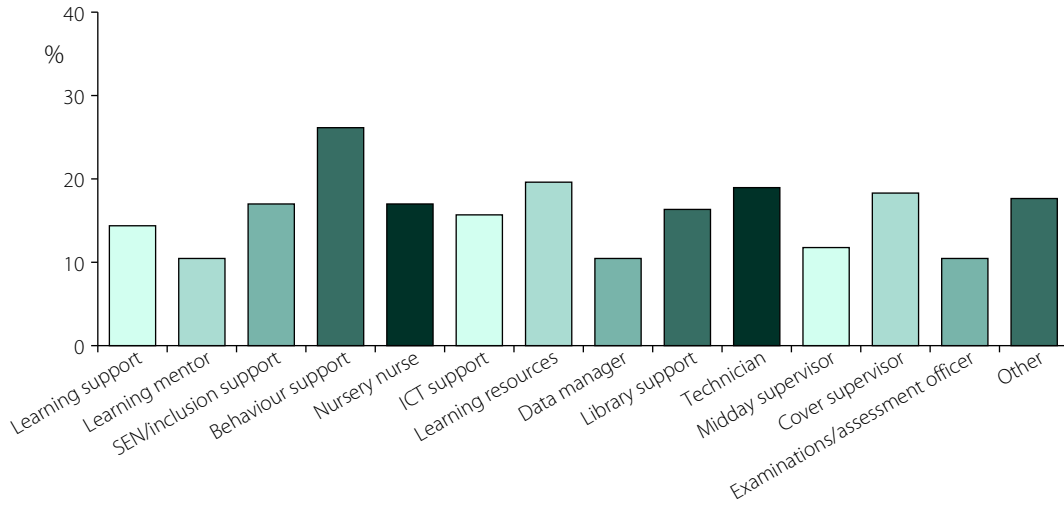


HLTA status

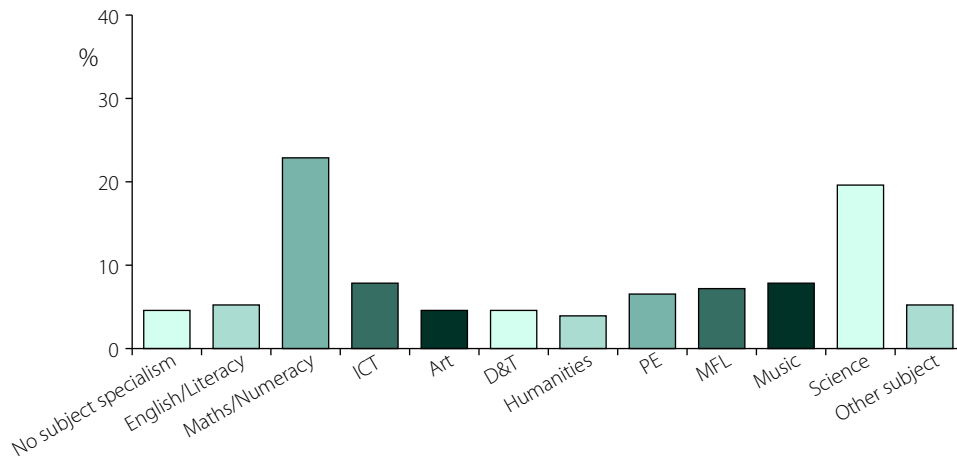


## Job details

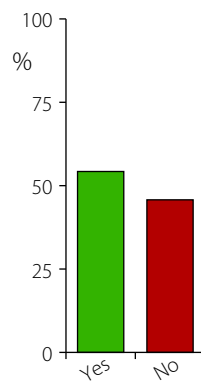
Roles undertaken



Subject specialism



Leadership responsibility



# Teaching and learning support staff

The following teaching and learning support staff have completed the *Professional Development Review* questionnaire:

## Example School

Kandis Addie	Elayne Duane	Melody Jacquelin	Cher Mac	Mattie Tomeka
Vanda Ayesha	Gregory Duane	Kimber Juliette	Emogene Otha	Emogene Venice
August Berta	Bryce Duncan	Juan Kena	Elwood Ralph	Al Wentzel
Latina Bong	Rob Ellis	Julissa Kendrick	Claudette Royal	Charline Winston
Albina Brent	Dan Fae	Carmen Khadijah	Pura Royal	Dewayne Yolanda
Daphine Bryanna	Luis Gavin	Cammie Kristofer	Tobi Sallie	Lady Yolanda
Rodger Claudette	Juliette Gennie	Clair Lady	Giovanni Spencer	Mark Yvone
Pierre Damion	Lanette Hershel	Brittni Latina	Inocencia Stasia	
Edward Dan	Kena Hoyt	Hiram Lisandra	Eugenia Stewart	
Hsiu Doug	Marc Isobel	Irena Lonna	Tessie Tomas	

## Example School

Inocencia Abraham	Damion Cristobal	Hilton Frieda	Stan Kaylene	Kandis Porsche
Carlos Ahmed	Enrique Danette	Rob Gabriel	Gus Kristofer	Garfield Ralph
Sallie Angel	Michael Daniell	Jacquelin Gene	Juliette Kristofer	Kaylene Robbie
Florencio Arnold	Marc Doug	Tomoka Gracie	Ouida Lady	Colin Rudolf
Preston Ashli	Lien Edward	Brenton Graham	Curtis Lupe	Myrtie Samira
Anthony Baker	Enda Elayne	Deanne Gus	Delicia Magda	Bryanna Spencer
Merideth Bennie	Marc Elbert	Sanford Gus	Tomoka Marco	Travis Tyler
Cher Chad	Carlos Ellyn	Lien Jacquelin	Myrtie Miyoko	Irena Walton
Jarvis Charline	Bennie Emogene	Rocio Jimmie	Brittni Myrtie	Luis Yvone
Pierre Cher	Kim Emogene	Frieda Juan	Mac Nakita	
Rodger Claudette	Brittni France	Elwood Kandis	Madge Otha	

## Example School

Emmanuel Angel	Bong Eldridge	Susanne Jarvis	August Magda	Joan Regina
Mauro Aura	Eldon Eldridge	Willena Jesusita	Carmen Marlon	Reed Regina
Michael Bennie	Robbie Elisha	Napoleon Jewell	Jarvis Moises	Lance Rob
Lucina Bernard	Hilton Elliott	Tiffany Jonathan	Kim Myles	Bennett Rodger
Dewayne Cammie	Loriann Emma	Magda Lanette	Elayne Napoleon	Lady Rossie
Graham Cherilyn	Enrique Enrique	Pura Lanette	Abraham Natisha	Santo Rossie
Olympia Cherry	Tammi Felton	Sue Larry	Emma Ouida	Jewell Sallie
Curtis Chong	Ruby Florencio	Jonathan Lonna	Demetrius Pok	Gregorio Thanh
Rob Claudette	Luana Gracie	Hsiu Loriann	Isela Pok	Graham Tiffany
Madge Deanne	Travis Hershel	Ayesha Luana	Elliott Porsche	
Bennett Elbert	Sallie Hoyt	Ester Lupe	Cherilyn Reed	