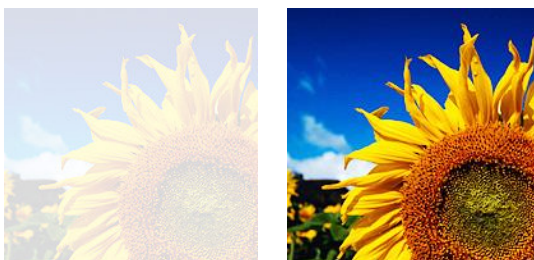




Professional Development Review



Senior Leadership Team Report

Prepared for Example School
Hillside, Hilltown

Using data collected between 5th April 2018 and 14th July 2018
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Notes

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

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

About NAPTA

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

NAPTA, 1-2 Brooklands Avenue, Cambridge CB2 8BB – tel 01223 224930 – www.napta.org.uk

Introduction

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

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

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

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

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

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

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

A total of 53 members of teaching and learning support staff in your school undertook the questionnaire and submitted their data before this report was generated.

Data was collected between 5th April 2018 and 14th July 2018.

This report is divided into the following sections:

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

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

Confidence

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

Relevance

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

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

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

Self-evaluation statements

The self-appraisal data drawn from the responses of the members of teaching and learning support staff to the *Professional Development Review* online questionnaire offers a substantial body of evidence that can be used to contribute towards your school's self-evaluation. This section provides sample statements that you may wish to adapt for this purpose.

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

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

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

General

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

Teaching and learning

*Results from NAPTA's **Professional Development Review**, which was undertaken by members of teaching and learning support staff in the school, show that 49 out of 53 members of teaching and learning support staff (92%) feel that they support pupils during learning activities according to the requirements of the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL). Of these staff, 32 are confident in their ability in all of the required skills.*

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

Behaviour

Results from the **Professional Development Review** show that 43 out of 53 members of teaching and learning support staff (81%) feel that they promote positive pupil behaviour according to the requirements of the NOS STL. Of these staff, 42 are confident in their ability in all of the required skills.

Assessment for learning

Results from the **Professional Development Review** show that 46 out of 53 members of teaching and learning support staff (87%) feel that they contribute to assessment for learning according to the requirements of the NOS STL. Of these staff, 38 are confident in their ability in all of the required skills.

Working with parents

Results from the **Professional Development Review** show that 47 out of 53 members of teaching and learning support staff (89%) feel that they liaise with parents, carers and families according to the requirements of the NOS STL. Of these staff, 41 are confident in their ability in all of the required skills.

Pastoral care

Results from the **Professional Development Review** show that 43 out of 53 members of teaching and learning support staff (81%) feel that they help to keep children safe according to the requirements of the NOS STL. Of these staff, 43 are confident in their ability in all of the required skills.

Results from the **Professional Development Review** show that 43 out of 53 members of teaching and learning support staff (81%) feel that they support children's development according to the requirements of the NOS STL. Of these staff, 43 are confident in their ability in all of the required skills.

Results from the **Professional Development Review** show that 24 out of 53 members of teaching and learning support staff (45%) feel that they have high expectations of children and young people with a commitment to helping them fulfill their potential, according to the requirements of the Professional Standards for higher level teaching assistants (HLTAs).

Results from the **Professional Development Review** show that 48 out of 53 members of teaching and learning support staff (91%) feel that they contribute to improving attendance according to the requirements of the NOS STL. Of these staff, 44 are confident in their ability in all of the required skills.

Leadership and management

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

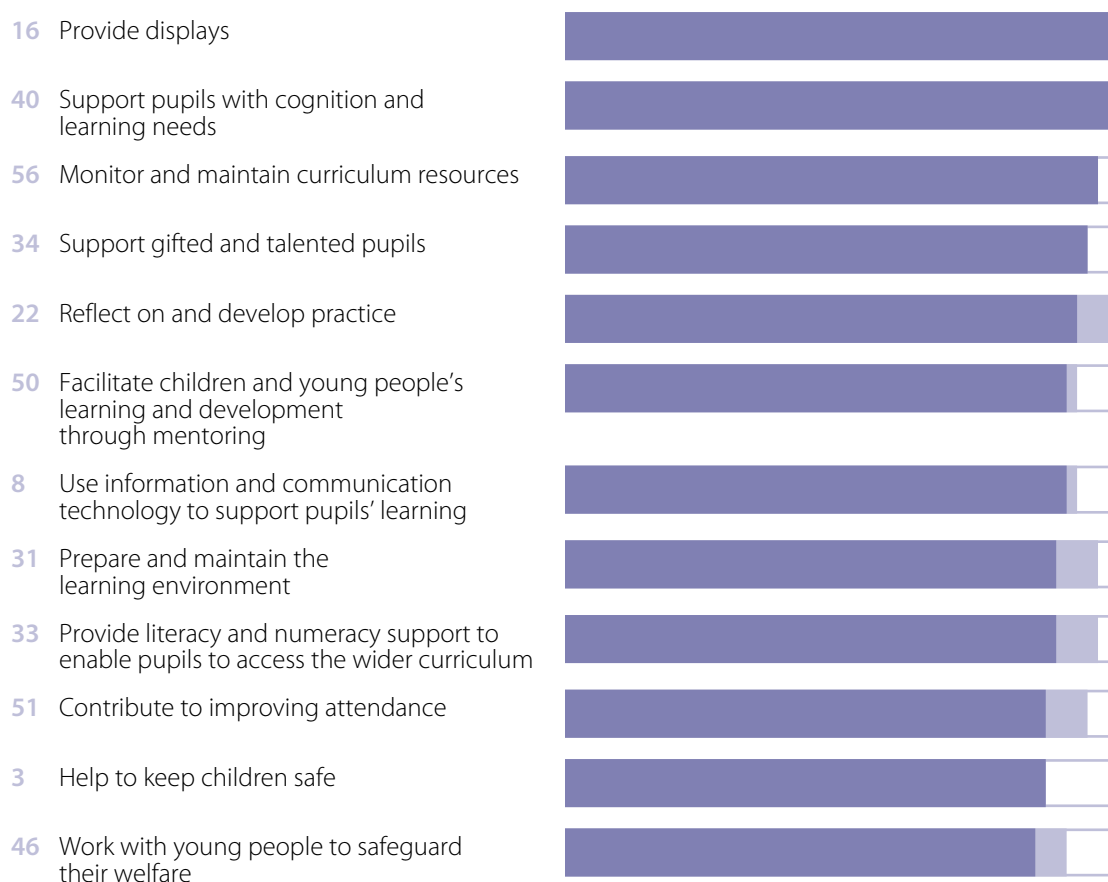
*Results from the **Professional Development Review** show that 53 out of 53 members of teaching and learning support staff (100%) feel that they reflect on and develop their practice according to the requirements of the NOS STL. Of these staff, 51 are confident in their ability in all of the required skills.*

Deployment

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

Areas of greatest contribution

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



Key

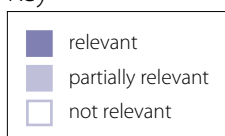
	relevant
	partially relevant
	not relevant

Areas of least contribution

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



Key

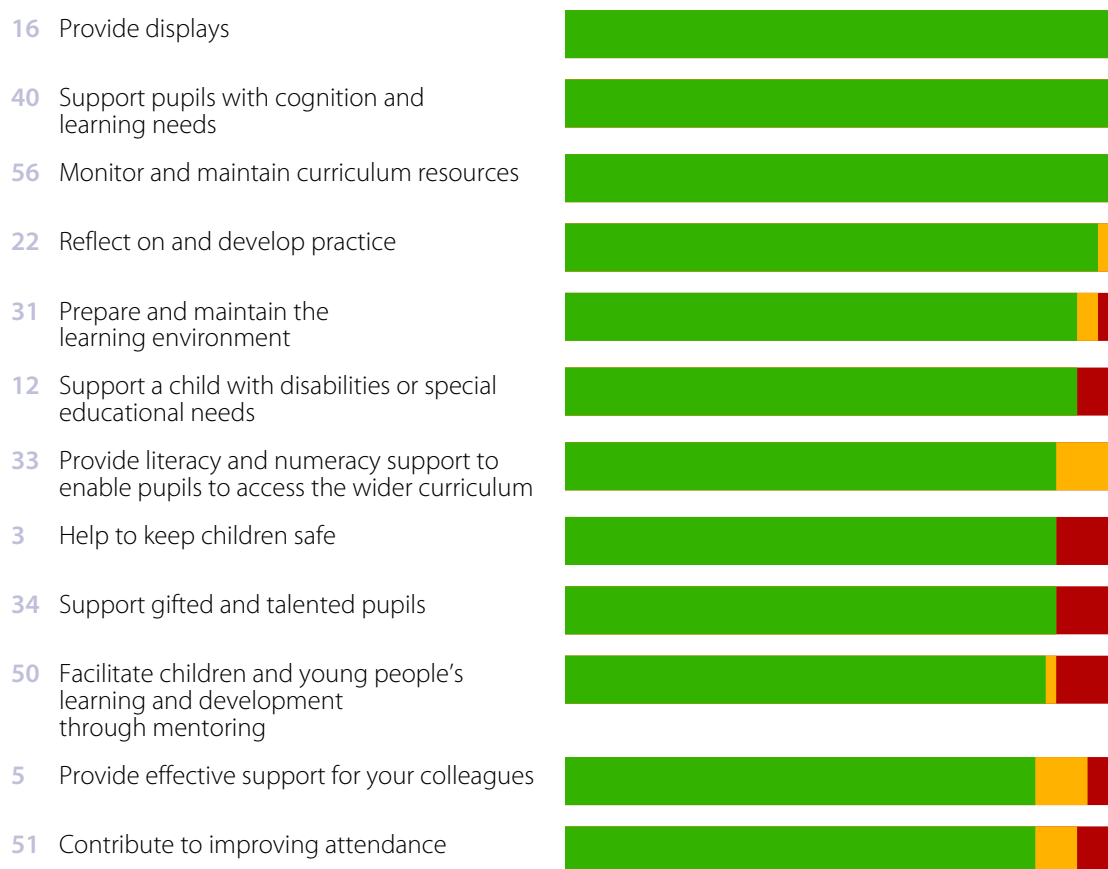


Suitability

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

Areas of most confidence

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

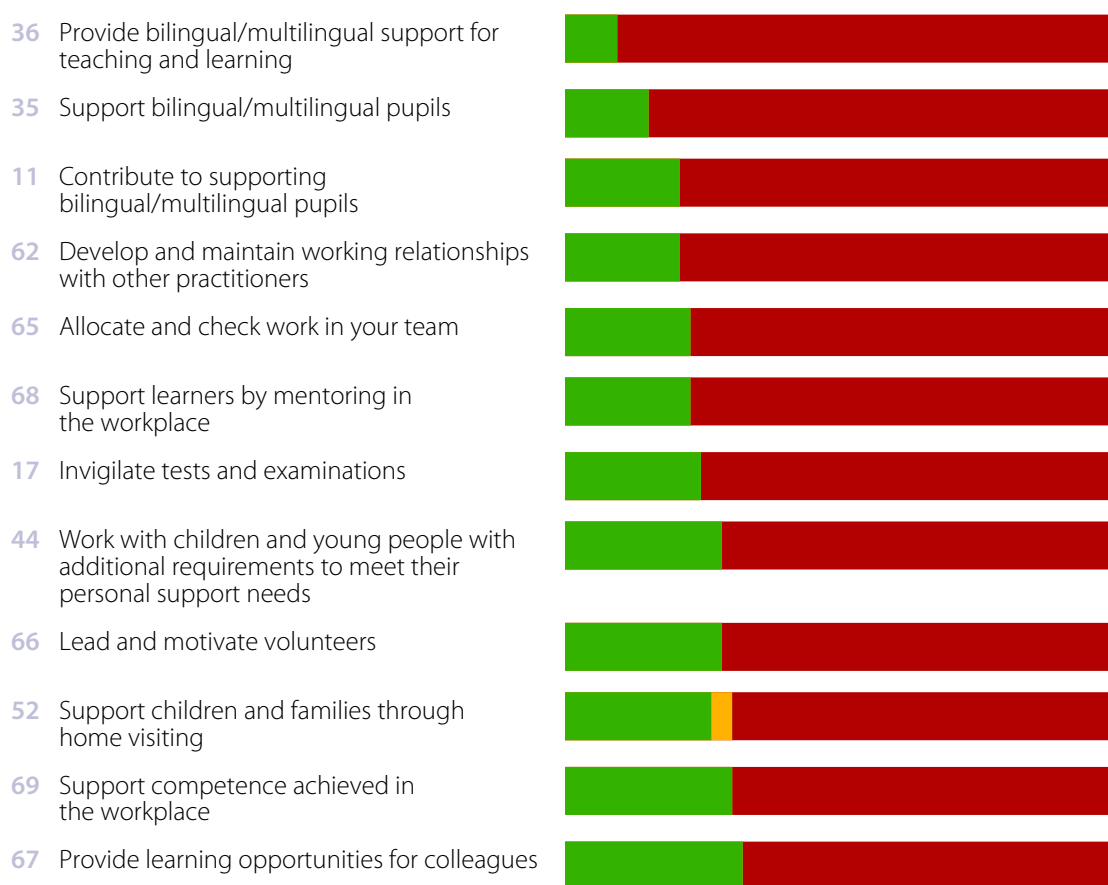


Key

■	confident
■	partially confident
■	not confident

Areas of least confidence

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



Key

	confident
	partially confident
	not confident

Potential

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

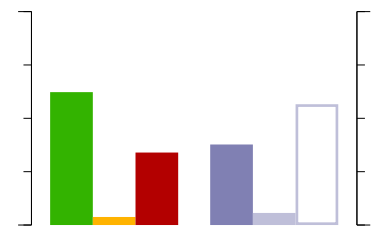
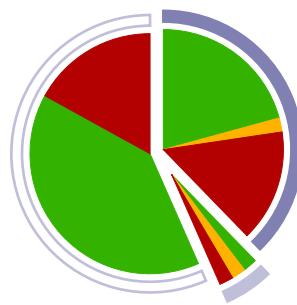
Potential HLTAs

The higher level teaching assistant (HLTA) role is intended to make a distinct contribution within schools, complementing that of the teacher in the support of pupils' learning. In order to gain HLTA status, teaching and learning support staff must be able to demonstrate competence in all of the Professional Standards for HLTAs. Out of the 53 members of teaching and learning support staff in your school, no members feel that they possess the skills and knowledge which underpin **all** the Professional Standards for HLTAs.

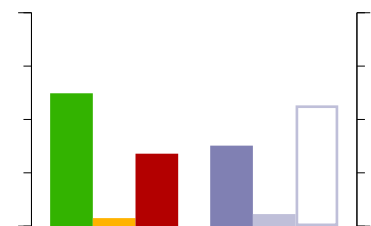
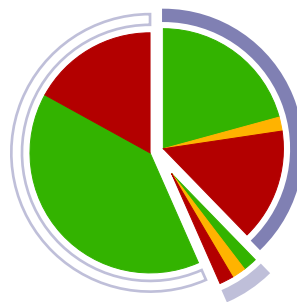
Areas with greatest potential

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

29
Observe and promote pupil performance and development



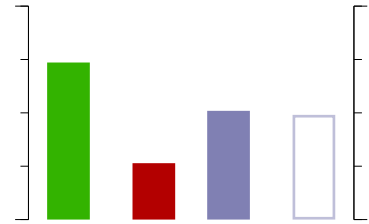
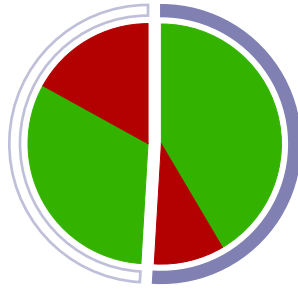
9
Observe and report on pupil performance



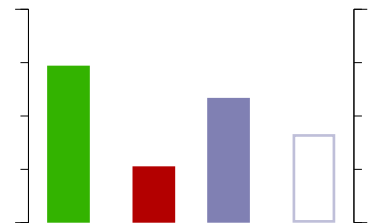
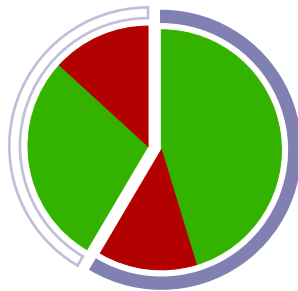
Key

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

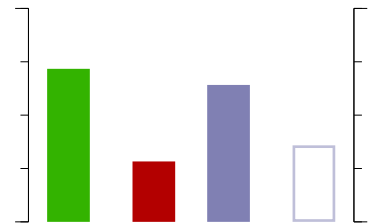
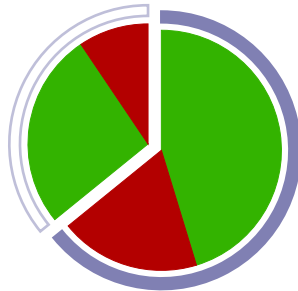
38
Support children with disabilities or special educational needs and their families



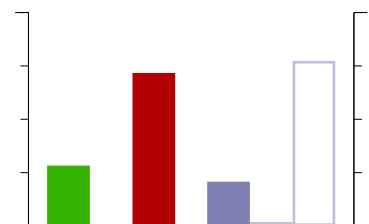
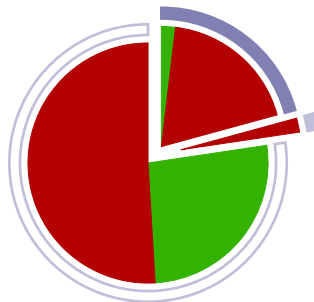
23
Plan, deliver and evaluate teaching and learning activities under the direction of a teacher



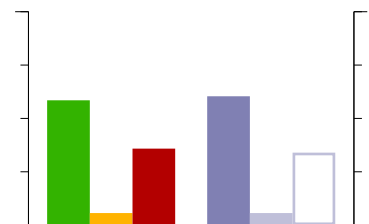
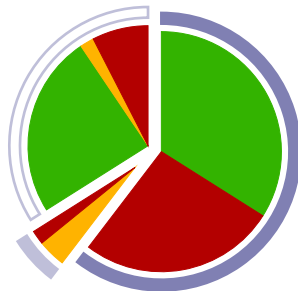
2
Support children's development



66
Lead and motivate volunteers



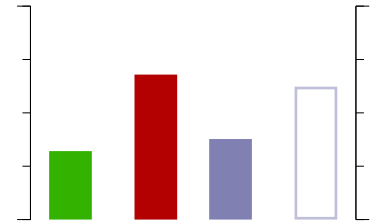
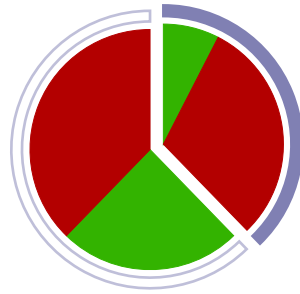
13
Contribute to moving and handling individuals



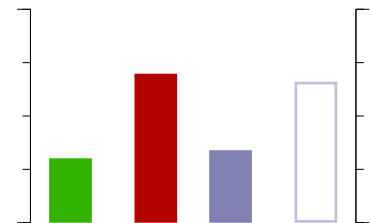
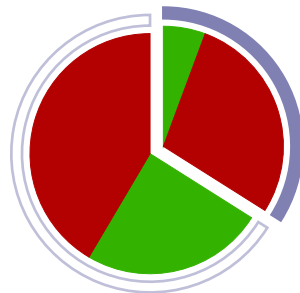
Key

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

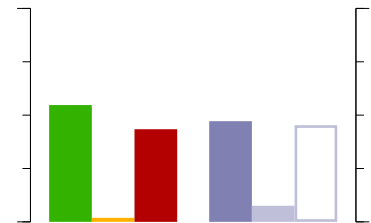
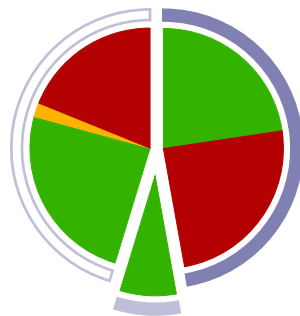
67
Provide learning opportunities for colleagues



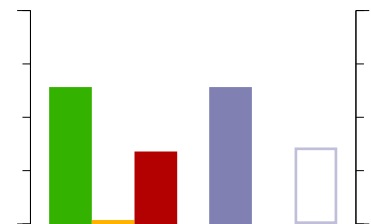
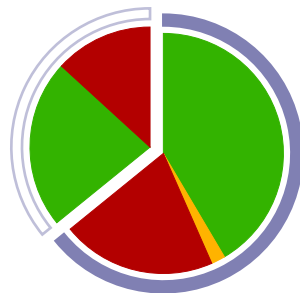
69
Support competence achieved in the workplace



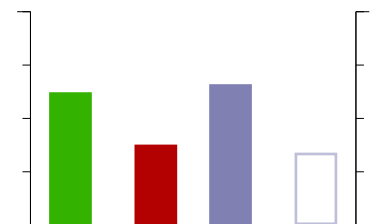
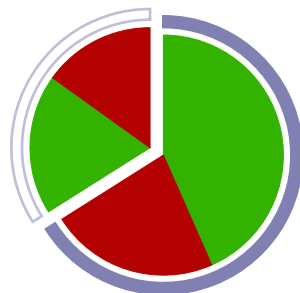
28
Support teaching and learning in a curriculum area



49
Support children and young people during transitions in their lives



39
Support pupils with communication and interaction needs



Key

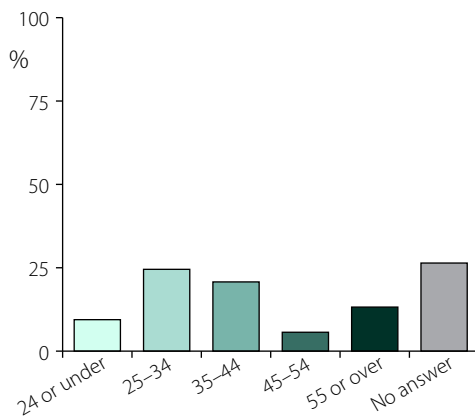
■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	■ not relevant

Staff profile

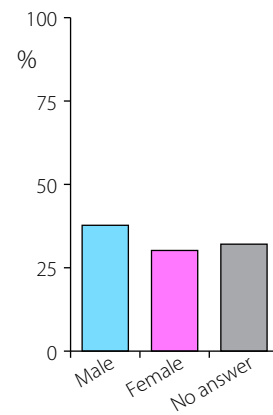
This section gives an overview of the teaching and learning support staff in your school in terms of their demographic characteristics. The data is taken from responses entered by the members of teaching and learning support staff in the *Professional Development Review* online questionnaire.

Personal details

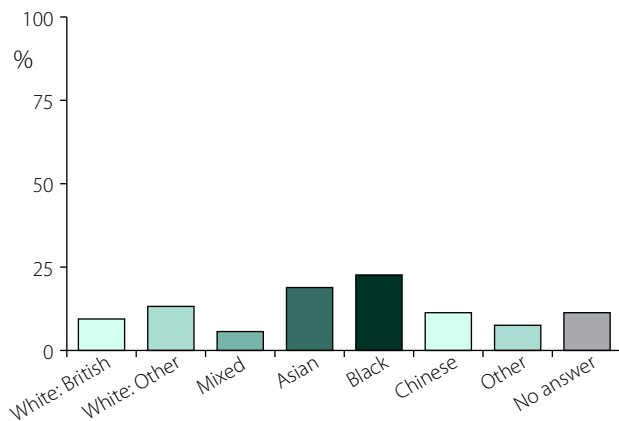
Age



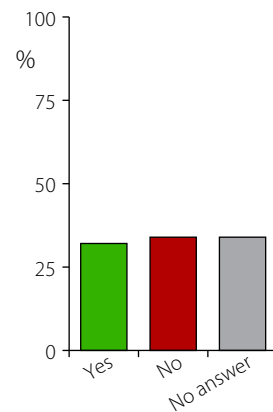
Gender



Ethnicity

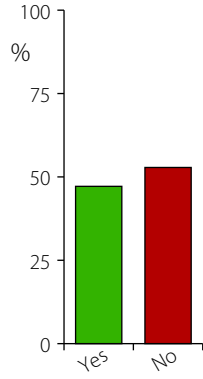


Speaks a language other than English

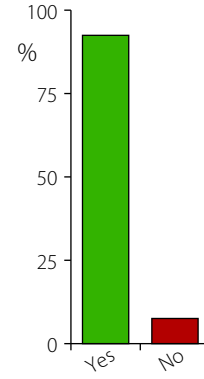


Qualifications held

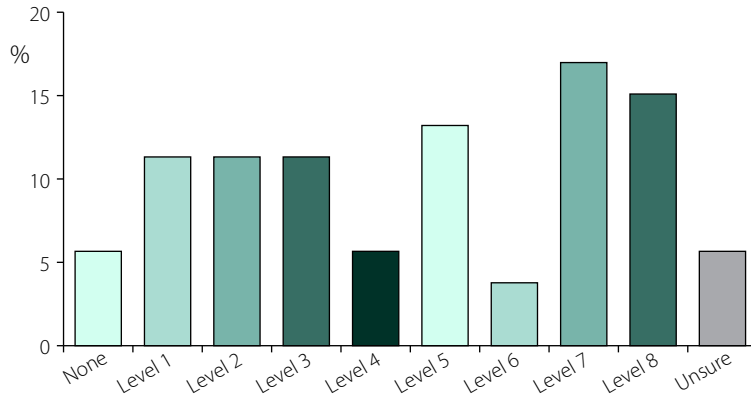
Level 2 or above in maths/numeracy



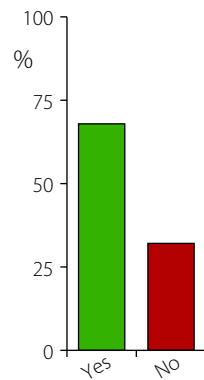
Level 2 or above in English/literacy



Highest qualification

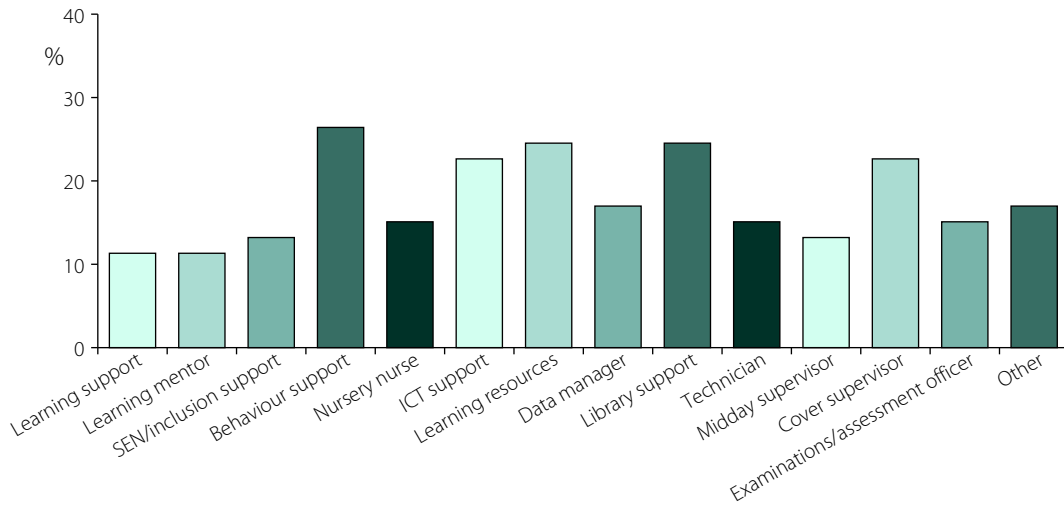


HLTA status

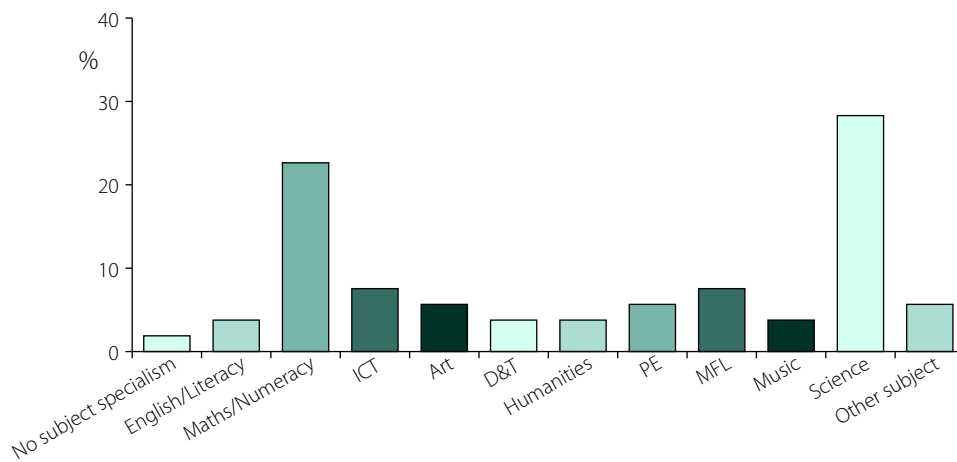


Job details

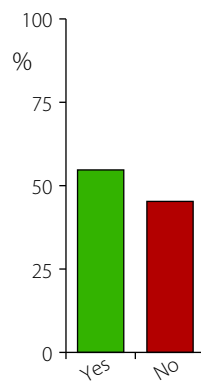
Roles undertaken



Subject specialism



Leadership responsibility



Staff data

The answers that each teaching and learning support staff member gave to the questions in the personal profile section of the *Professional Development Review* online questionnaire are shown on pages 17 to 21. A key to the colours and codes used is provided below.

- Yes
- No
- I do not wish to answer

Ethnicity

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

Subject specialism

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

Gender

- Male
- Female
- I do not wish to answer

Roles undertaken

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

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	Roles undertaken
Inocencia Abraham	●	25–34	WO	●	●	Mat	●	●	●	Lvl 1	LM, LR, Other
Carlos Ahmed	●	≥55	WO	●	●	Hum	●	●	●	Lvl 7	DM
Sallie Angel	●	●	A	●	●	Eng	●	●	●	Lvl 7	BS, T, Other
Florencio Arnold	●	≤24	A	●	●	None	●	●	●	Lvl 1	BS, DM
Preston Ashli	●	25–34	M	●	●	Mat	●	●	●	Lvl 7	LM, ICT, LR, Lib
Anthony Baker	●	35–44	●	●	●	Sci	●	●	●	Lvl 8	LS, LM, SEN, BS, NN, ICT, LR, DM, Lib, T, MS, CS, EO, Other
Merideth Bennie	●	≥55	C	●	●	DT	●	●	●	Lvl 6	Lib
Cher Chad	●	●	B	●	●	Sci	●	●	●	Lvl 7	BS, Other
Jarvis Charline	●	≥55	WB	●	●	Sci	●	●	●	Lvl 4	T
Pierre Cher	●	25–34	WO	●	●	Mat	●	●	●	Lvl 2	Lib, CS
Rodger Claudette	●	35–44	WB	●	●	Mat	●	●	●	Lvl 8	EO
Damion Cristobal	●	35–44	B	●	●	Other	●	●	●	Lvl 4	SEN, NN, ICT, LR, T
Enrique Danette	●	45–54	WB	●	●	MFL	●	●	●	Lvl 2	LM, SEN, BS

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	Roles undertaken
Michael Daniell	●	≤24	WO	●	●	Art	●	●	●	Lvl 8	LM, NN, DM, CS
Marc Doug	●	25–34	WB	●	●	MFL	●	●	●	Lvl 7	MS
Lien Edward	●	35–44	B	●	●	Sci	●	●	●	Lvl 3	MS, CS
Enda Elayne	●	35–44	A	●	●	MFL	●	●	●	Lvl 2	LS, BS, ICT, Lib
Marc Elbert	●	25–34	Other	●	●	Mus	●	●	●	Lvl 5	NN, ICT, DM
Carlos Ellyn	●	≤24	A	●	●	Sci	●	●	●	Unsure	LS, NN, LR
Bennie Emogene	●	●	●	●	●	Eng	●	●	●	Lvl 3	ICT, Lib, MS, Other
Kim Emogene	●	25–34	B	●	●	Mat	●	●	●	None	BS, LR, DM, CS
Brittini France	●	≤24	●	●	●	Sci	●	●	●	Unsure	MS, CS
Hilton Frieda	●	●	●	●	●	Art	●	●	●	Lvl 7	NN, Lib, EO
Rob Gabriel	●	35–44	●	●	●	Sci	●	●	●	Lvl 7	MS, CS
Jacquelin Gene	●	35–44	C	●	●	Mat	●	●	●	Lvl 3	ICT, DM, T
Tomeka Gracie	●	●	B	●	●	DT	●	●	●	Lvl 5	ICT, LR, T, Other

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	Roles undertaken
Brenton Graham	●	35–44	B	●	●	Other	●	●	●	Lvl 1	BS
Deanne Gus	●	25–34	B	●	●	ICT	●	●	●	Lvl 8	BS
Sanford Gus	●	25–34	B	●	●	PE	●	●	●	Lvl 7	T, CS
Lien Jacquelin	●	35–44	WB	●	●	Sci	●	●	●	Lvl 1	LS, DM
Rocio Jimmie	●	≥55	Other	●	●	Art	●	●	●	Lvl 8	BS, LR, CS
Frieda Juan	●	25–34	B	●	●	PE	●	●	●	Lvl 2	LS, SEN, Other
Elwood Kandis	●	35–44	M	●	●	ICT	●	●	●	None	SEN, BS, NN, LR, CS
Stan Kaylene	●	25–34	A	●	●	PE	●	●	●	Lvl 1	LR, Lib
Gus Kristofer	●	●	Other	●	●	Sci	●	●	●	Lvl 5	SEN, ICT, T
Juliette Kristofer	●	≥55	M	●	●	Sci	●	●	●	Lvl 3	BS
Ouida Lady	●	●	WO	●	●	Mat	●	●	●	Lvl 1	LS
Curtis Lupe	●	●	B	●	●	Mat	●	●	●	Lvl 5	ICT, Lib
Delicia Magda	●	25–34	WO	●	●	Sci	●	●	●	Lvl 7	NN, ICT, EO

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	Roles undertaken
Tomeka Marco	●	45–54	C	●	●	ICT	●	●	●	Lvl 2	ICT, MS
Myrtie Miyoko	●	●	B	●	●	Mat	●	●	●	Lvl 6	Lib
Brittini Myrtie	●	25–34	B	●	●	Hum	●	●	●	Lvl 5	CS
Mac Nakita	●	≥55	A	●	●	Mat	●	●	●	Lvl 2	Lib
Madge Otha	●	●	●	●	●	Sci	●	●	●	Unsure	LR, DM, Lib
Kandis Porsche	●	●	Other	●	●	Mat	●	●	●	Lvl 8	LR
Garfield Ralph	●	≥55	A	●	●	Other	●	●	●	None	CS, Other
Kaylene Robbie	●	45–54	C	●	●	Mus	●	●	●	Lvl 8	LM, LR, EO
Colin Rudolf	●	35–44	C	●	●	Sci	●	●	●	Lvl 8	SEN, EO
Myrtie Samira	●	●	A	●	●	MFL	●	●	●	Lvl 5	Lib
Bryanna Spencer	●	25–34	A	●	●	Sci	●	●	●	Lvl 3	BS

	Gender	Age	Ethnicity	Leadership responsibility	HLTA status	Subject specialism	Speaks a language other than English	Level 2 or above in maths/humeracy	Level 2 or above in English/literacy	Highest qualification	Roles undertaken
Travis Tyler	●	≤24	C	●	●	Sci	●	●	●	Lvl 5	EO, Other
Irena Walton	●	●	A	●	●	ICT	●	●	●	Lvl 3	EO
Luis Yvone	●	●	WO	●	●	Mat	●	●	●	Lvl 4	BS