



Professional Development Review



Training and Development Report

Prepared for Secondary School X
Hillside, Hilltown

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

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

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

About NAPTA

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

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

Introduction

This report provides a breakdown of 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), the National Workload Agreement's 22 tasks, the Common Core and the Professional Standards for HLTAs (higher level teaching assistants). It also provides information about the specific tasks that your teaching and learning support staff feel they perform as part of their job roles. The report offers valuable information for use in the performance management of your teaching and learning support staff, including helpful pointers to areas in which they might benefit from professional development or additional support. 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 maps the perceived skills and confidence of your teaching and learning support staff to the following training and professional development opportunities:

- NVQ/SVQ for Supporting Teaching and Learning in Schools (NVQ/SVQ STL)
- Support Work in Schools vocational qualification (SWiS)
- Professional Standards for HLTAs
- Literacy and numeracy programmes
- TDA induction programme for teaching assistants and support staff
- Core support staff skills
- Personal ICT skills
- Using ICT to Support Learning
- Support Staff Team Leaders Development Programme
- Specialist HLTA.

The report is not intended to give guidance about which training areas should be a priority to the school. 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 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 upon your 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. Guidance on assessment for HLTA status or the SWiS should be

sought from the Training and Development Agency for Schools (TDA) or your local authority school workforce adviser.

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

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

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.

In some tables, relevance is shown instead by the size of circle, as follows:

- A large circle indicates areas that staff feel are relevant to their job role.
- A medium circle denotes that staff feel that some but not all aspects of an area are relevant.
- A small circle 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.

Areas that may be of particular interest are where staff:

- Show green for confidence, but a shaded or white item (or a medium or small circle) for relevance – The 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.
- Show amber or red for confidence, but a solid item (or a large circle) for relevance – The staff feel that they lack confidence in an area that they are currently performing as part of their job role. This does not necessarily mean that the staff should not be performing the task or require training; the staff may not realise how well they perform a task, may be lacking in confidence about their skills generally, or may lack confidence in just one aspect of the area. It is recommended that you discuss the area with the members of staff.

NOS and NVQ/SVQ STL

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

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

When considering the support your school wishes to give in order to enable some or all of your 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 your school
- the units that the staff member will be able to create further evidence for, where required
- the units that the 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 your 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 your 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 your 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 your staff members can do but are not currently required to as part of their specific roles in the school, ie units where they do not have solid blue/a large circle for relevance, the staff members would need to create additional evidence.

Results per unit

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

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

➤ See pages 5 to 19 ➤

Individual results per unit

For each unit of the National Occupational Standards/NVQ, you are shown the category that each member of teaching and learning support staff falls into for that unit for both confidence and relevance.

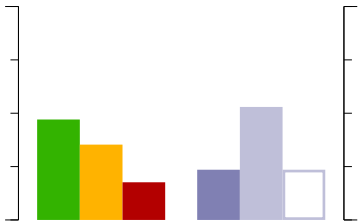
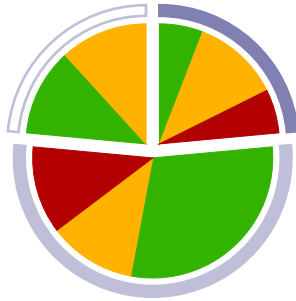
- ★ A blue star shows that the staff member feels that they currently have all the perceived competences to enable them to undertake a full NVQ/SVQ qualification at the level shown.

➤ See pages 20 to 23 ➤

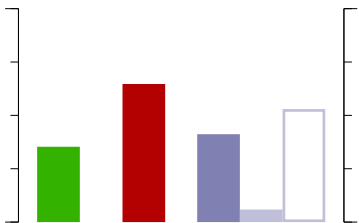
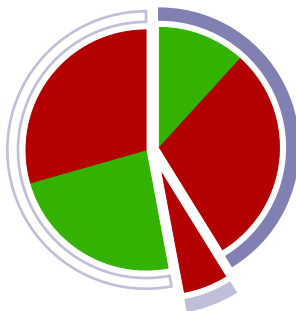
Ability of staff to meet the NOS/NVQ STL units

Level 2 NVQ Mandatory units

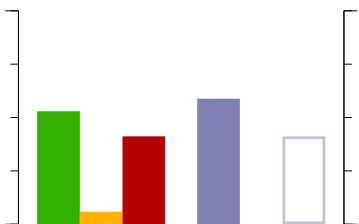
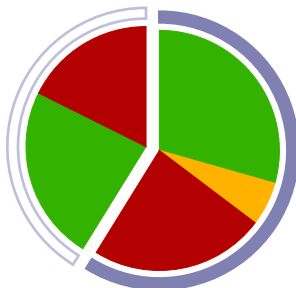
1 Provide support for learning activities



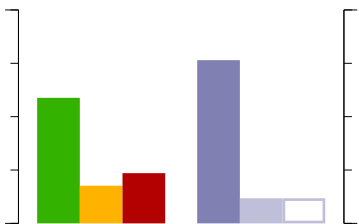
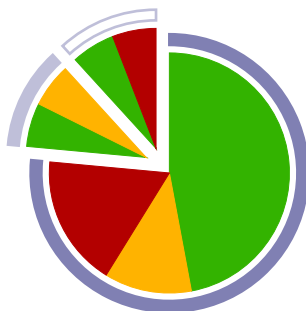
2 Support children's development



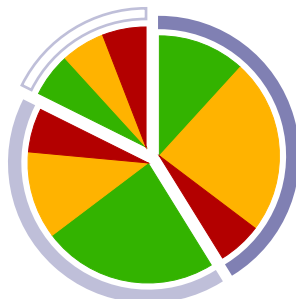
3 Help to keep children safe



4 Contribute to positive relationships



5 Provide effective support for your colleagues



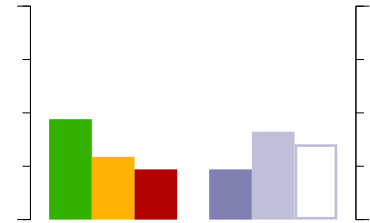
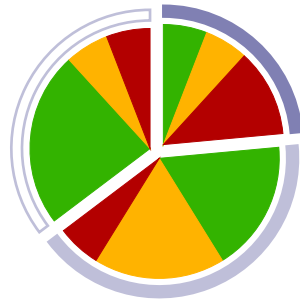
Key

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

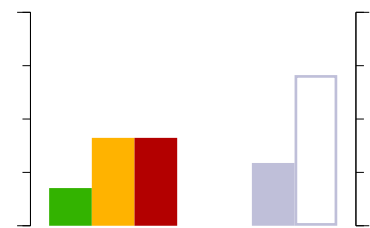
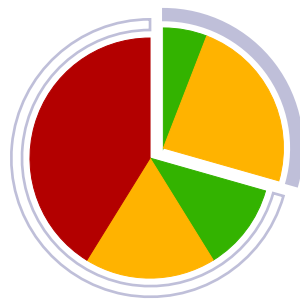
Level 2 NVQ Optional units

Staff members must select **two** optional units.

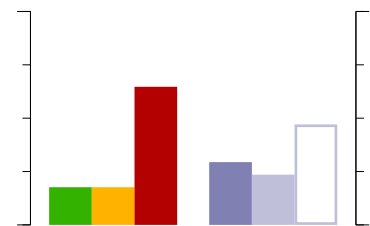
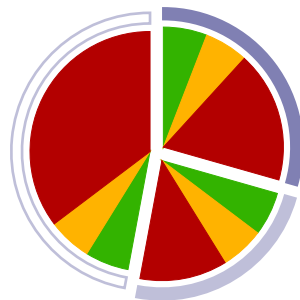
6
Support literacy and numeracy activities



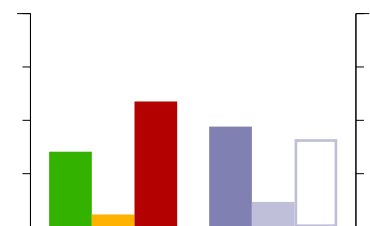
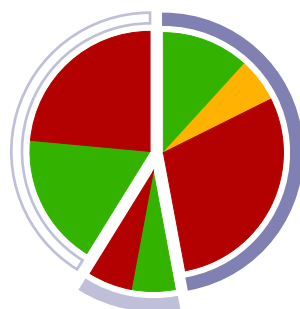
7
Support the use of information and communication technology for teaching and learning



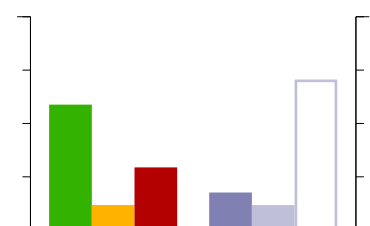
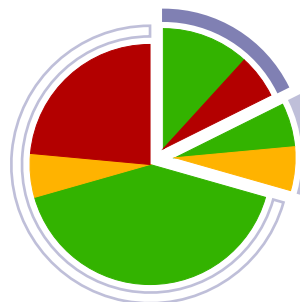
8
Use information and communication technology to support pupils' learning



9
Observe and report on pupil performance



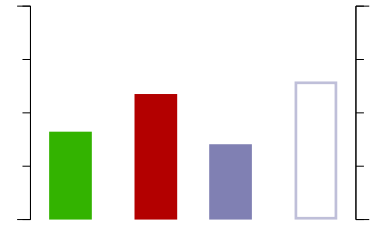
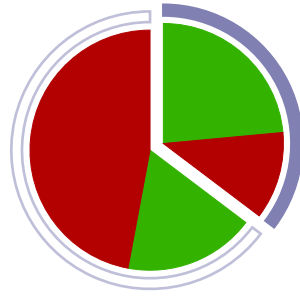
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Support children's play and learning



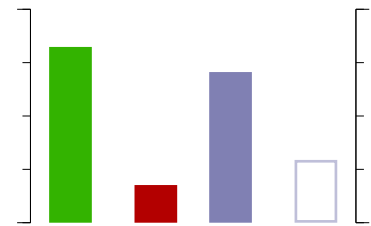
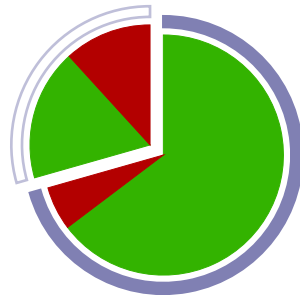
Key

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

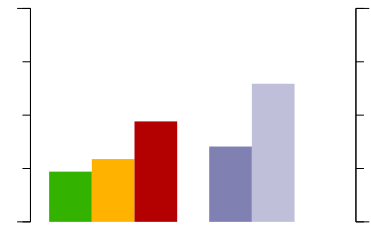
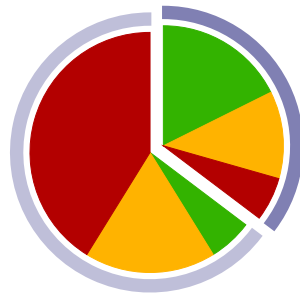
11
Contribute to supporting
bilingual/multilingual pupils



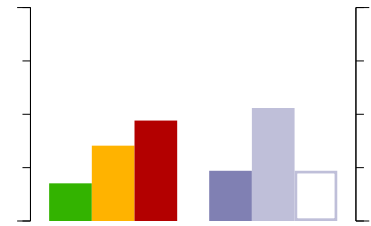
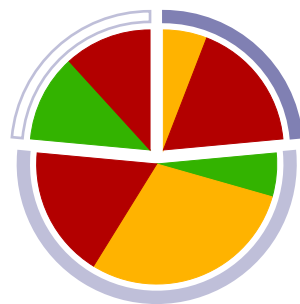
12
Support a child with disabilities
or special educational needs



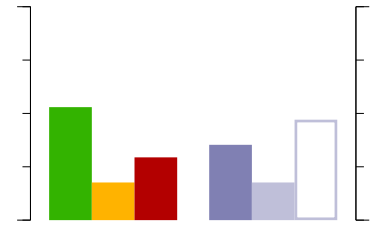
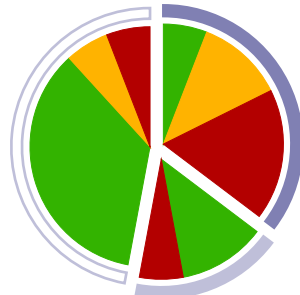
13
Contribute to moving and
handling individuals



14
Support individuals during
therapy sessions



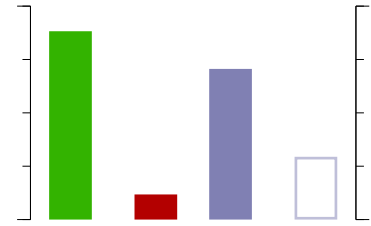
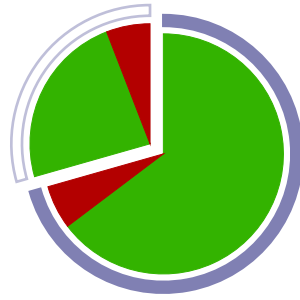
15
Support children and young
people's play



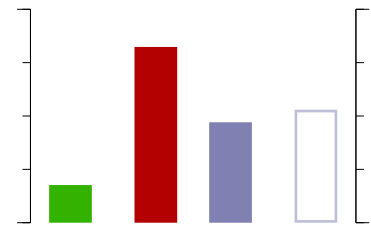
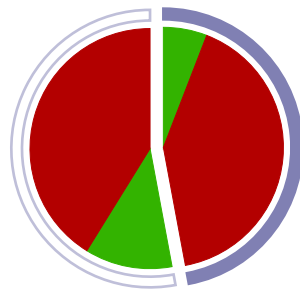
Key

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

16
Provide displays

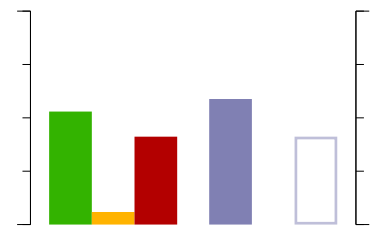
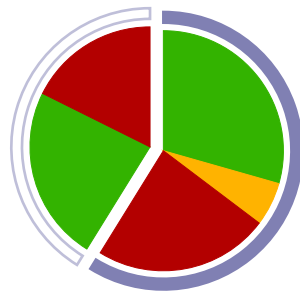


17
Invigilate tests and examinations

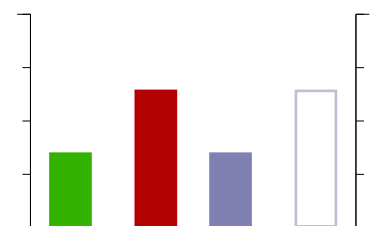
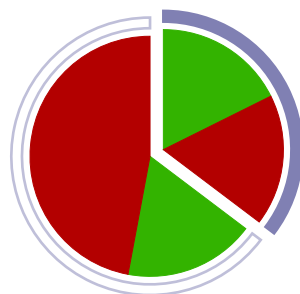


Level 3 NVQ Mandatory units

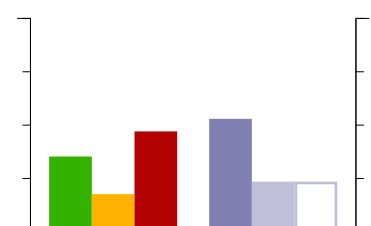
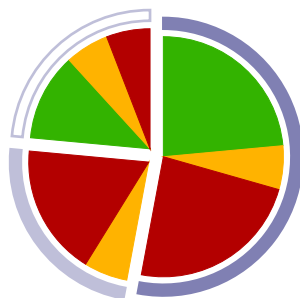
3
Help to keep children safe



18
Support pupils' learning activities



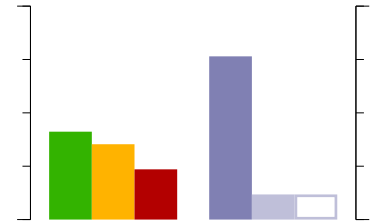
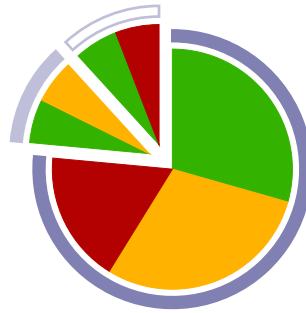
19
Promote positive behaviour



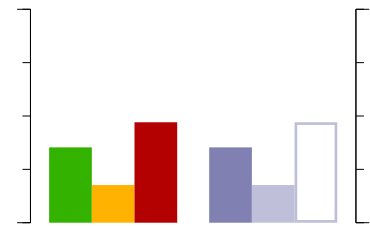
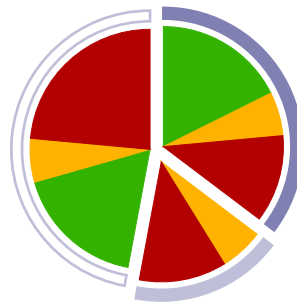
Key

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

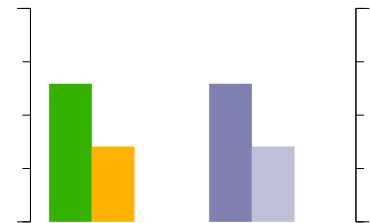
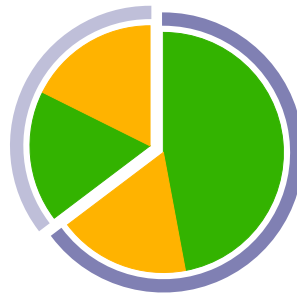
20
Develop and promote positive relationships



21
Support the development and effectiveness of work teams



22
Reflect on and develop practice

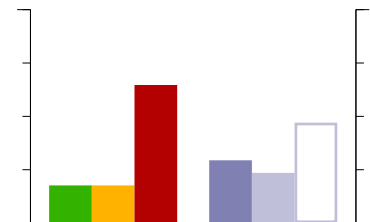
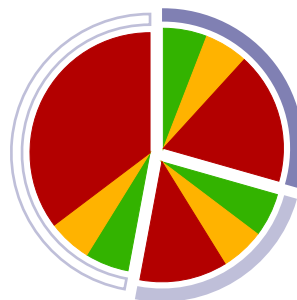


Level 3 NVQ Optional units

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

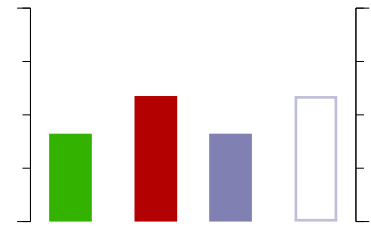
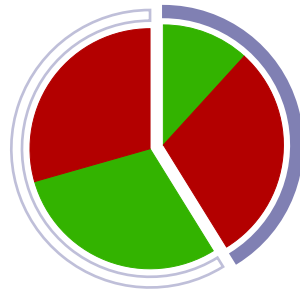
8
Use information and communication technology to support pupils' learning



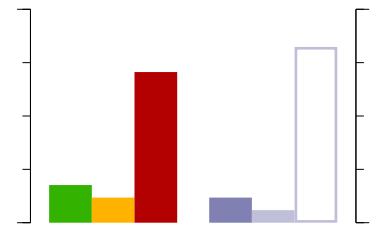
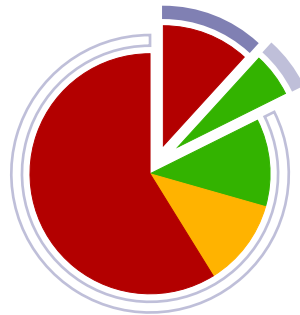
Key

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

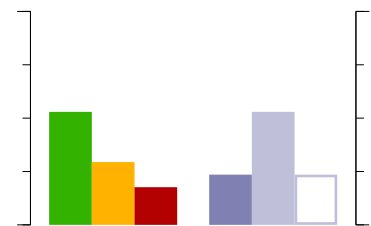
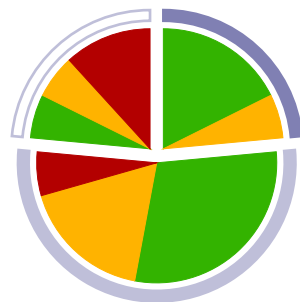
23
Plan, deliver and evaluate teaching and learning activities under the direction of a teacher



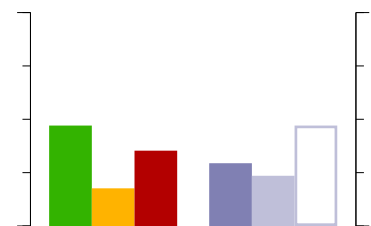
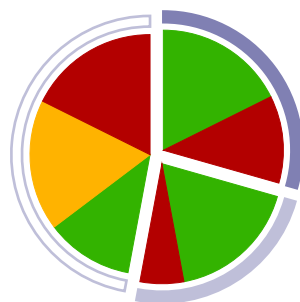
24
Contribute to the planning and evaluation of teaching and learning activities



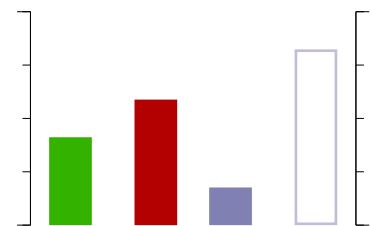
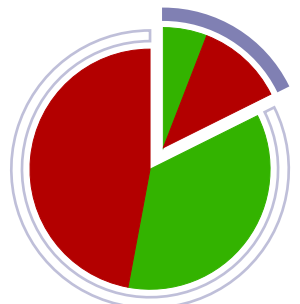
25
Support literacy development



26
Support numeracy development



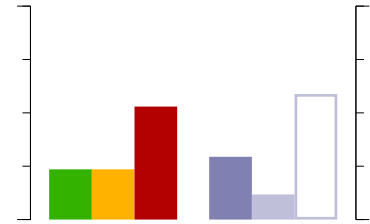
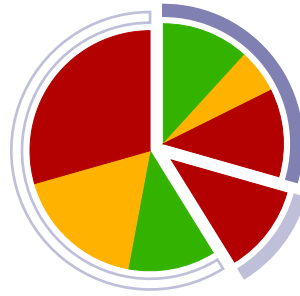
27
Support implementation of the early years curriculum



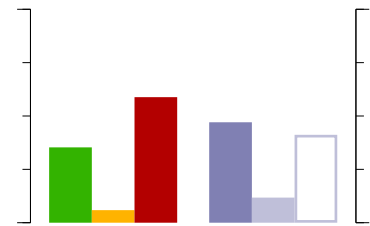
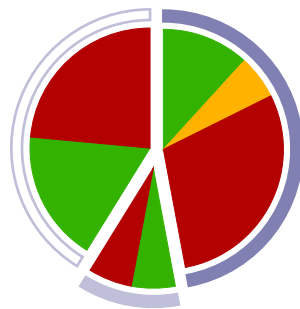
Key

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

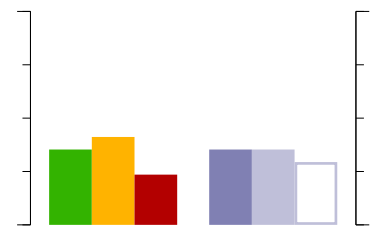
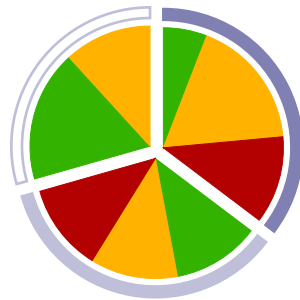
28
Support teaching and learning
in a curriculum area



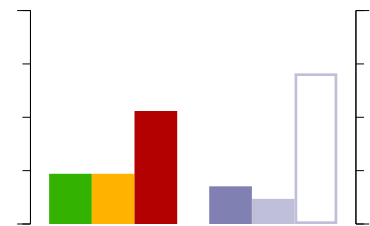
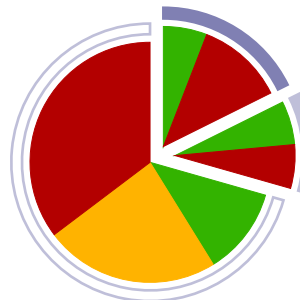
29
Observe and promote pupil
performance and development



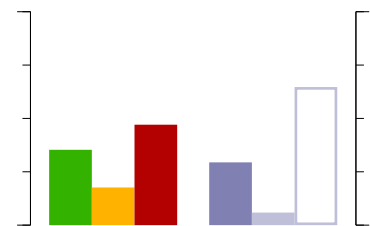
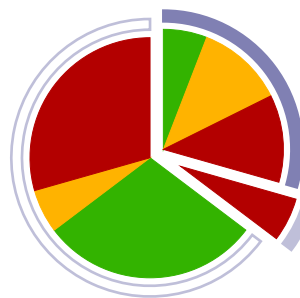
30
Contribute to assessment for
learning



31
Prepare and maintain the
learning environment



32
Promote the transfer of learning
from outdoor experiences

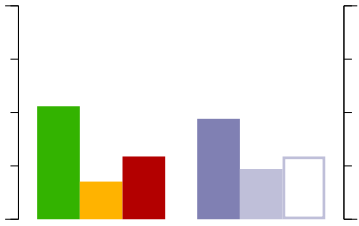
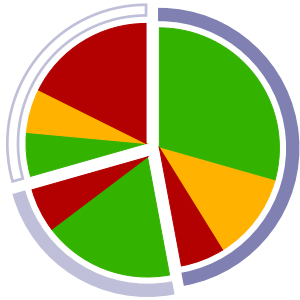


Key

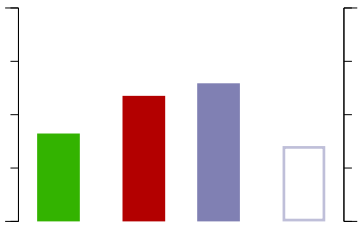
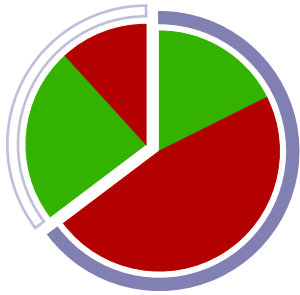
■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

Group B: Meeting additional support needs

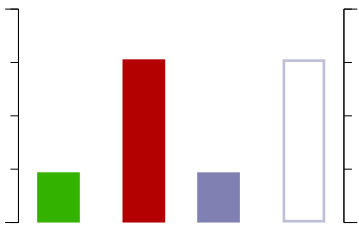
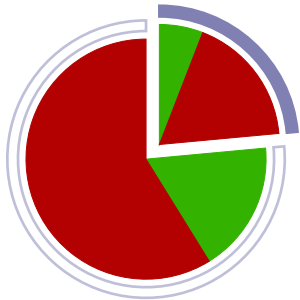
33
Provide literacy and numeracy support to enable pupils to access the wider curriculum



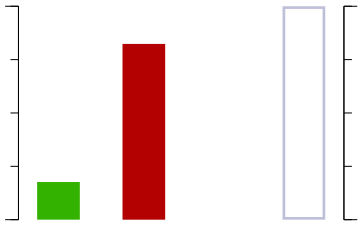
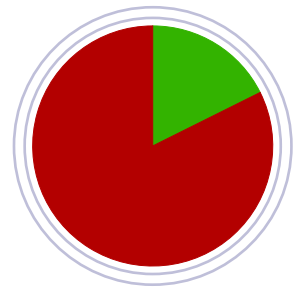
34
Support gifted and talented pupils



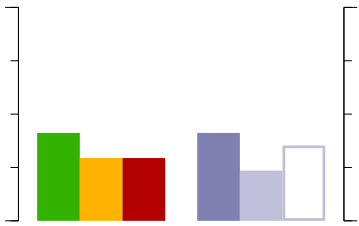
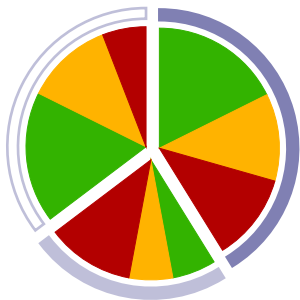
35
Support bilingual/multilingual pupils



36
Provide bilingual/multilingual support for teaching and learning



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

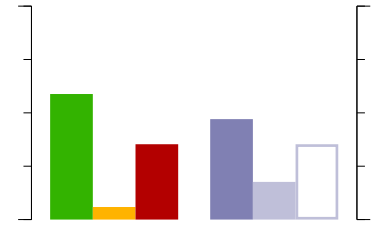
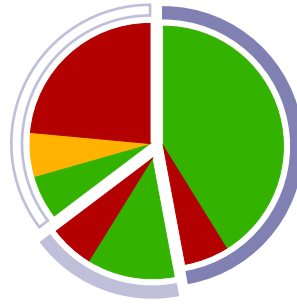


Key

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

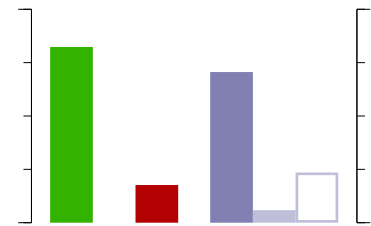
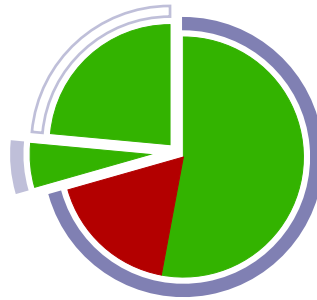
38

Support children with disabilities or special educational needs and their families



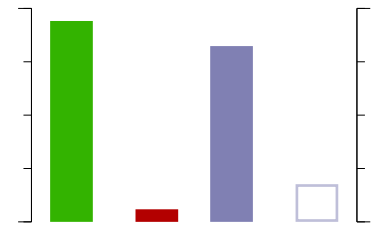
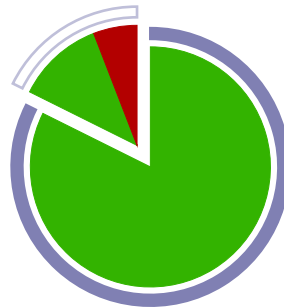
39

Support pupils with communication and interaction needs



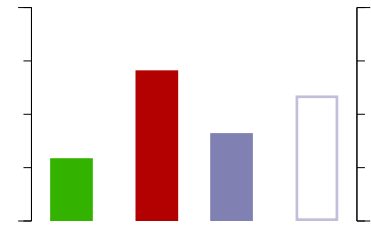
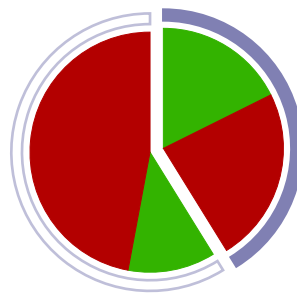
40

Support pupils with cognition and learning needs



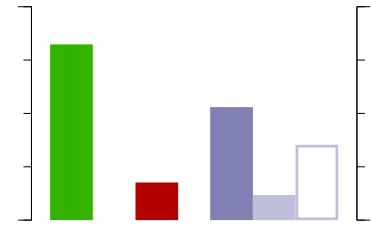
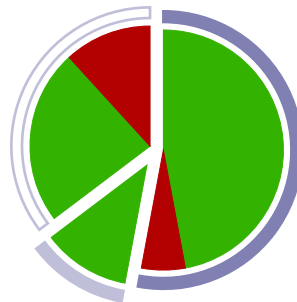
41

Support pupils with behaviour, emotional and social development needs



42

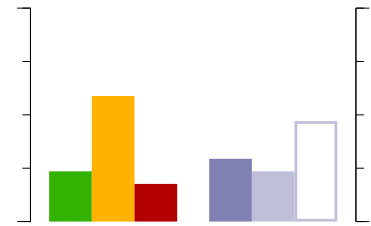
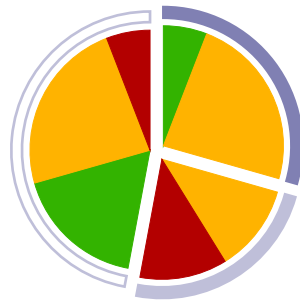
Support pupils with sensory and/or physical needs



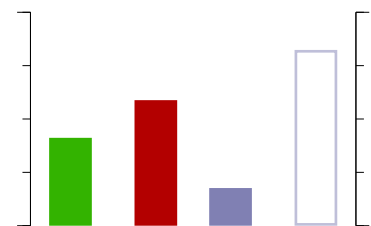
Key

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

43
Assist in the administration of medication

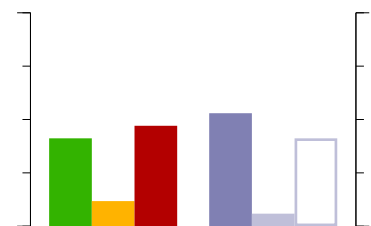
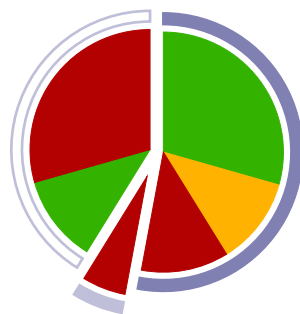


44
Work with children and young people with additional requirements to meet their personal support needs

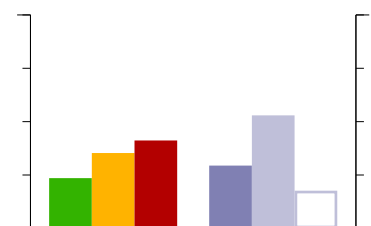
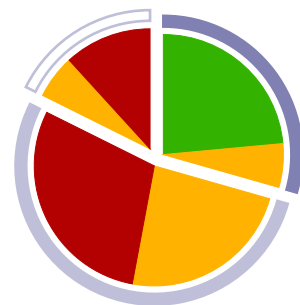


Group C: Providing pastoral support

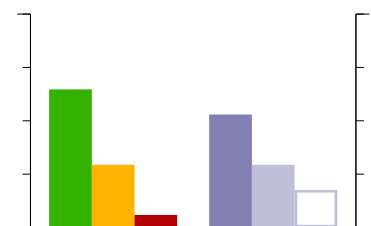
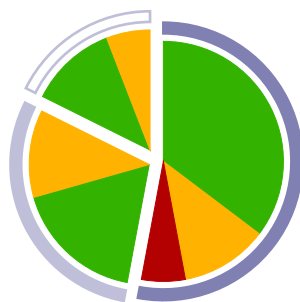
45
Promote children's well-being and resilience



46
Work with young people to safeguard their welfare



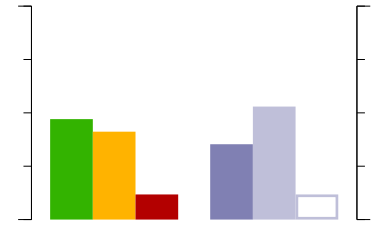
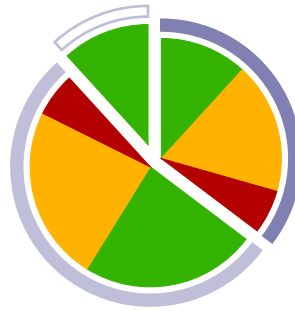
47
Enable young people to be active citizens



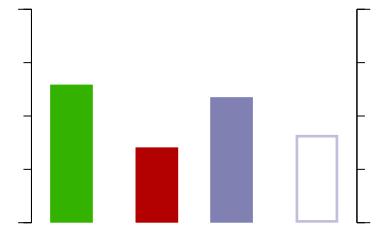
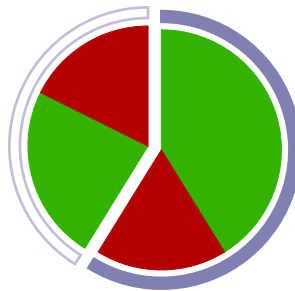
Key

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

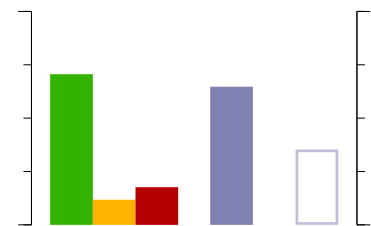
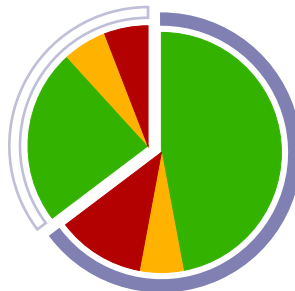
48
Support young people in tackling problems and taking action



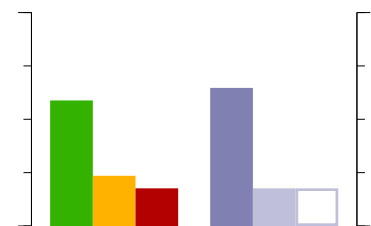
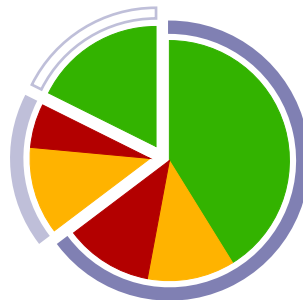
49
Support children and young people during transitions in their lives



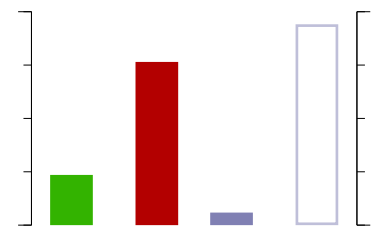
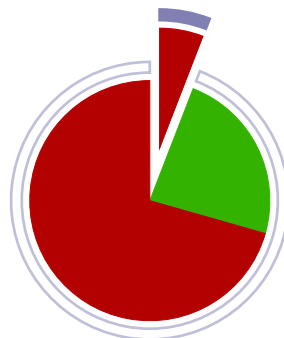
50
Facilitate children and young people's learning and development through mentoring



51
Contribute to improving attendance



52
Support children and families through home visiting

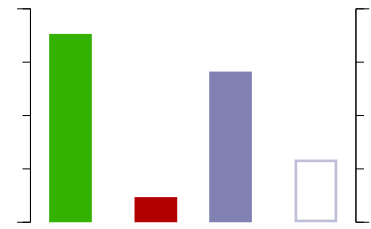
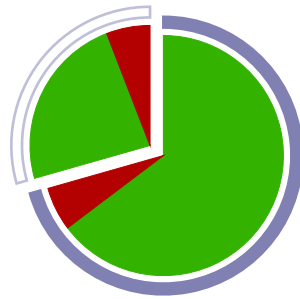


Key

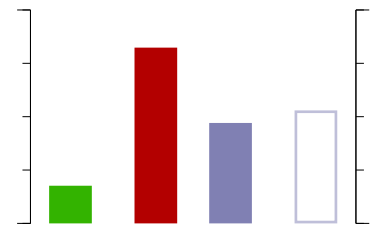
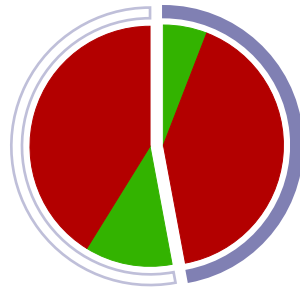
■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

Group D: Supporting the wider work of the school

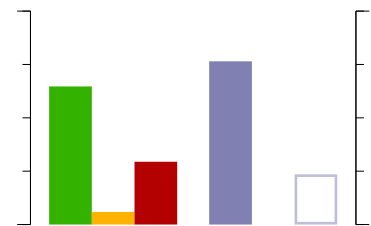
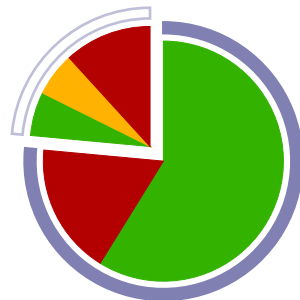
16
Provide displays



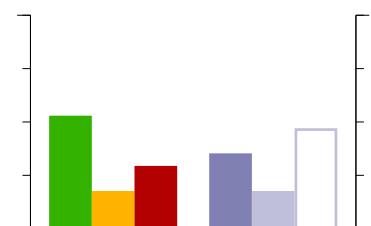
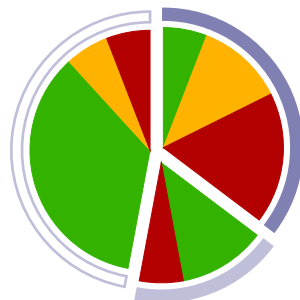
17
Invigilate tests and examinations



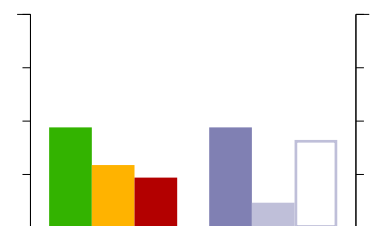
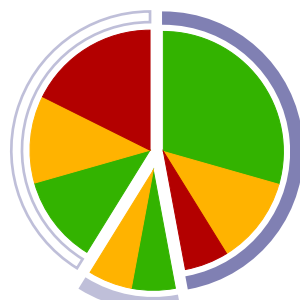
53
Lead an extra-curricular activity



54
Plan and support self-directed play



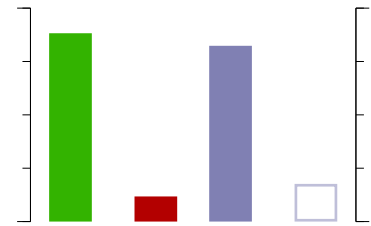
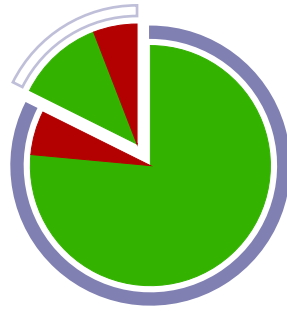
55
Contribute to maintaining pupil records



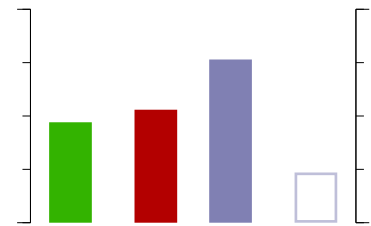
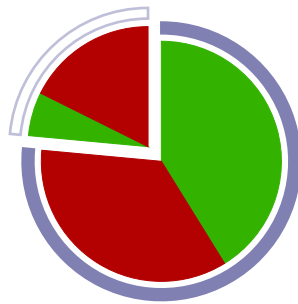
Key

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

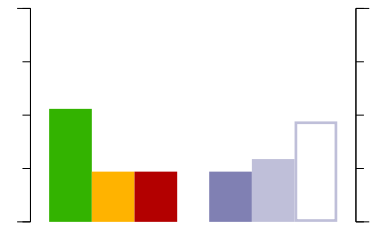
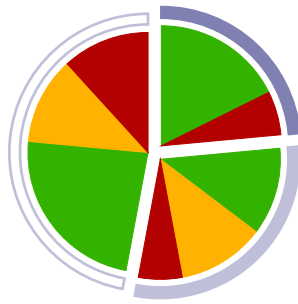
56
Monitor and maintain curriculum resources



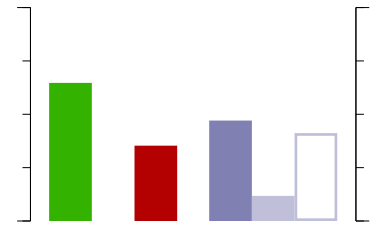
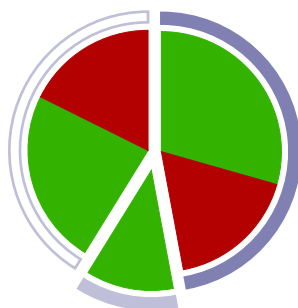
57
Organise cover for absent colleagues



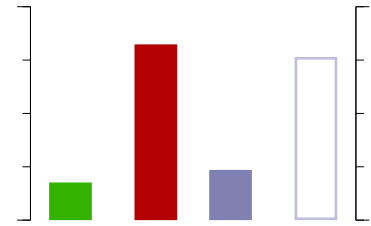
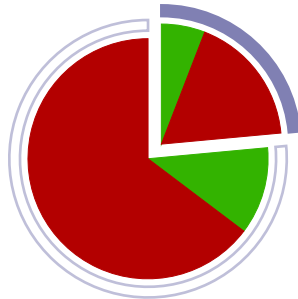
58
Organise and supervise travel



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



60
Liaise with parents, carers and families

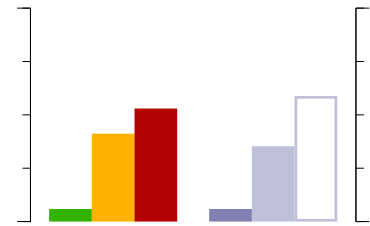
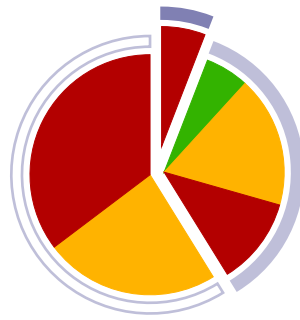


Key

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

61

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

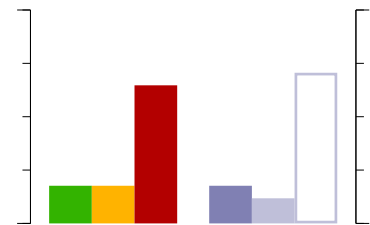
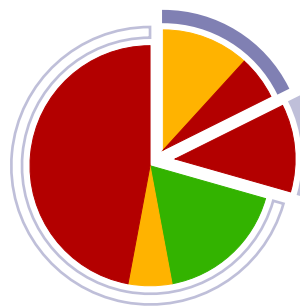


Group E: Working with colleagues

Staff members cannot choose both units 63 and 64.

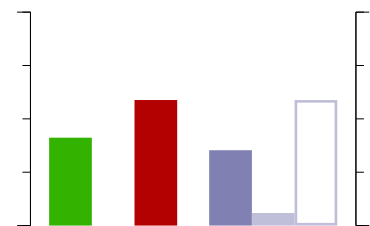
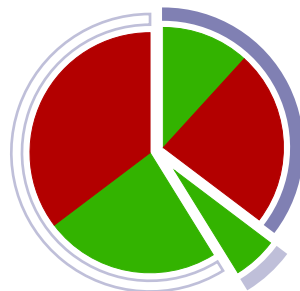
62

Develop and maintain working relationships with other practitioners



63

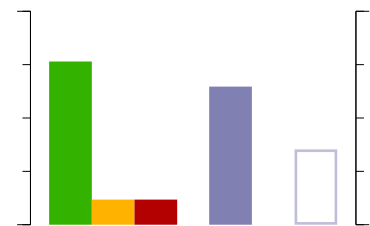
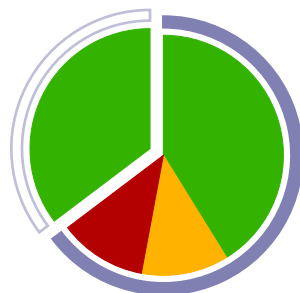
Provide leadership for your team



or

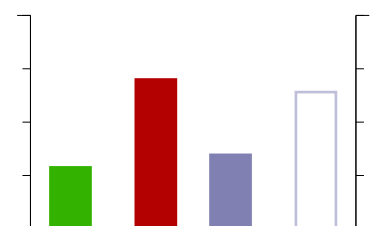
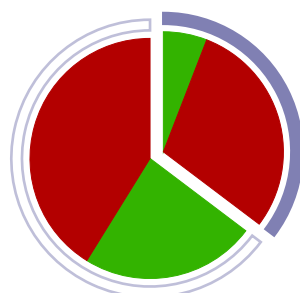
64

Provide leadership in your area of responsibility



65

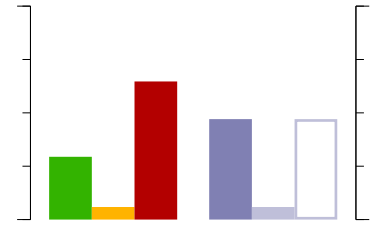
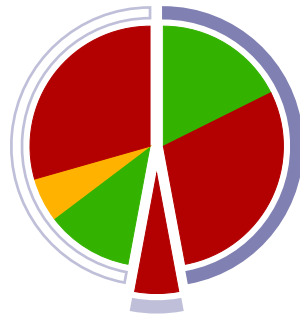
Allocate and check work in your team



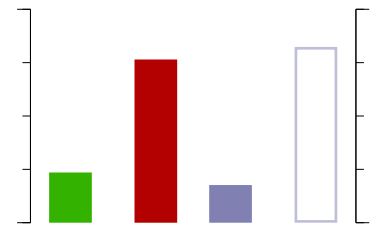
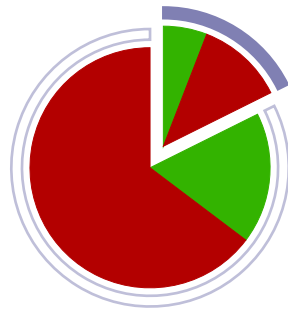
Key

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

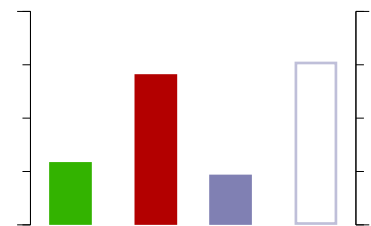
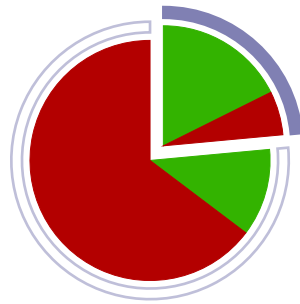
66
Lead and motivate volunteers



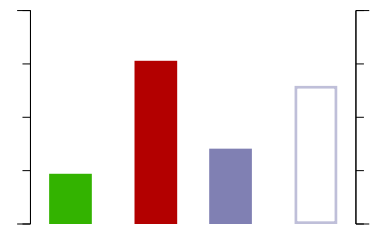
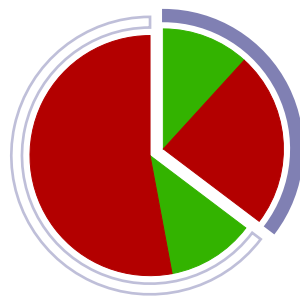
67
Provide learning opportunities for colleagues



68
Support learners by mentoring in the workplace



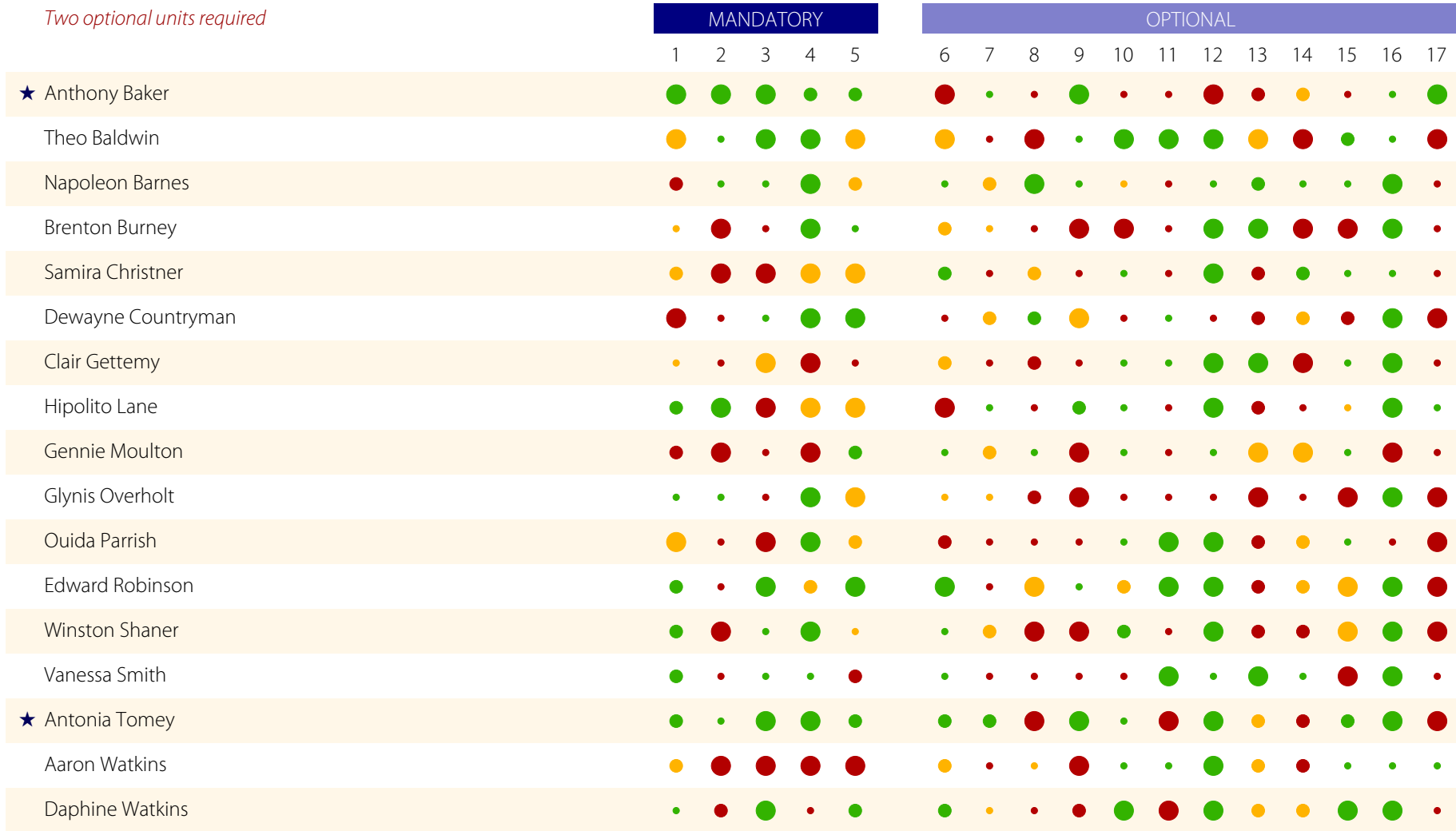
69
Support competence achieved in the workplace



Key

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

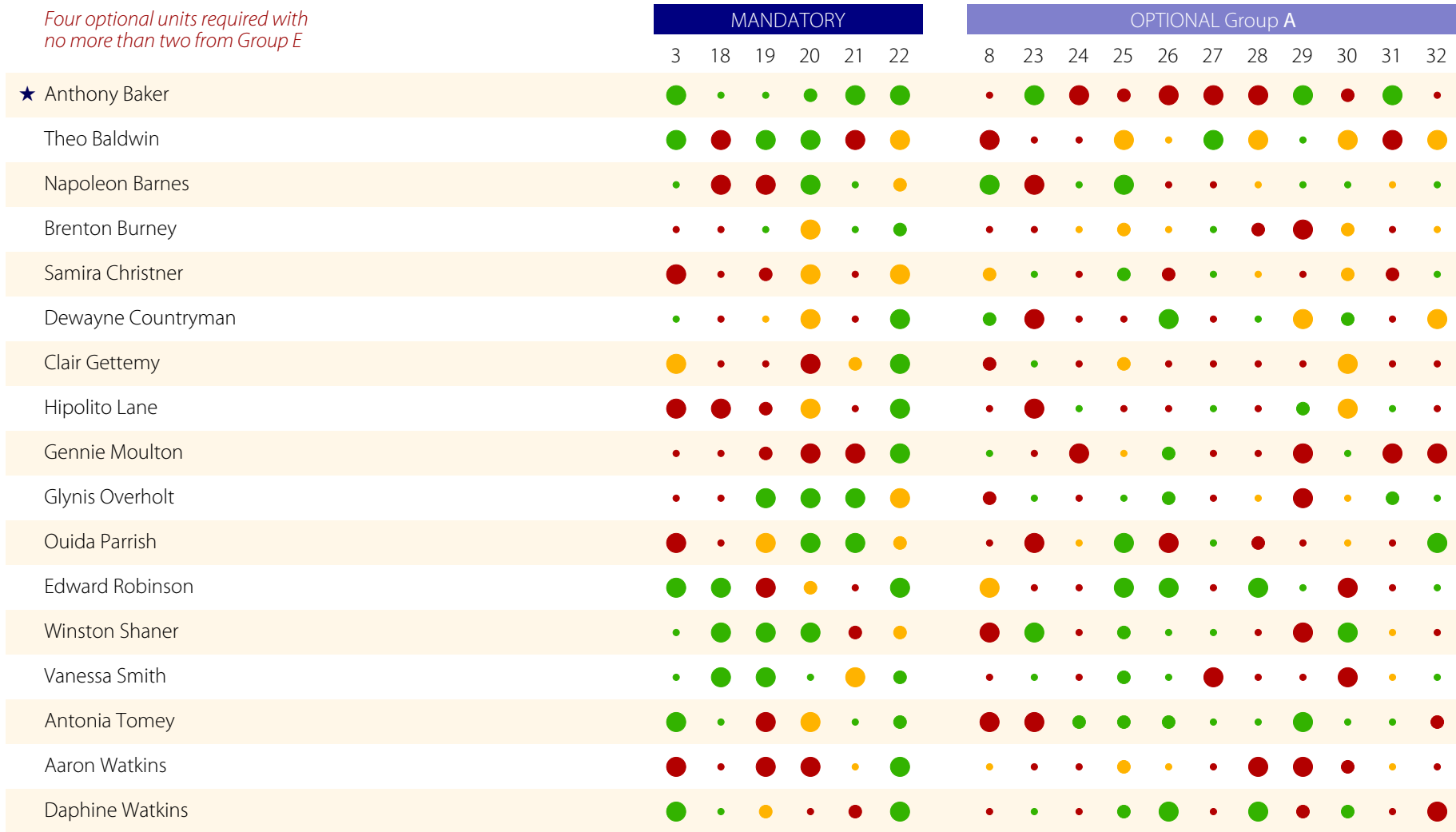
Ability of each member of staff to meet the NOS/Level 2 NVQ STL units



Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	● confident	● relevant
	● partially confident	● partially relevant
	● not confident	● not relevant

Ability of each member of staff to meet the NOS/Level 3 NVQ STL units



Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	● confident	● relevant
	● partially confident	● partially relevant
	● not confident	● not relevant

Four optional units required with no more than two from Group E

	OPTIONAL Group B													OPTIONAL Group C							
	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
★ Anthony Baker	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Theo Baldwin	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Napoleon Barnes	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Brenton Burney	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Samira Christner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Dewayne Countryman	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Clair Gettemy	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Hipolito Lane	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Gennie Moulton	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Glynis Overholt	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Ouida Parrish	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Edward Robinson	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Winston Shaner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Vanessa Smith	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Antonia Tomey	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Aaron Watkins	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Daphine Watkins	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	● confident	● relevant
	● partially confident	● partially relevant
	● not confident	● not relevant

Four optional units required with no more than two from Group E

	OPTIONAL Group D											OPTIONAL Group E							
	16	17	53	54	55	56	57	58	59	60	61	62	63 or 64	65	66	67	68	69	
★ Anthony Baker	•	●	●	•	●	●	●	●	●	●	•	•	●	●	•	●	•	•	•
Theo Baldwin	•	●	•	•	•	●	●	•	•	•	•	•	•	●	●	•	•	•	●
Napoleon Barnes	●	•	●	•	●	●	●	•	●	•	•	•	•	•	●	•	●	•	●
Brenton Burney	●	•	●	●	•	●	•	•	•	•	•	•	•	●	●	●	•	•	•
Samira Christner	•	•	●	•	●	●	●	●	•	•	•	●	•	•	●	•	•	•	•
Dewayne Countryman	●	●	•	•	●	•	●	●	•	●	●	•	●	●	●	•	•	•	●
Clair Gettemy	●	•	●	•	•	•	•	•	●	•	●	•	•	●	•	•	•	●	●
Hipolito Lane	●	•	●	•	•	●	●	●	●	•	•	●	●	•	●	•	●	●	•
Gennie Moulton	●	•	●	•	●	●	●	•	•	•	•	•	•	●	•	●	•	•	●
Glynis Overholt	●	●	●	●	•	●	•	•	•	•	•	•	•	●	•	•	•	•	•
Ouida Parrish	•	●	●	•	●	•	●	●	●	•	•	•	●	•	•	●	●	•	•
Edward Robinson	●	●	●	●	•	●	•	•	●	●	•	•	●	•	•	●	•	●	•
Winston Shaner	●	●	•	●	●	●	●	•	●	●	•	•	•	●	•	●	•	•	•
Vanessa Smith	●	•	●	●	•	●	●	•	•	•	•	●	●	●	•	●	•	•	•
Antonia Tomey	●	●	●	•	●	●	●	•	●	•	•	•	•	●	•	●	•	●	●
Aaron Watkins	•	•	●	•	●	●	●	•	•	●	•	•	•	●	•	•	•	•	•
Daphine Watkins	●	•	•	●	•	●	●	●	•	•	•	•	●	•	•	•	•	•	•

Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	●	confident	●	relevant
	●	partially confident	●	partially relevant
	●	not confident	•	not relevant

The National Workload Agreement's 22 tasks

This section shows which of the National Workload Agreement's 22 tasks the teaching and learning support staff in your school 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.

Capacity per task

For each of the National Workload Agreement's 22 tasks, you are shown the proportion of teaching and learning support staff who fall into each of two categories for confidence.

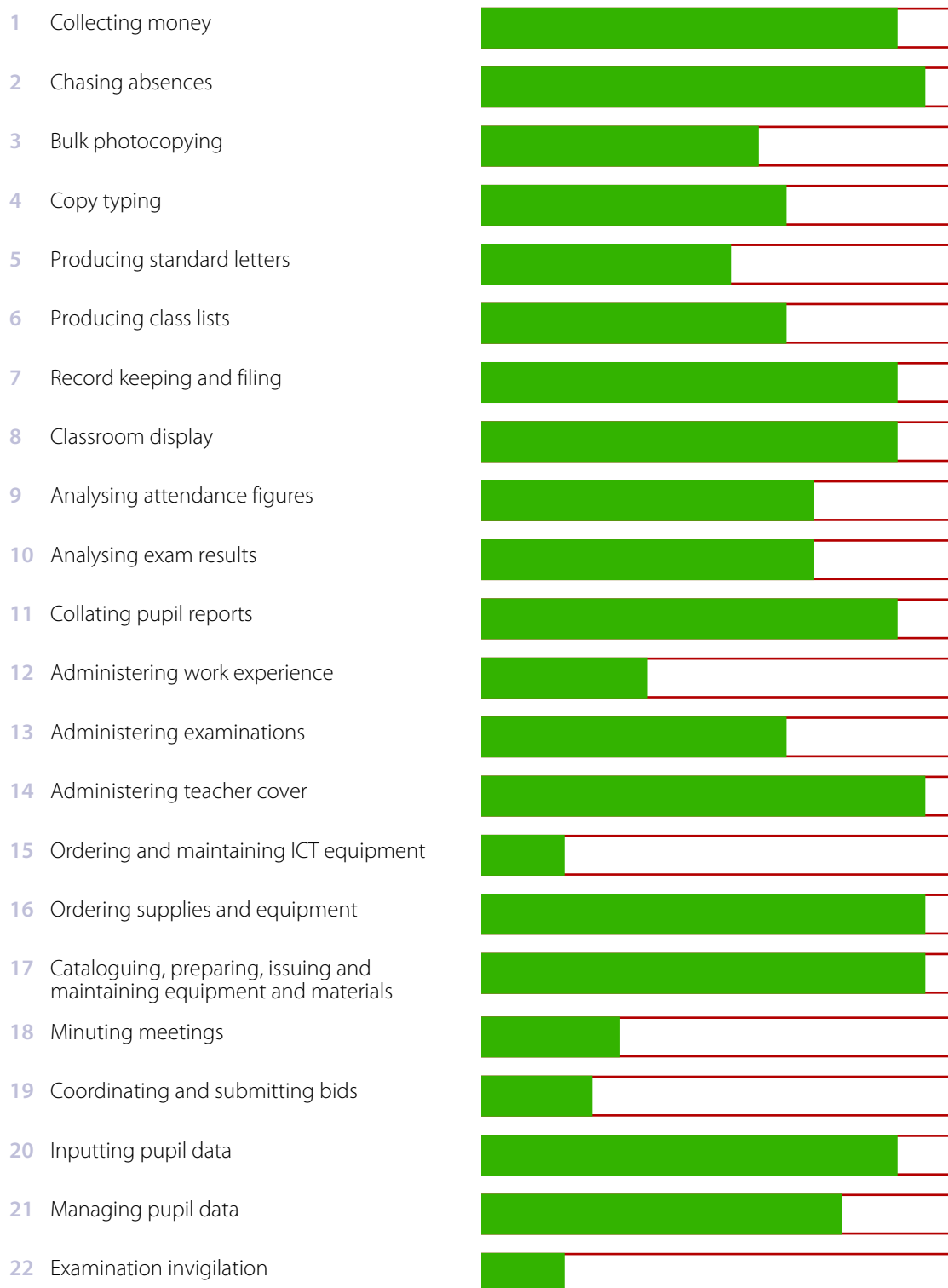
➤ See page 25 ➤

Individual capacity per task

For each of the National Workload Agreement's 22 tasks, you are shown the category that each member of teaching and learning support staff falls into for that task for confidence.

➤ See page 26 ➤

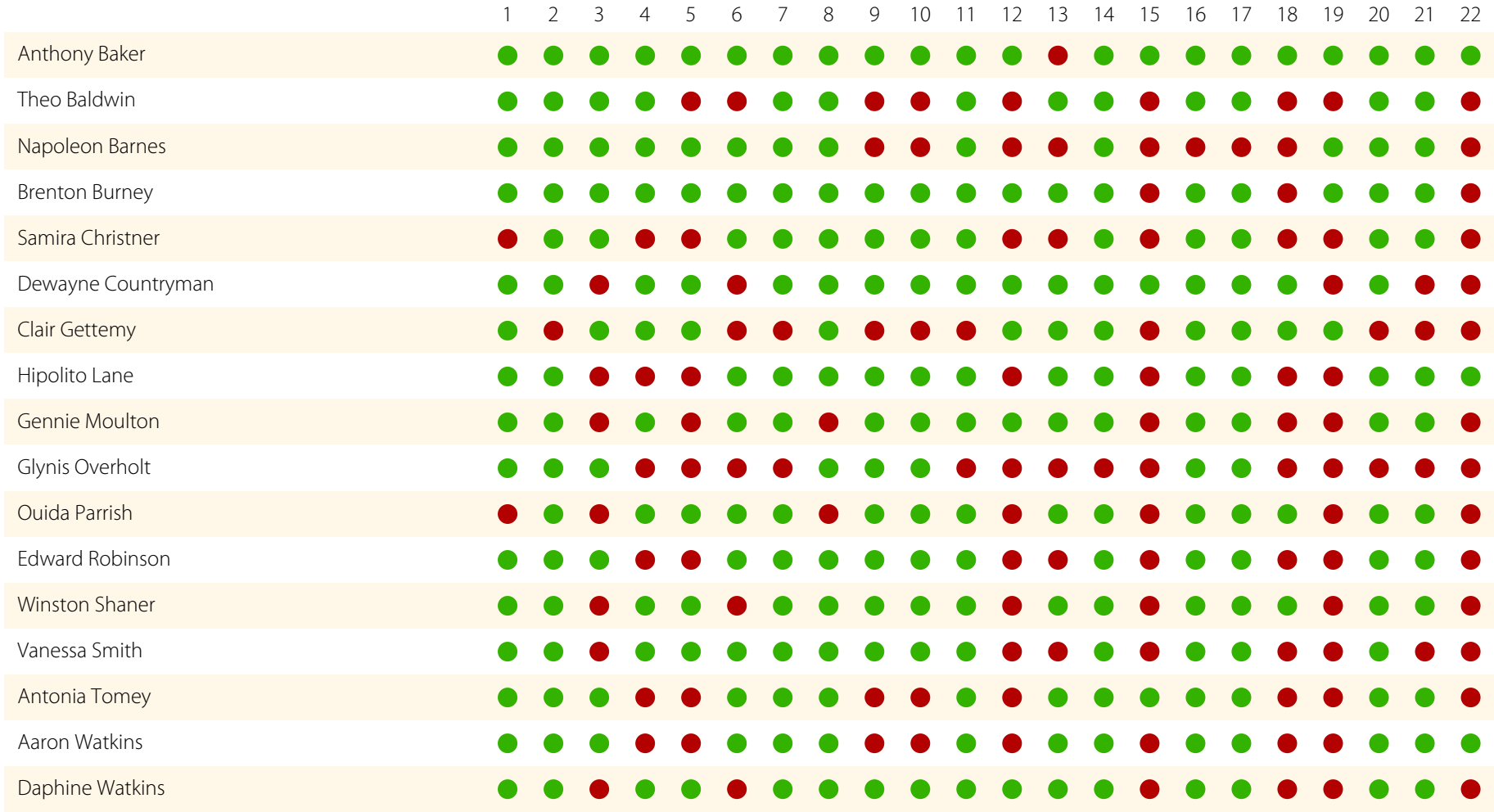
Capacity of staff for the 22 tasks



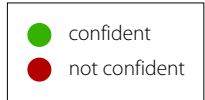
Key

■	confident
	not confident

Capacity of each member of staff for the 22 tasks



Key



Support Work in Schools/Common Core

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

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

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

Any member of staff undertaking the qualification would also be expected to complete one or two optional units which would be selected to reflect the specific role that they perform in the school. Bear in mind that, for any mandatory unit subsections that your staff members can do but are not currently required to as part of their specific roles in the school, ie subsections where they do not have solid blue/a large circle for relevance, the staff members would need to create additional evidence.

Information on how to access the Level 2 Award/Certificate in Support Work in Schools, or on professional development for Every Child Matters, can be obtained from the Cambridge Institute of Technology (INTEC) on 01223 224929 or info@intec.ac.uk.

Results per subsection

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

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.

➤ See page 29 ➤

Individual results per subsection

For each subsection of the Level 2 SWiS mandatory units, you are shown the category that each member of teaching and learning support staff falls into for that subsection for both confidence and relevance.

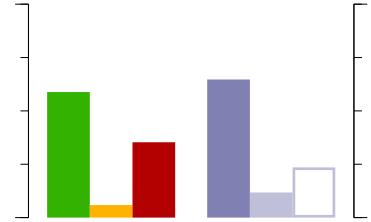
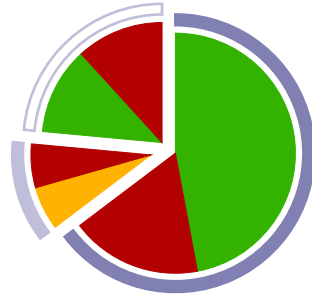
- ★ A blue star shows that the staff member stated that they already possess a Level 2 or Level 3 SWiS qualification.

➤ See page 30 ➤

Ability of staff to meet the SWiS subsections

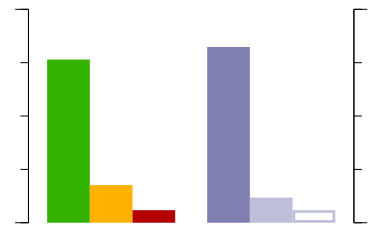
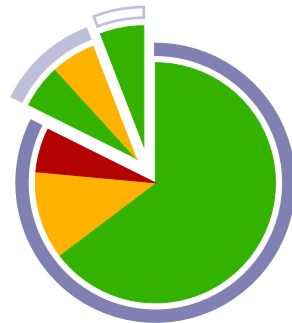
1.1

Explore how pupils develop their ability to think and learn



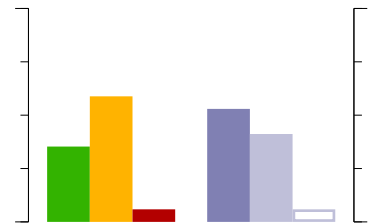
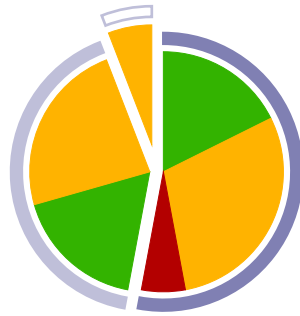
1.2

Contribute to the well-being and safeguarding of pupils



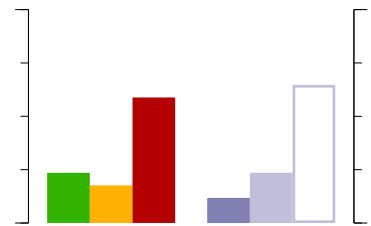
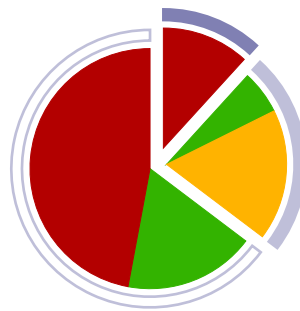
2.1

Work within your school's values, policies and procedures



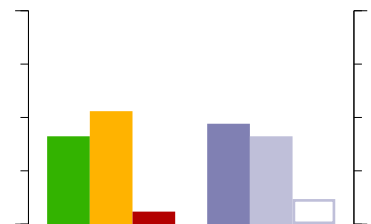
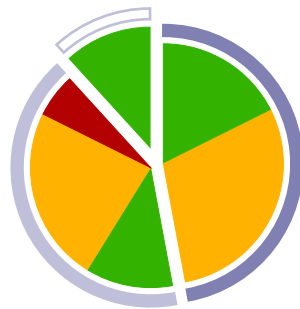
2.2

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



2.3

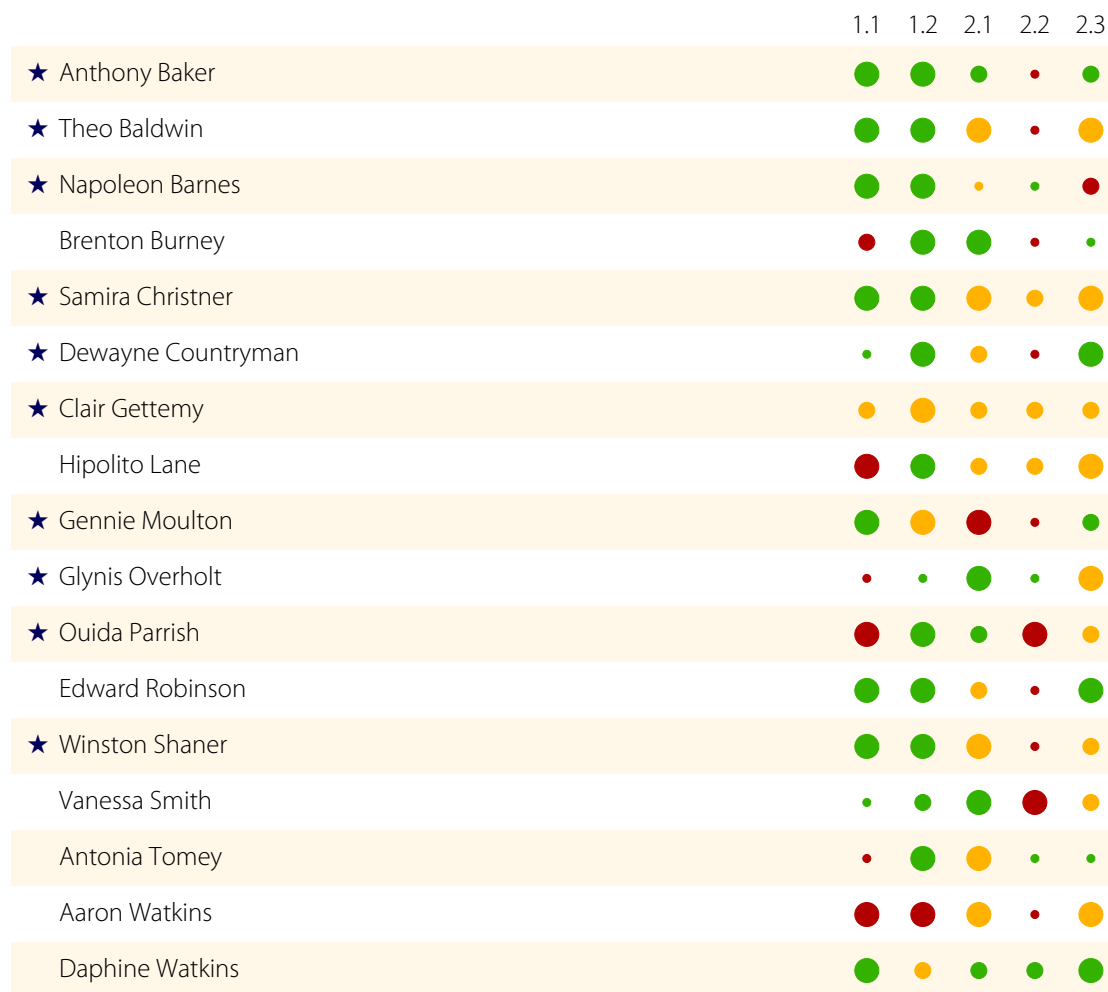
Understand and develop your effectiveness in a support role



Key

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

Ability of each member of staff to meet the SWiS subsections



Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	● confident	● relevant
	● partially confident	● partially relevant
	● not confident	● not relevant

Professional Standards for HLTAs

This section indicates whether the teaching and learning support staff in your school 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 in your school meet the requirements of the standards. This may help to highlight areas in which your teaching and learning support staff would most benefit from further professional development. It also shows which standards your staff members feel currently relate to their specific roles in the school.

In order to gain HLTA status, teaching and learning support staff must be able to demonstrate competence in all of the Professional Standards. Bear in mind that, for any standards that your staff members can do but are not currently required to as part of their specific roles in the school, ie standards where they do not have solid blue/a large circle for relevance, the staff members would need to create additional evidence.

Results per standard

For each Professional Standard, you are shown a large pie chart and two smaller graphs. These indicate the confidence of your 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 the school.

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

➤ See pages 32 to 38 ➤

Individual results per standard

For each of the HLTA Professional Standards, you are shown the category that each member of teaching and learning support staff falls into for that standard for both confidence and relevance.

- ★ A blue star shows that the staff member feels that they possess the skills and knowledge which underpin all the Professional Standards for HLTAs.

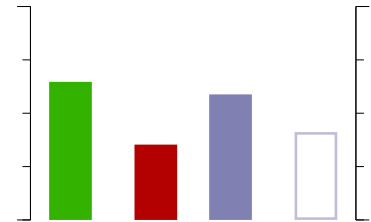
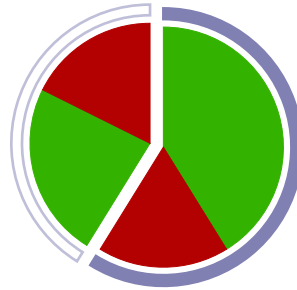
➤ See pages 39 and 40 ➤

Ability of staff to meet the Professional Standards for HLTAs

Professional attributes

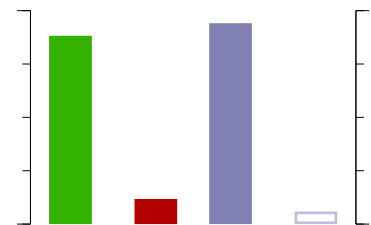
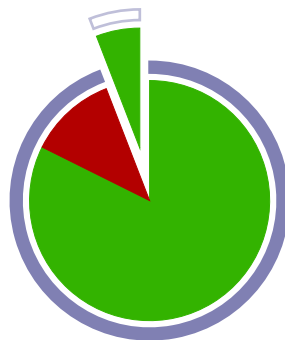
1

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



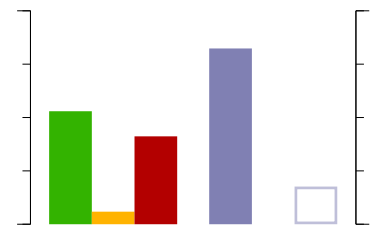
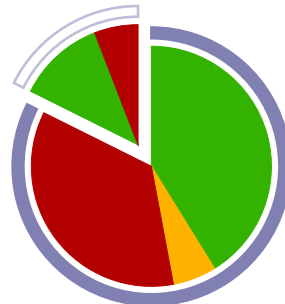
2

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



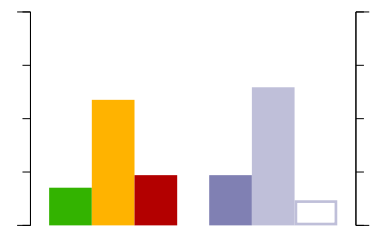
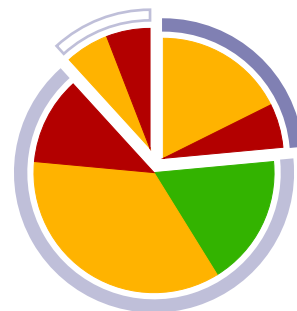
3

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



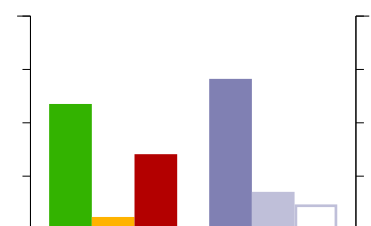
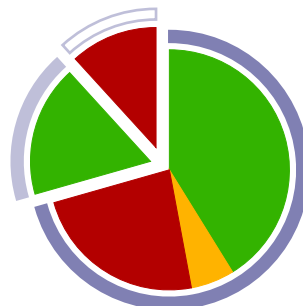
4

Communicate effectively and sensitively with children, young people, colleagues, parents and carers



5

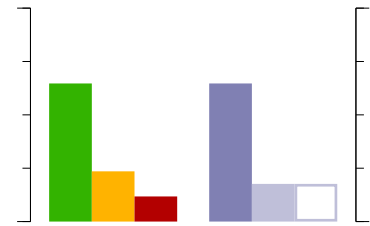
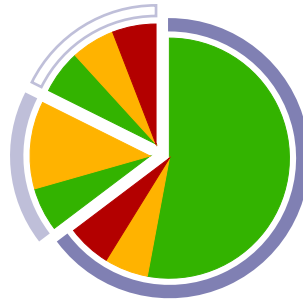
Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people



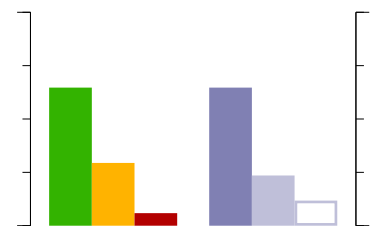
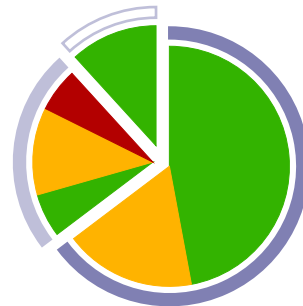
Key

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

6
Demonstrate a commitment to collaborative and cooperative working with colleagues

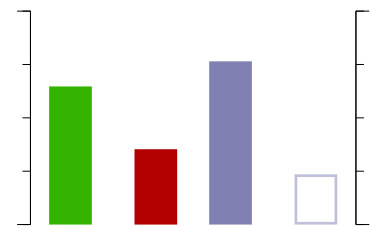
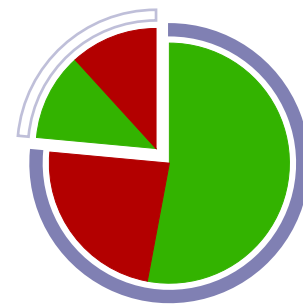


7
Improve their own knowledge and practice including responding to advice and feedback

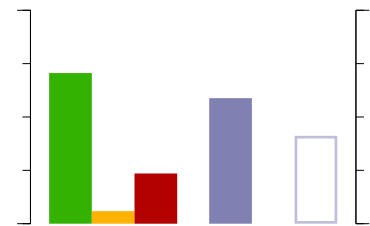
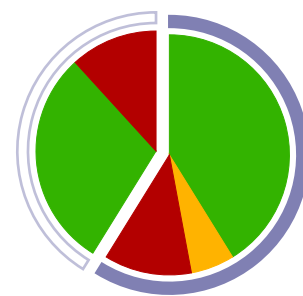


Professional knowledge and understanding

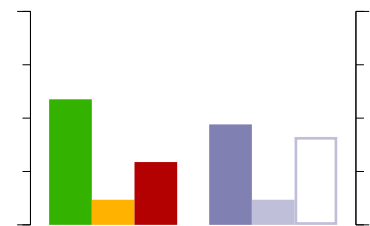
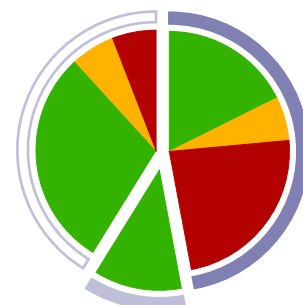
8
Understand the key factors that affect children and young people's learning and progress



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

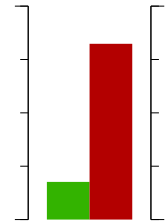
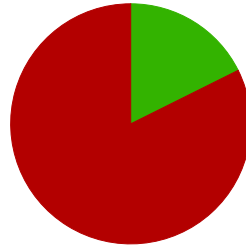


Key

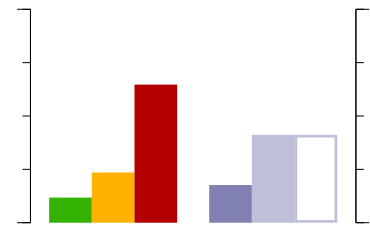
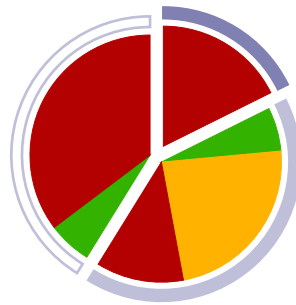
■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	■ not relevant

11

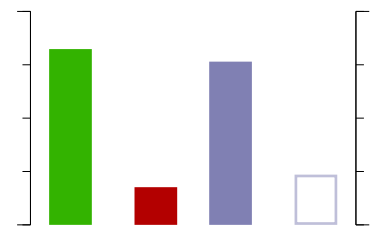
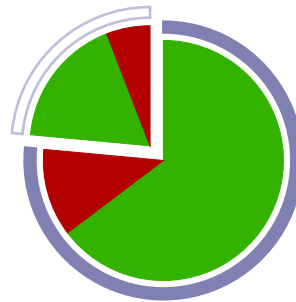
Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy*


12

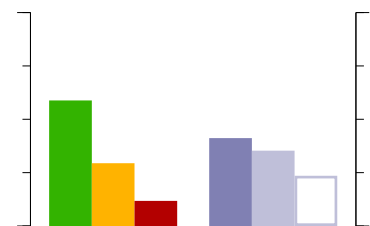
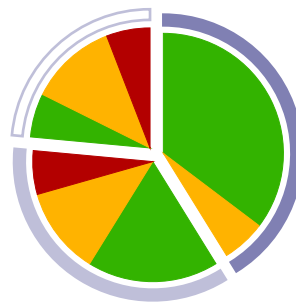
Know how to use ICT to support their professional activities


13

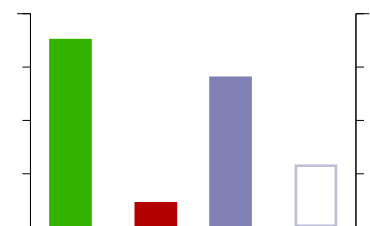
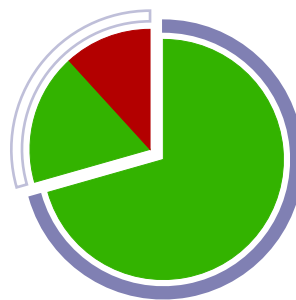
Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support


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



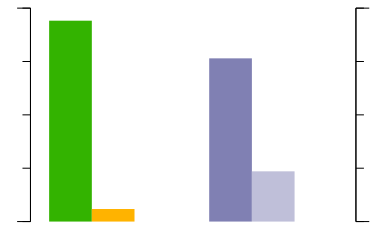
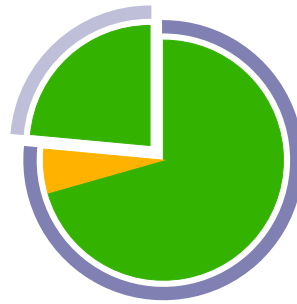
Key

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

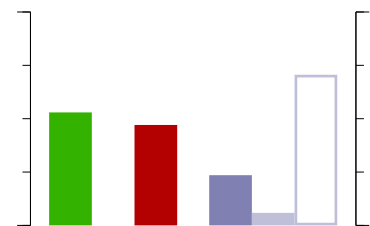
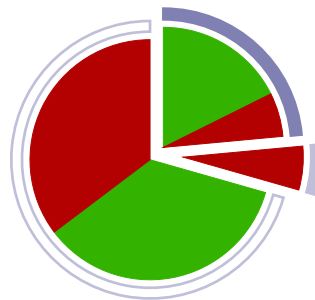
* Relevance is not shown for this Professional Standard

16

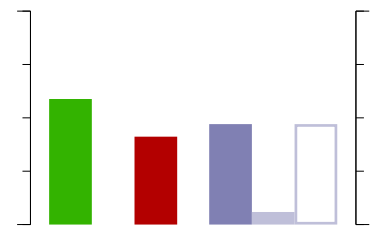
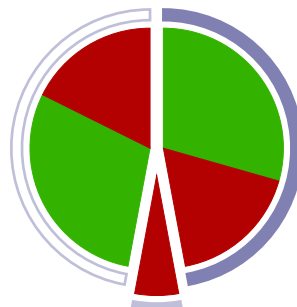
Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice


Professional skills: Planning and expectations
17

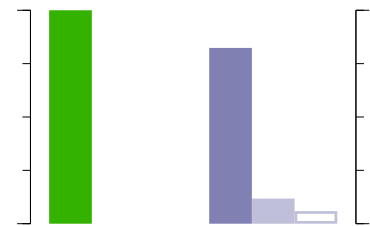
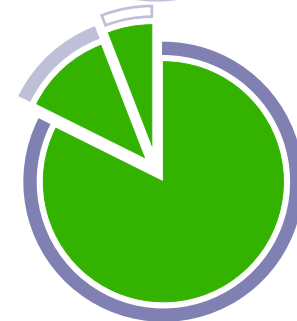
Use their area(s) of expertise to contribute to the planning and preparation of learning activities


18

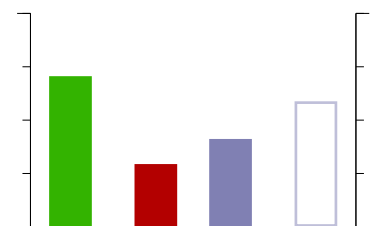
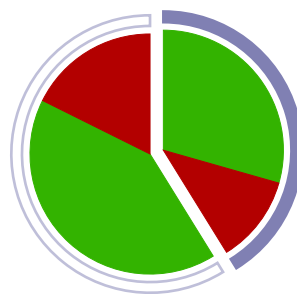
Use their area(s) of expertise to plan their role in learning activities


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

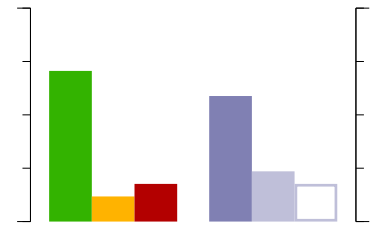
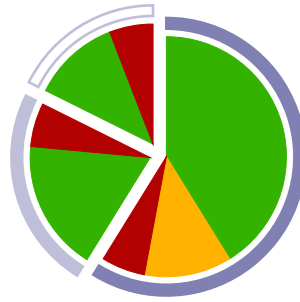


Key

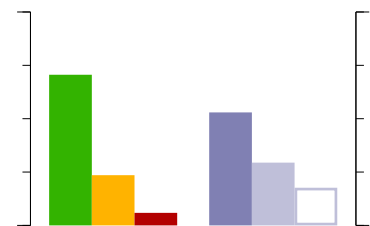
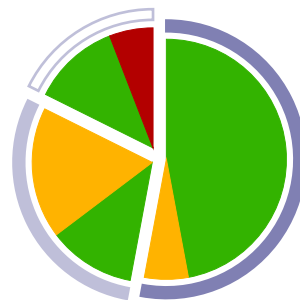
■ confident	■ relevant
■ partially confident	■ partially relevant
■ not confident	 not relevant

21

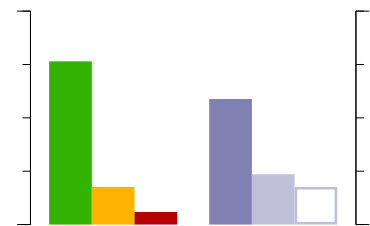
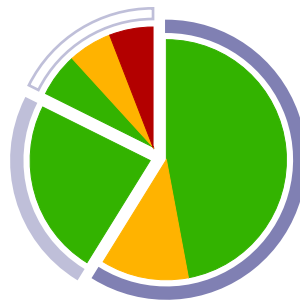
Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities


Professional skills: Monitoring and assessment
22

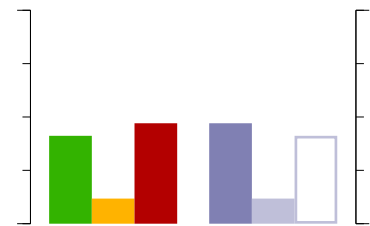
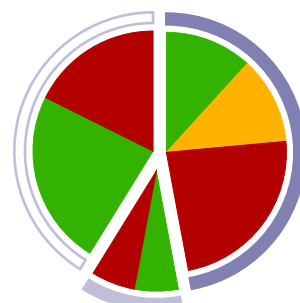
Monitor learners' responses to activities and modify the approach accordingly


23

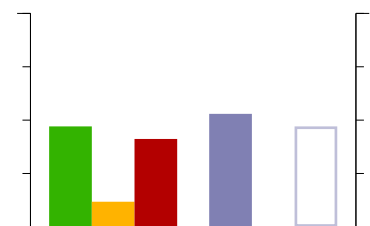
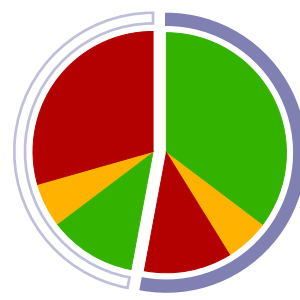
Monitor learners' progress in order to provide focused support and feedback


24

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


25

Contribute to maintaining and analysing records of learners' progress



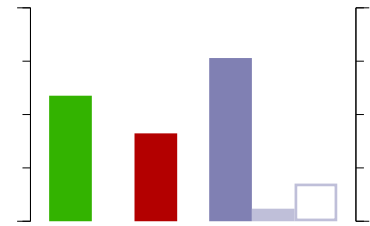
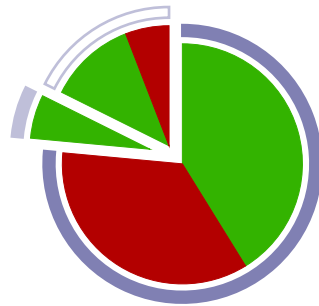
Key

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

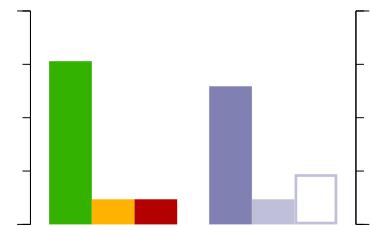
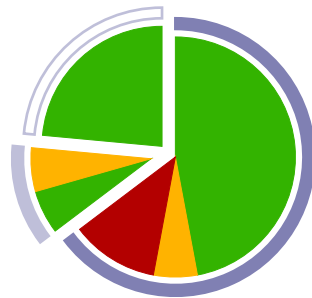
Professional skills: Teaching and learning activities

26

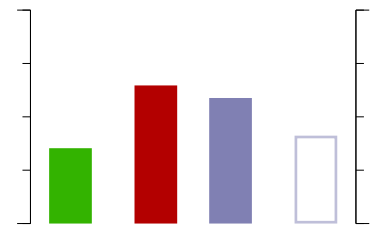
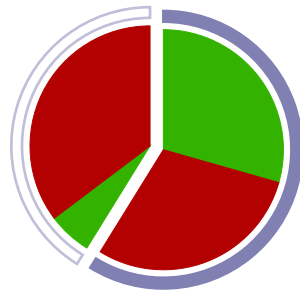
Use effective strategies to promote positive behaviour


27

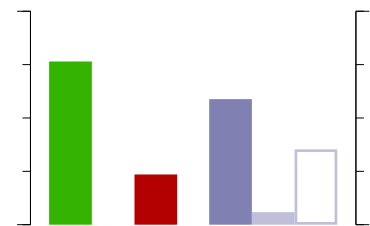
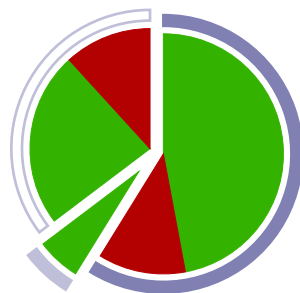
Recognise and respond appropriately to situations that challenge equality of opportunity


28

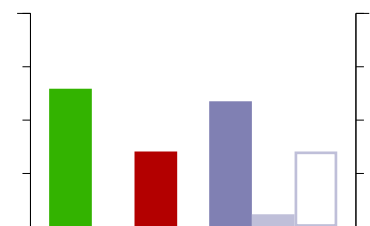
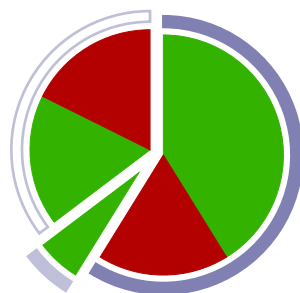
Use their ICT skills to advance learning


29

Advance learning when working with individuals


30

Advance learning when working with small groups

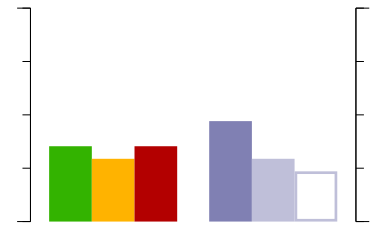
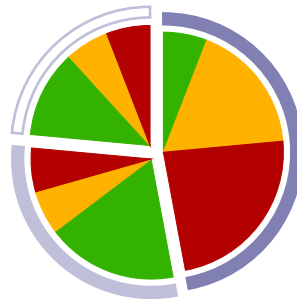


Key

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

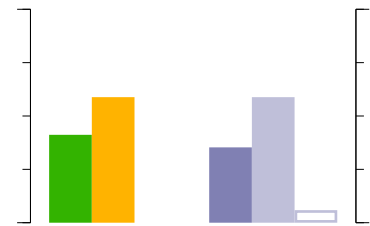
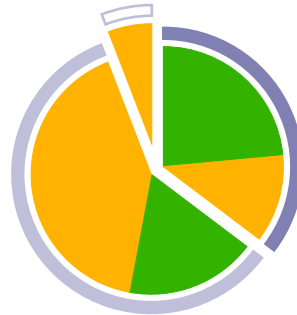
31

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



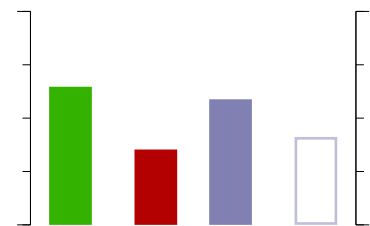
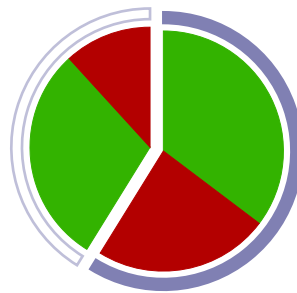
32

Organise and manage learning activities in ways which keep learners safe



33

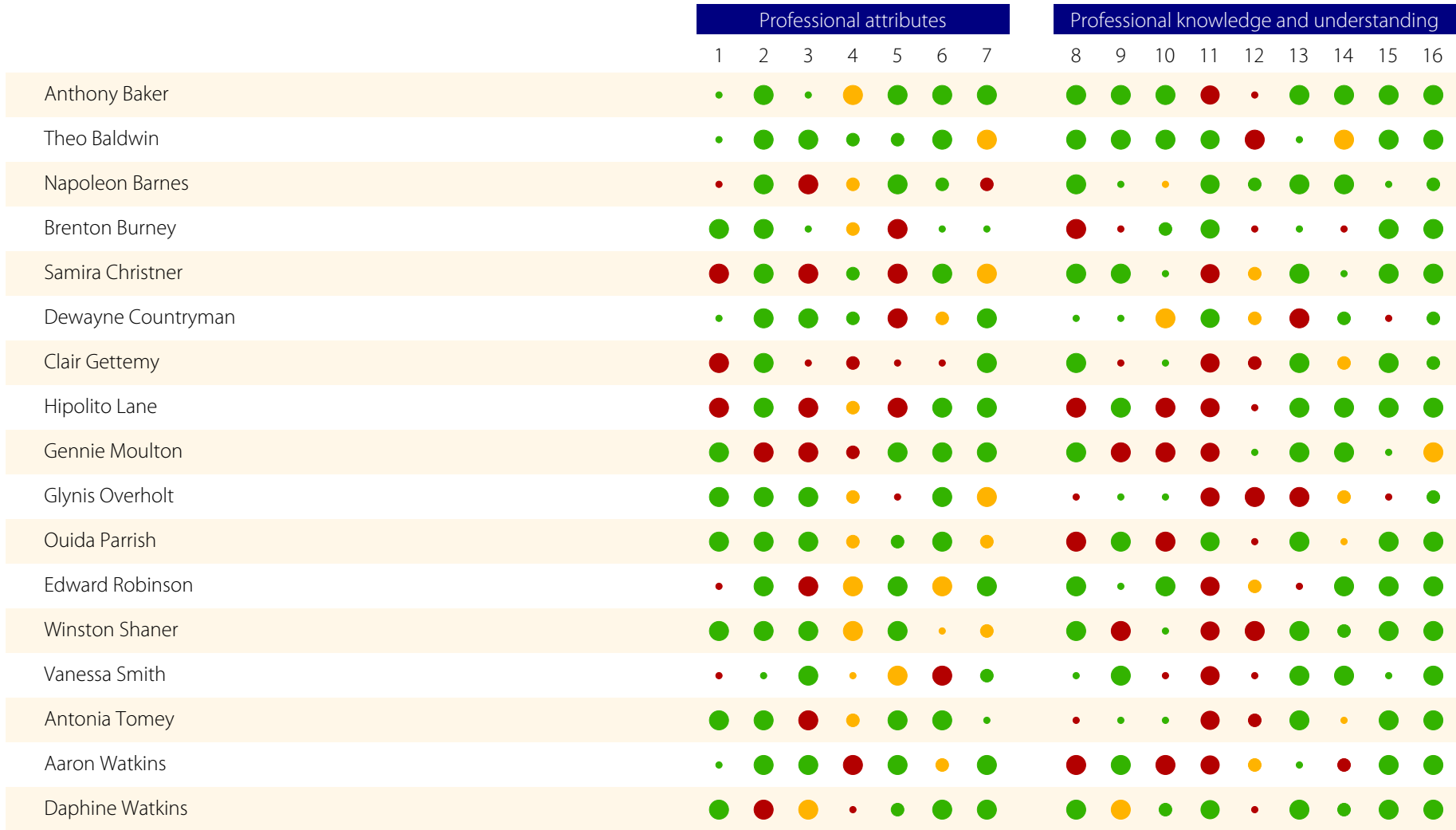
Direct the work, where relevant, of other adults in supporting learning



Key

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

Ability of each member of staff to meet the Professional Standards for HLTAs



Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	● confident	● relevant
	● partially confident	● partially relevant
	● not confident	● not relevant

	Professional skills																
	Planning and expectations					Monitoring and assessment				Teaching and learning activities							
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Anthony Baker	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Theo Baldwin	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Napoleon Barnes	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Brenton Burney	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Samira Christner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Dewayne Countryman	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Clair Gettemy	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Hipolito Lane	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Gennie Moulton	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Glynis Overholt	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Ouida Parrish	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Edward Robinson	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Winston Shaner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vanessa Smith	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Antonia Tomey	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Aaron Watkins	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Daphine Watkins	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Key

The colour of a circle indicates confidence and the size of a circle indicates relevance , ie:	●	confident	●	relevant
	●	partially confident	●	partially relevant
	●	not confident	●	not relevant

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 your teaching and learning support staff 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



These staff members stated that they were **not** confident in literacy:

- Vanessa Smith
- Aaron Watkins

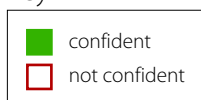
Numeracy capability of staff



These staff members stated that they were **not** confident in numeracy:

- | | |
|--------------------|-------------------|
| ● Anthony Baker | ● Glynis Overholt |
| ● Samira Christner | ● Edward Robinson |
| ● Clair Gettemy | ● Winston Shaner |
| ● Hipolito Lane | ● Antonia Tomey |
| ● Gennie Moulton | ● Aaron Watkins |

Key



TDA induction programme

The TDA induction programme for teaching assistants and other support staff is being delivered by local authorities. It is intended to ensure that new teaching and learning and other support staff are well informed about the context in which they work and know how to support teachers in the key areas of behaviour, inclusion, literacy and numeracy. In many authorities, this programme is being used with existing support staff as well as those new to the profession.

This section shows whether your teaching and learning support staff might benefit from completing parts of the TDA induction programme, or from reviewing the content of particular units if they have already undertaken the course.

Below you are shown, for each of the TDA induction programme modules, the proportion of teaching and learning support staff who fall into each of two categories for confidence.

TDA induction skills capability of staff



Key

■	confident
	not confident

Below you are shown, for each of the TDA induction programme modules, the category that each member of teaching and learning support staff falls into for confidence.

TDA induction skills capability of each member of staff

	Role and context	Promoting positive behaviour	Inclusion	Literacy	Mathematics	Science	ICT
Anthony Baker	●	●	●	●	●	●	●
Theo Baldwin	●	●	●	●	●	●	●
Napoleon Barnes	●	●	●	●	●	●	●
Brenton Burney	●	●	●	●	●	●	●
Samira Christner	●	●	●	●	●	●	●
Dewayne Countryman	●	●	●	●	●	●	●
Clair Gettemy	●	●	●	●	●	●	●
Hipolito Lane	●	●	●	●	●	●	●
Gennie Moulton	●	●	●	●	●	●	●
Glynis Overholt	●	●	●	●	●	●	●
Ouida Parrish	●	●	●	●	●	●	●
Edward Robinson	●	●	●	●	●	●	●
Winston Shaner	●	●	●	●	●	●	●
Vanessa Smith	●	●	●	●	●	●	●
Antonia Tomey	●	●	●	●	●	●	●
Aaron Watkins	●	●	●	●	●	●	●
Daphine Watkins	●	●	●	●	●	●	●

Key

●	confident
●	not confident

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 your teaching and learning support staff might benefit from training in the following core support staff skills areas:

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

For each of the core support staff skills areas, you are shown the category that each member of teaching and learning support staff falls into 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 on the left.

➤ See pages 45 and 46 ➤

Core support staff skills capability of each member of staff

	F1: ICT & the TA's role	A4: Liaising with parents	E2: ICT & school records	E4: Health & safety in schools	F2: When & how to use ICT	B2: Relationships & control	D4: Bilingual pupils	E3: Equipment & resources	C1: Establishing classroom rules	A3: Being an effective colleague	C2: Styles of teacher behaviour	A1: Working with teachers	A2: Reducing conflict	B1: The teaching assistant's role	B3: Planning & differentiation	D1: Learning challenges	B5: Effective teaching strategies	E1: Record-keeping	B4: How well are pupils taught?	D2: SEN in the classroom	D3: Gifted & talented pupils
Anthony Baker	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Theo Baldwin	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Napoleon Barnes	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Brenton Burney	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Samira Christner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Dewayne Countryman	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Clair Gettemy	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Hipolito Lane	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Gennie Moulton	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Glynis Overholt	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Ouida Parrish	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Edward Robinson	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Winston Shaner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Key

●	confident
●	not confident

Key

●	confident
●	not confident

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

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 your teaching and learning support staff 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



These staff members stated that they were **not** confident in personal ICT skills:

- Theo Baldwin
- Brenton Burney
- Samira Christner
- Dewayne Countryman
- Clair Gettemy
- Hipolito Lane
- Gennie Moulton
- Glynis Overholt
- Edward Robinson
- Winston Shaner
- Antonia Tomey
- Aaron Watkins
- Daphine Watkins

Key

■	confident
	not confident

Using ICT to Support Learning

Using ICT to Support Learning is a training programme provided by the Cambridge Institute of Technology (INTEC) which leads to a Level 2 qualification. The programme has a very practical focus and culminates in teaching and learning support staff delivering a real ICT learning activity to a pupil or pupils.

Because many teaching and learning support staff spend a large proportion, or in some cases all, of their time supporting pupils with SEN, INTEC has also developed a version of *Using ICT to Support Learning* specifically for these members of staff. This version of the course examines how ICT can be adapted to meet the particular needs of the special educational needs (SEN) pupils that staff members support, and the benefits that this has for the pupils.

The qualification is accredited by the National Open College Network (NOCN) and has been approved on the National Qualifications Framework at Level 2. For further information about *Using ICT to Support Learning*, please contact INTEC on 01223 224929 or info@intec.ac.uk.

This section shows whether your teaching and learning support staff might benefit from undertaking the *Using ICT to Support Learning* programme. Below and on page 49 you are shown the proportion of teaching and learning support staff who fall into each of two categories for confidence in using ICT to support learning with mainstream pupils and with SEN pupils.

Ability of staff to use ICT to support learning with mainstream pupils



These staff members stated that they were **not** confident in using ICT to support learning with mainstream pupils:

- Anthony Baker
- Theo Baldwin
- Napoleon Barnes
- Brenton Burney
- Samira Christner
- Dewayne Countryman
- Clair Gettemy
- Hipolito Lane
- Gennie Moulton
- Glynis Overholt
- Ouida Parrish
- Edward Robinson
- Winston Shaner
- Vanessa Smith
- Antonia Tomey
- Aaron Watkins
- Daphine Watkins

Key

■	confident
□	not confident

Ability of staff to use ICT to support learning with SEN pupils



These staff members stated that they were **not** confident in using ICT to support learning with SEN pupils:

- Anthony Baker
- Theo Baldwin
- Napoleon Barnes
- Brenton Burney
- Samira Christner
- Dewayne Countryman
- Clair Gettemy
- Hipolito Lane
- Gennie Moulton
- Glynis Overholt
- Ouida Parrish
- Edward Robinson
- Winston Shaner
- Vanessa Smith
- Antonia Tomey
- Aaron Watkins
- Daphine Watkins

Key

	confident
	not confident

Support Staff Team Leaders Development Programme

The *Support Staff Team Leaders Development Programme* is a CACHE-endorsed training programme for those with responsibility for support staff. It is provided by the Cambridge Institute of Technology (INTEC). Support staff team leaders in a school may include lead higher level teaching assistants (HLTAs), plus roles such as senior technician, bursar, site manager or senior librarian, amongst others.

The programme develops practical skills through real-life work, and enables successful candidates to gain Support Staff Team Leader Status.

For further information about the *Support Staff Team Leaders Development Programme*, please contact INTEC on 01223 224929 or info@intec.ac.uk.

This section shows whether your teaching and learning support staff might benefit from undertaking the *Support Staff Team Leaders Development Programme*.

Below you are shown, out of the teaching and learning support staff who stated that they have managerial or leadership responsibility, the proportion who fall into each of two categories for confidence in team leadership skills.

Team leadership capability of staff



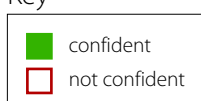
These staff members stated that they were **not** confident in team leadership skills:

- Brenton Burney
- Dewayne Countryman
- Clair Gettemy
- Gennie Moulton
- Glynis Overholt
- Winston Shaner
- Aaron Watkins
- Daphine Watkins

These staff members stated that they were confident in team leadership skills:

- Vanessa Smith

Key



Specialist HLTA

Many teaching and learning support staff play a vital role in raising standards and supporting pupils in a particular subject. Such specialist HLTA roles are becoming more and more widespread, particularly in mathematics and science. NAPTA has put together two *Specialist HLTA Kits* that offer essential guidance, plus a collection of carefully selected resources to support both the development and work of specialist members of teaching and learning support staff.

This section shows whether your teaching and learning support staff might benefit from using one of the *Specialist HLTA Kits*.

Below you are shown, out of the teaching and learning support staff who stated that they have HLTA status, or who felt that they could achieve it, and that they specialise in mathematics/numeracy or science, the proportion who fall into each of two categories for confidence in the fundamental skills required of a specialist HLTA.

Specialist HLTA skills capability of staff



These staff members stated that they were **not** confident in specialist HLTA skills:

- Vanessa Smith

These staff members stated that they were confident in specialist HLTA skills:

- Anthony Baker

Key

■	confident
	not confident