



Professional Development Review



# Training and Development 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](http://www.napta.org.uk)

# Introduction

This report provides a breakdown of the skills and confidence which the teaching and learning support staff in your school **perceive themselves to have**, in relation to the National Occupational Standards for Supporting Teaching and Learning in Schools (NOS STL), the Common Core, the Professional Standards for HLTAs (higher level teaching assistants), and a range of tasks typically undertaken by TAs. It also provides information about the specific tasks that 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)
- Professional Standards for HLTAs
- Literacy and numeracy programmes
- Core support staff skills
- Personal ICT skills.

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 on 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.

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.

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.

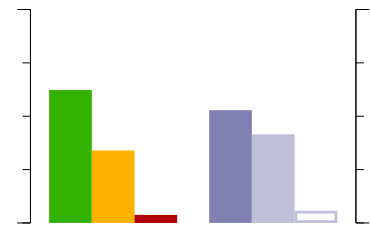
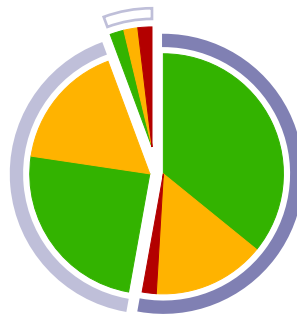
- ★ A blue star shows that the staff member feels that they currently have all the perceived competences to enable them to undertake a full NVQ/SVQ qualification at the level shown.

➤ See pages 20 to 35 ➤

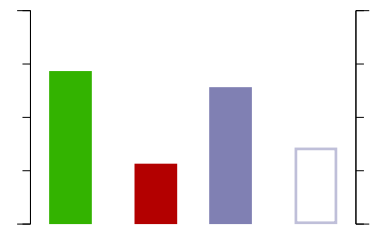
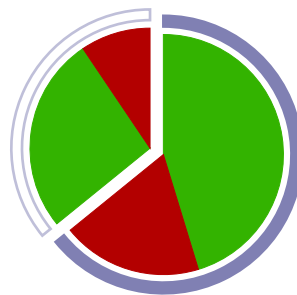
Ability of staff to meet the NOS/NVQ STL units

Level 2 NVQ Mandatory units

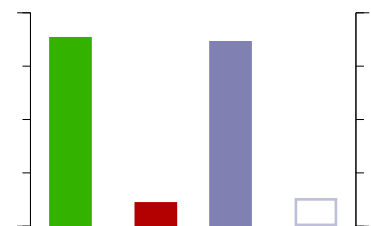
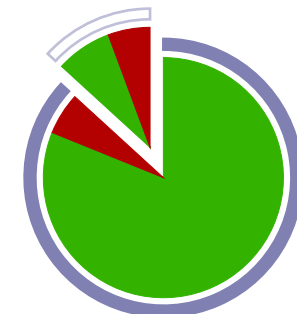
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Provide support for learning activities



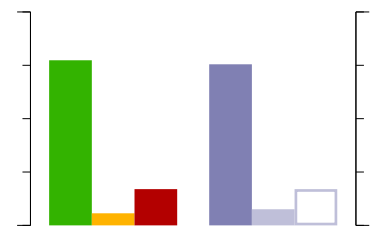
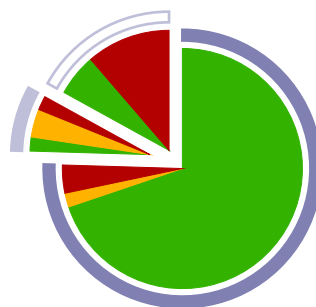
2  
Support children's development



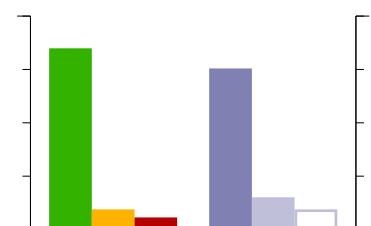
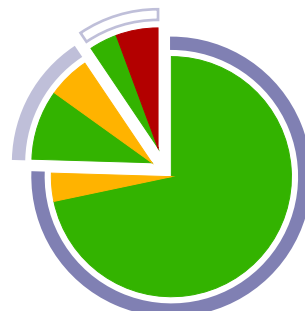
3  
Help to keep children safe



4  
Contribute to positive relationships



5  
Provide effective support for your colleagues



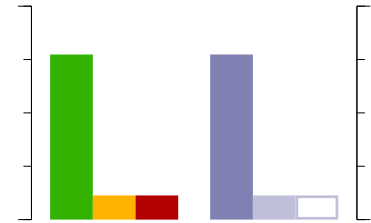
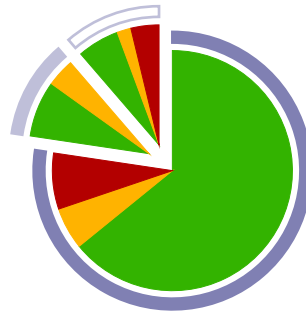
Key

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

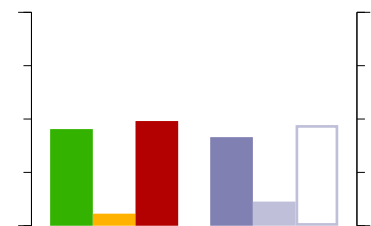
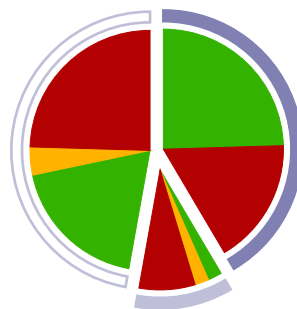
## Level 2 NVQ Optional units

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

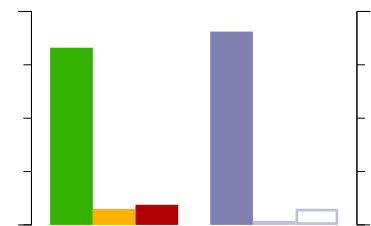
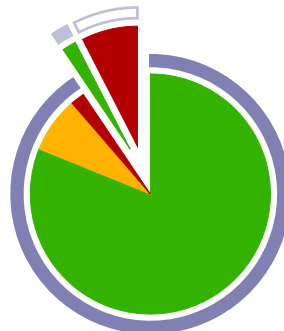
**6**  
Support literacy and numeracy activities



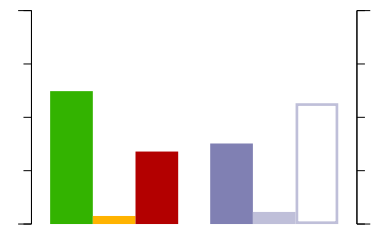
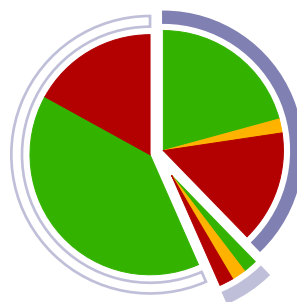
**7**  
Support the use of information and communication technology for teaching and learning



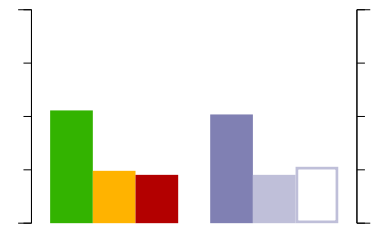
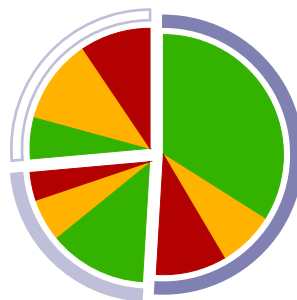
**8**  
Use information and communication technology to support pupils' learning



**9**  
Observe and report on pupil performance



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

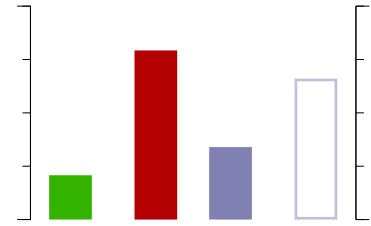
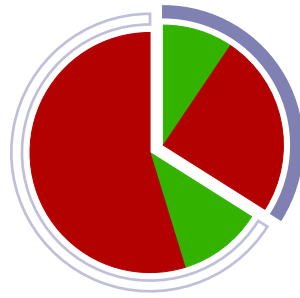


Key

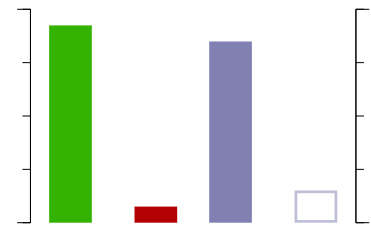
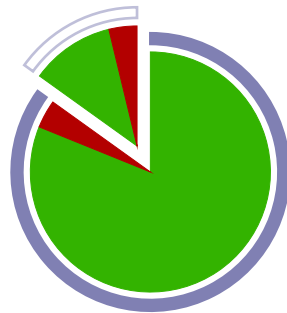
|   |   |
|---|---|
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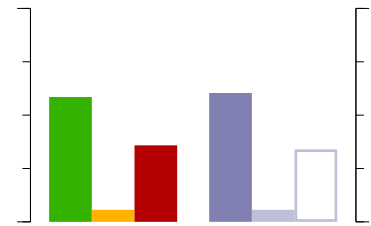
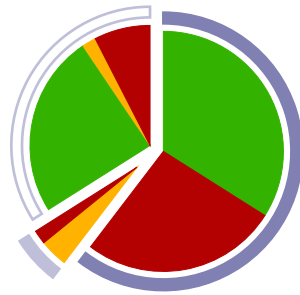
**11**  
Contribute to supporting  
bilingual/multilingual pupils



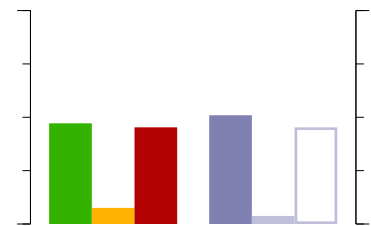
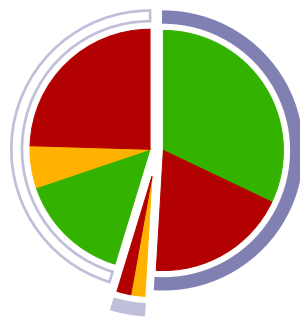
**12**  
Support a child with disabilities  
or special educational needs



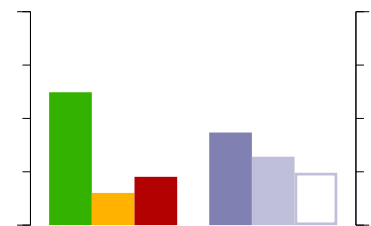
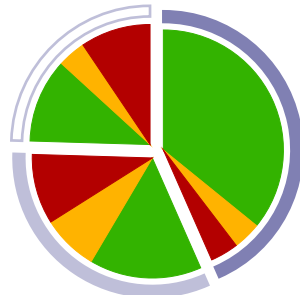
**13**  
Contribute to moving and  
handling individuals



**14**  
Support individuals during  
therapy sessions



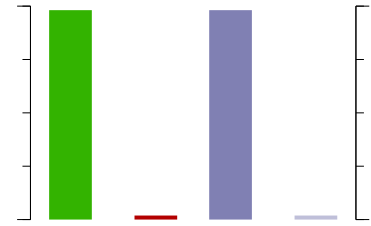
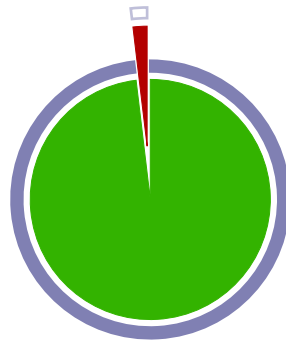
**15**  
Support children and young  
people's play



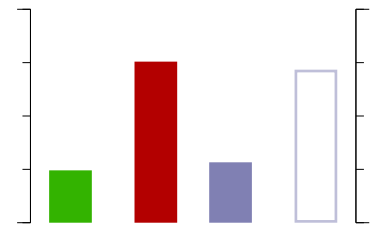
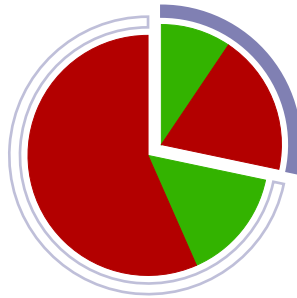
Key

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

16  
Provide displays

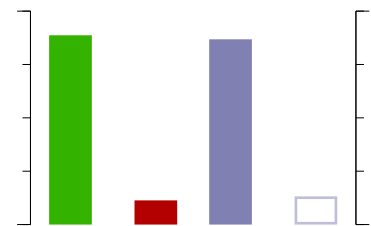
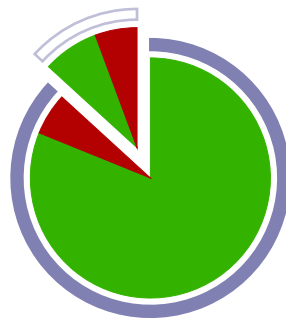


17  
Invigilate tests and examinations

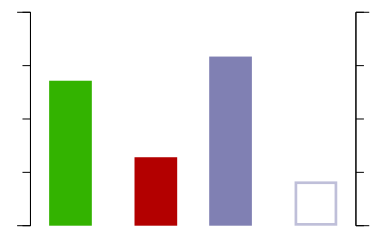
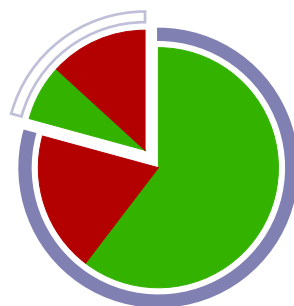


Level 3 NVQ Mandatory units

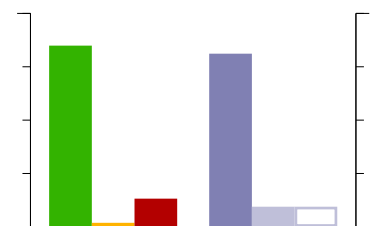
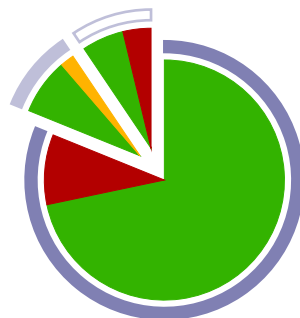
3  
Help to keep children safe



18  
Support pupils' learning activities



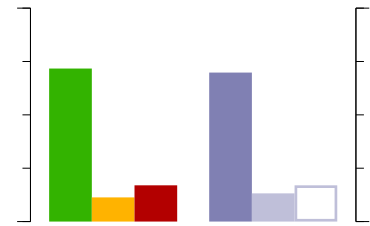
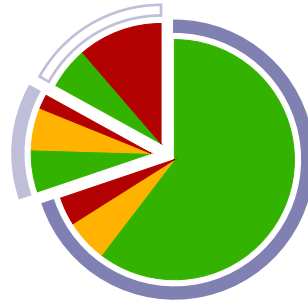
19  
Promote positive behaviour



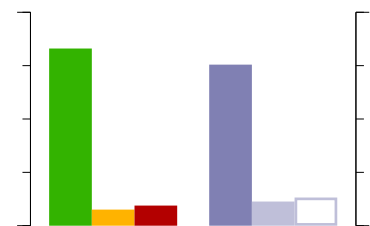
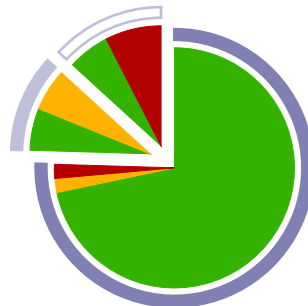
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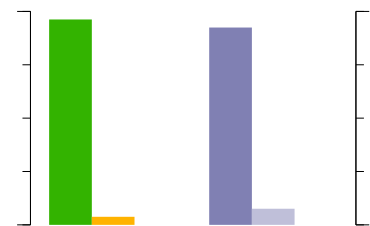
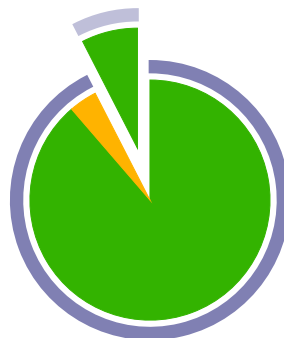
**20**  
Develop and promote positive relationships



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



**22**  
Reflect on and develop practice

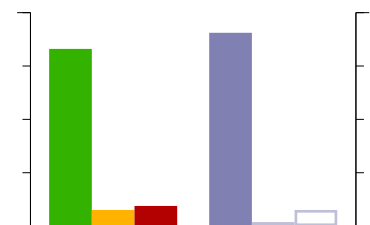
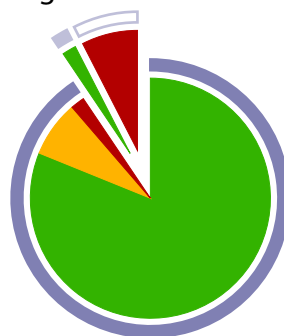


### Level 3 NVQ Optional units

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

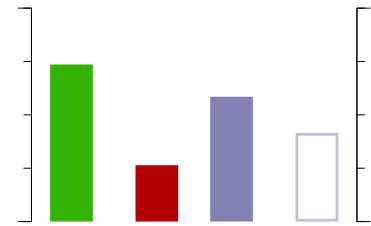
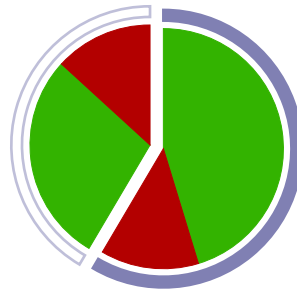
**8**  
Use information and communication technology to support pupils' learning



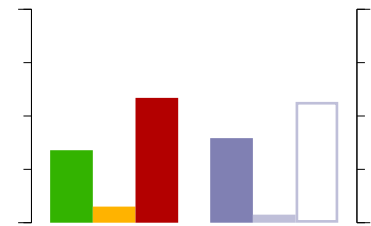
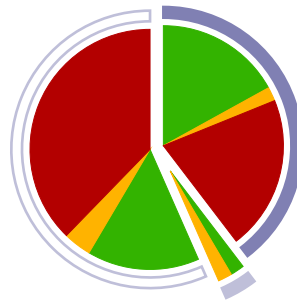
#### Key

|   |   |
|---|---|
| <span style="color: green;">■</span> confident            | <span style="color: blue;">■</span> relevant                |
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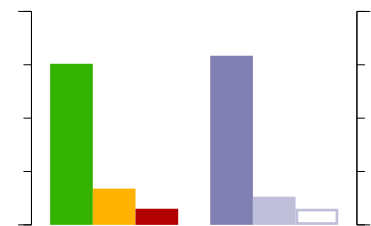
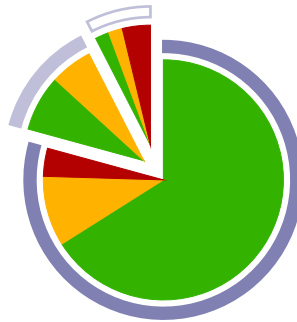
**23**  
Plan, deliver and evaluate teaching and learning activities under the direction of a teacher



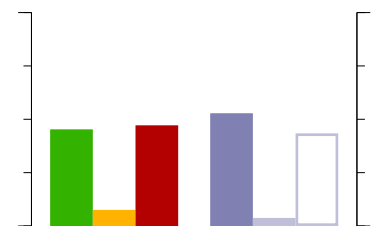
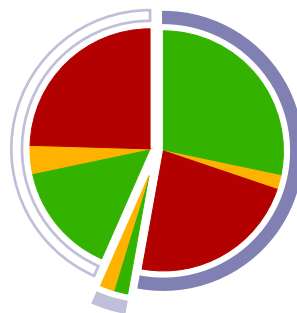
**24**  
Contribute to the planning and evaluation of teaching and learning activities



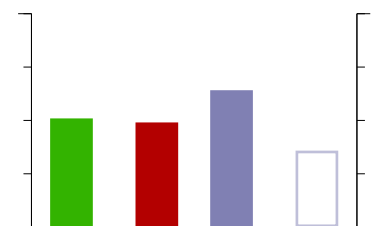
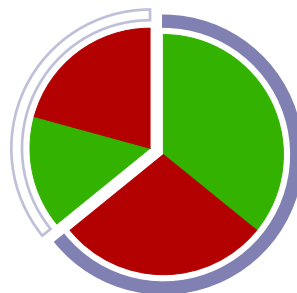
**25**  
Support literacy development



**26**  
Support numeracy development



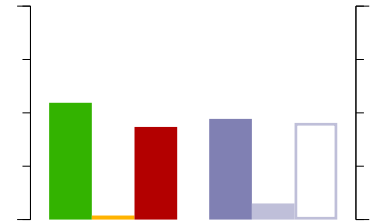
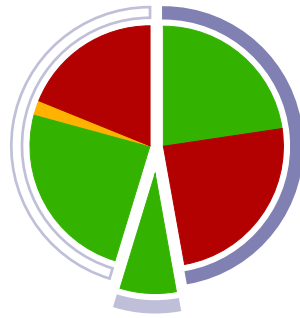
**27**  
Support implementation of the early years curriculum



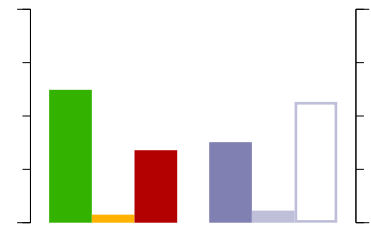
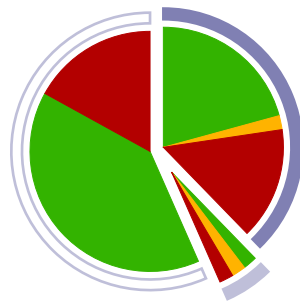
Key

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

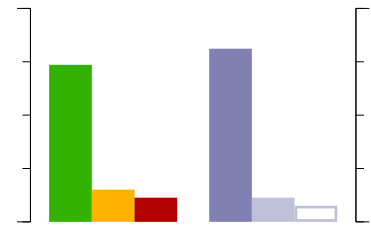
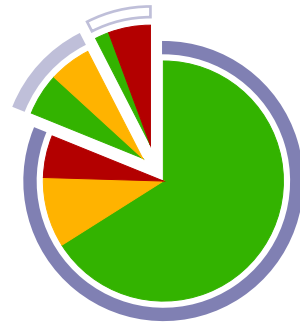
**28**  
Support teaching and learning  
in a curriculum area



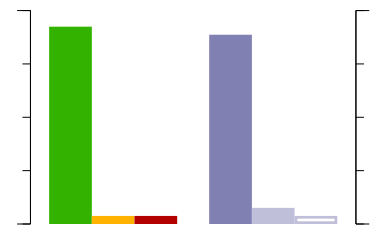
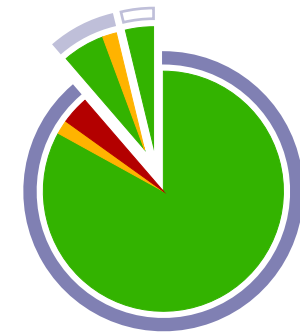
**29**  
Observe and promote pupil  
performance and development



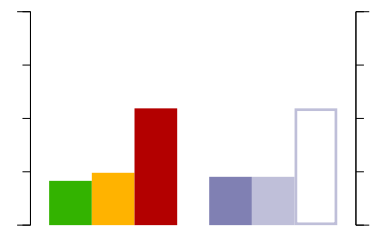
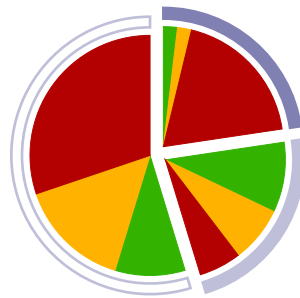
**30**  
Contribute to assessment for  
learning



**31**  
Prepare and maintain the  
learning environment



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

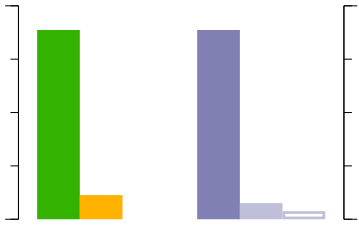
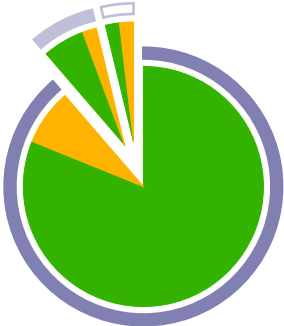


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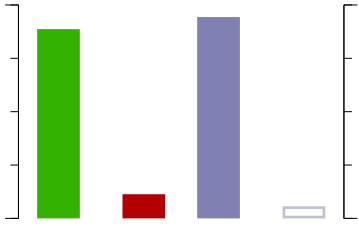
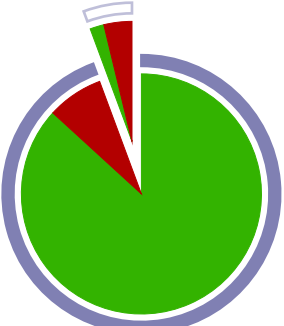
|                     |                    |
|---------------------|--------------------|
| confident           | relevant           |
| partially confident | partially relevant |
| not confident       | not relevant       |

**Group B: Meeting additional support needs**

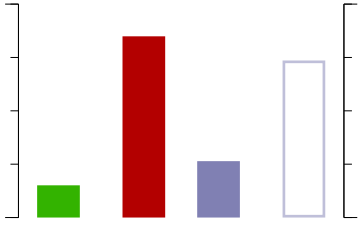
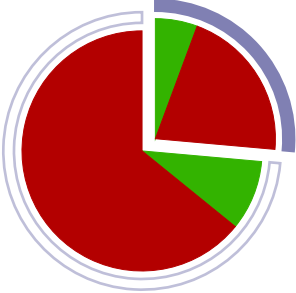
**33**  
Provide literacy and numeracy support to enable pupils to access the wider curriculum



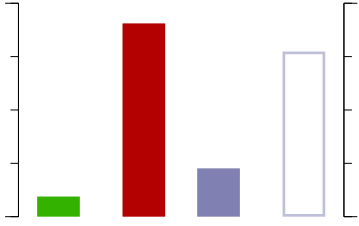
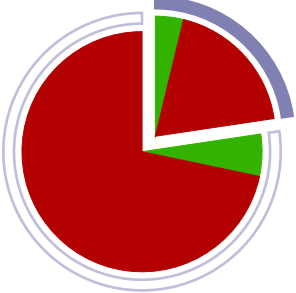
**34**  
Support gifted and talented pupils



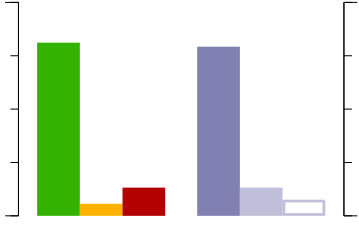
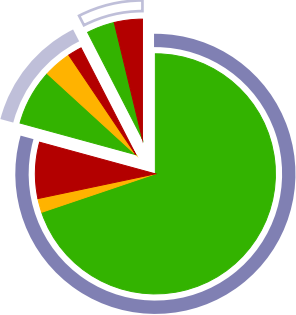
**35**  
Support bilingual/multilingual pupils



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



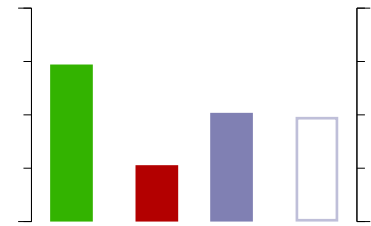
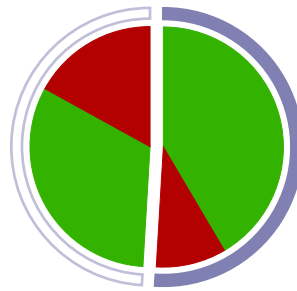
**37**  
Contribute to the prevention and management of challenging behaviour in children and young people



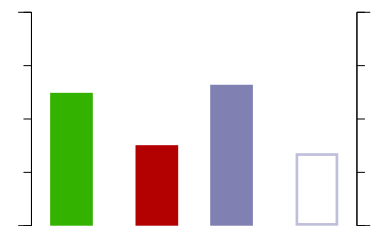
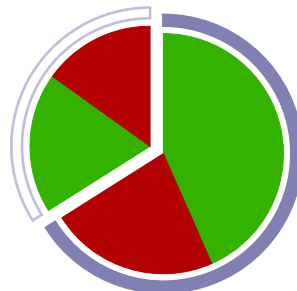
Key

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

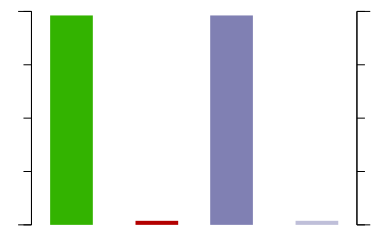
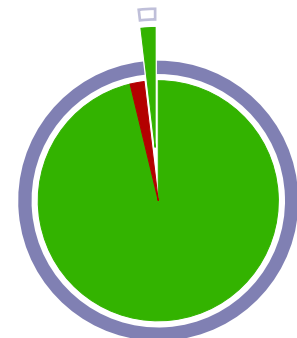
**38**  
Support children with disabilities or special educational needs and their families



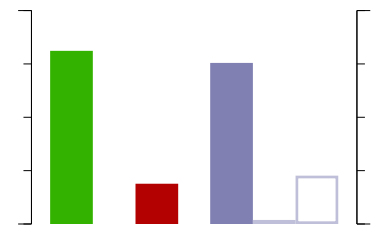
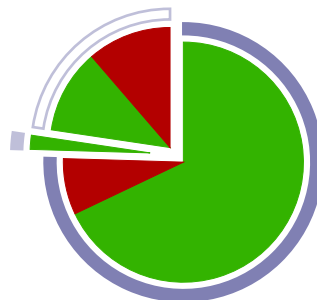
**39**  
Support pupils with communication and interaction needs



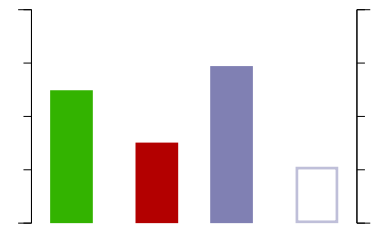
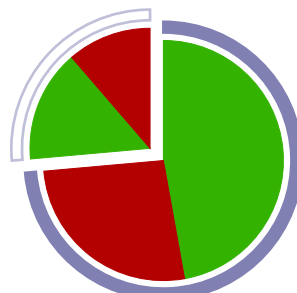
**40**  
Support pupils with cognition and learning needs



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



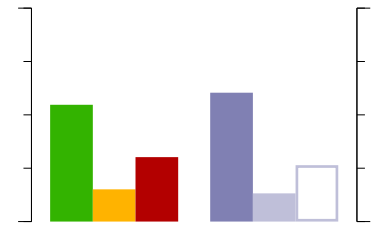
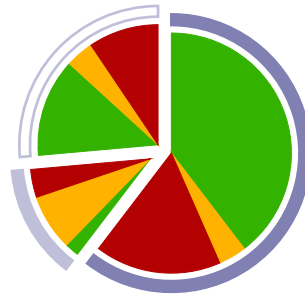
**42**  
Support pupils with sensory and/or physical needs



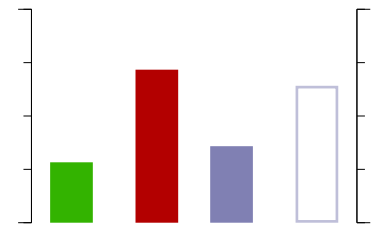
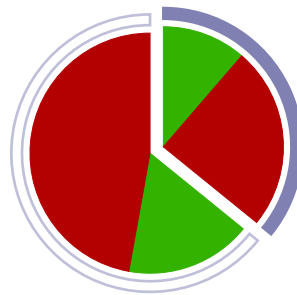
Key

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

**43**  
Assist in the administration of medication

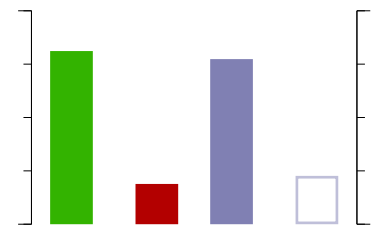
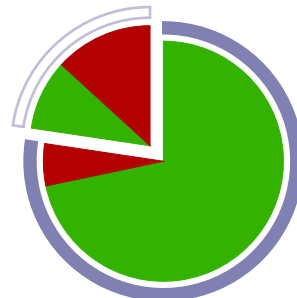


**44**  
Work with children and young people with additional requirements to meet their personal support needs

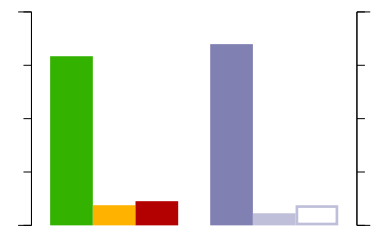
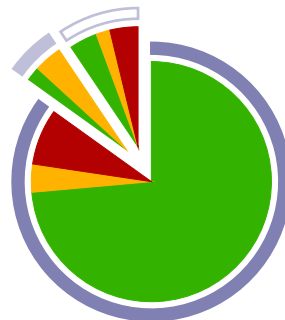


**Group C: Providing pastoral support**

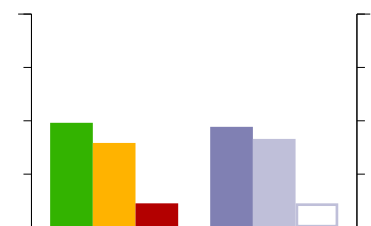
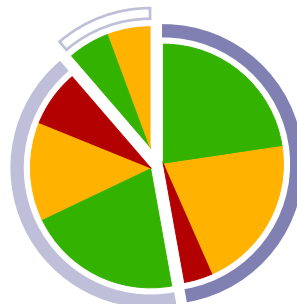
**45**  
Promote children's well-being and resilience



**46**  
Work with young people to safeguard their welfare



**47**  
Enable young people to be active citizens

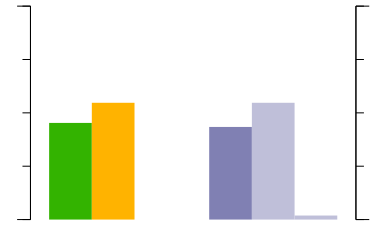
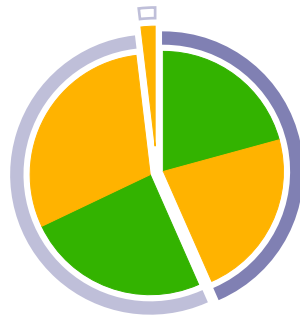


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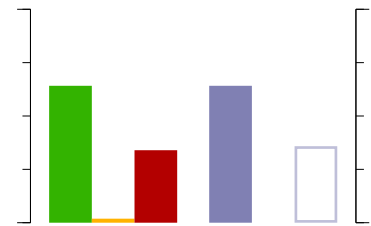
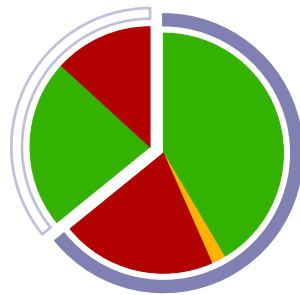
|   |   |
|---|---|
| <span style="color: green;">■</span> confident            | <span style="color: blue;">■</span> relevant                |
| <span style="color: orange;">■</span> partially confident | <span style="color: lightblue;">■</span> partially relevant |
| <span style="color: red;">■</span>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



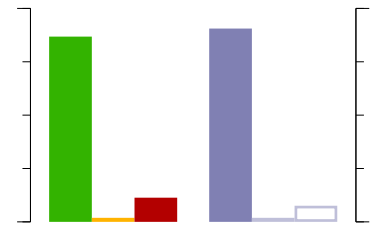
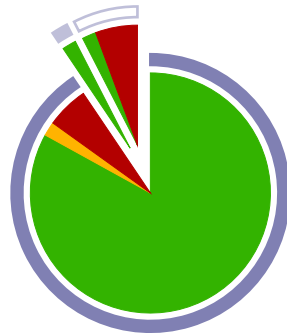
**48**  
Support young people in tackling problems and taking action



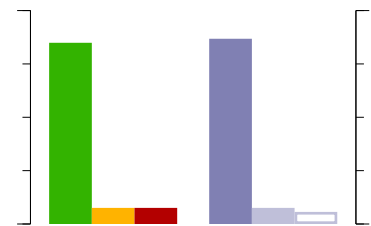
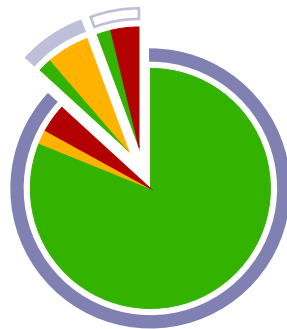
**49**  
Support children and young people during transitions in their lives



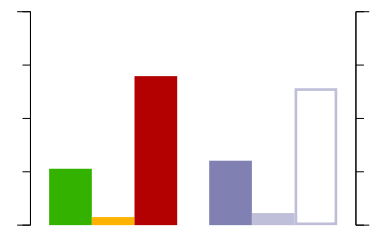
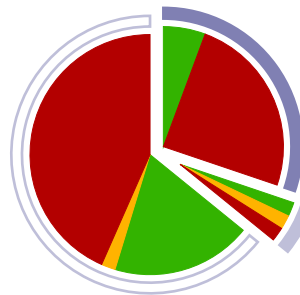
**50**  
Facilitate children and young people's learning and development through mentoring



**51**  
Contribute to improving attendance



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

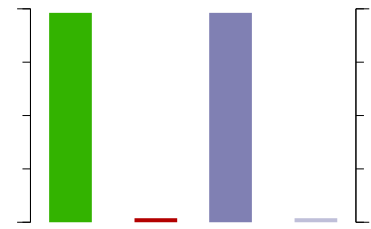
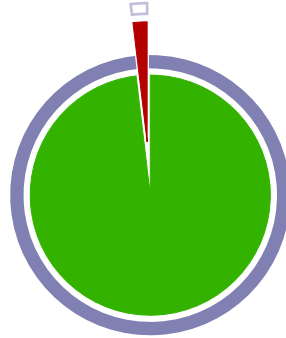


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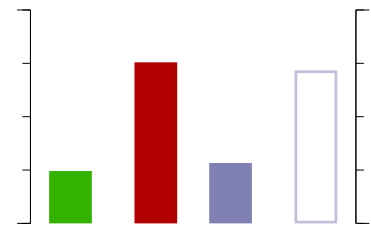
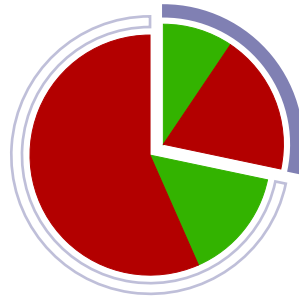
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| <span style="color: orange;">■</span> partially confident | <span style="color: lightblue;">■</span> partially relevant |
| <span style="color: red;">■</span> not confident          | <span style="color: white;">■</span> not relevant           |

Group D: Supporting the wider work of the school

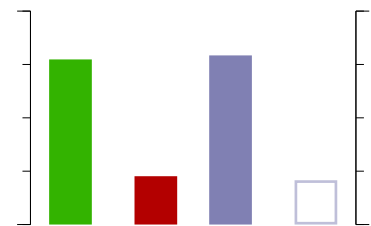
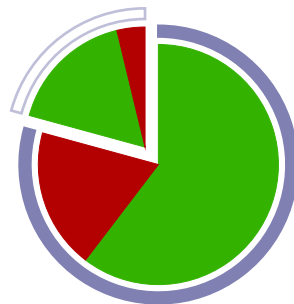
16  
Provide displays



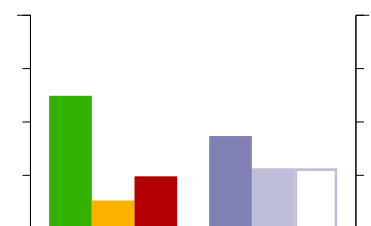
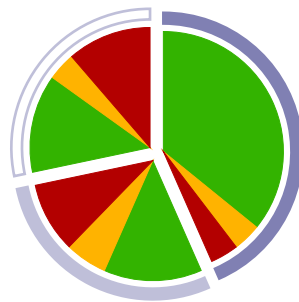
17  
Invigilate tests and examinations



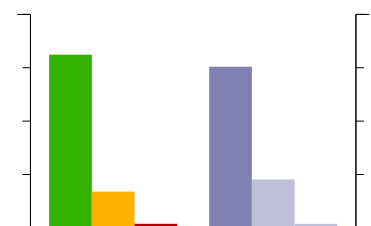
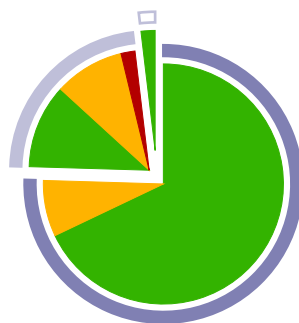
53  
Lead an extra-curricular activity



54  
Plan and support self-directed play



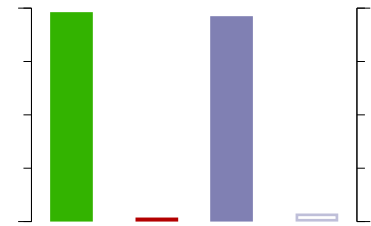
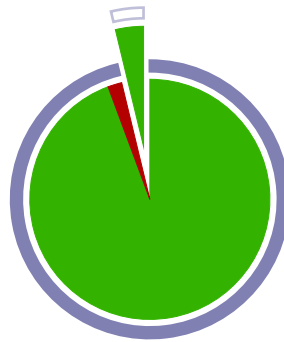
55  
Contribute to maintaining pupil records



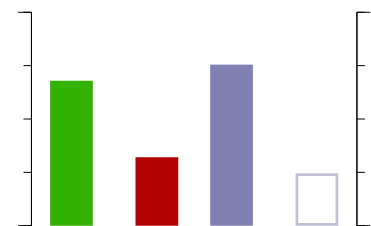
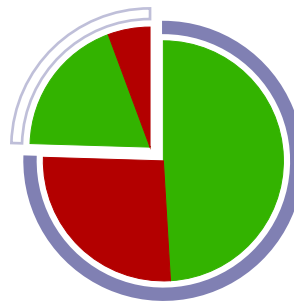
Key

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

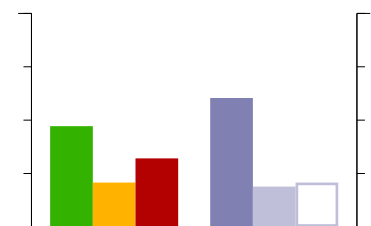
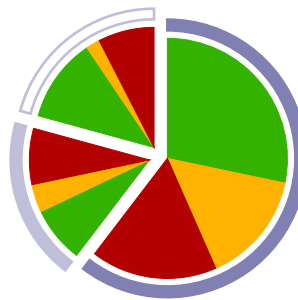
**56**  
Monitor and maintain curriculum resources



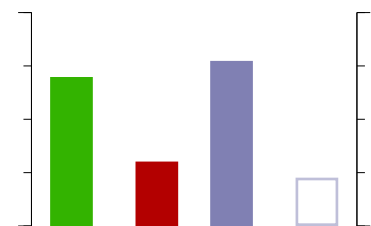
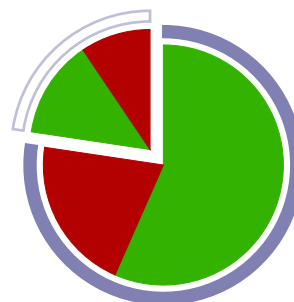
**57**  
Organise cover for absent colleagues



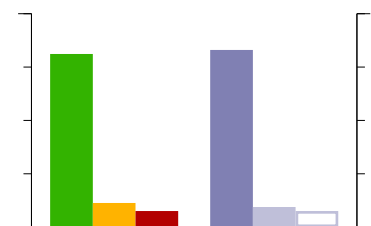
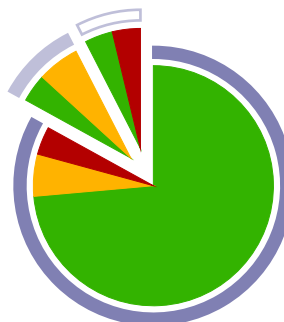
**58**  
Organise and supervise travel



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



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

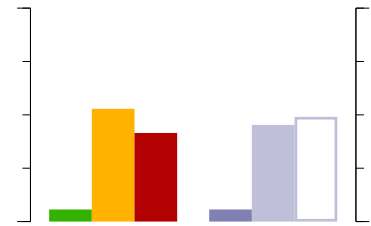
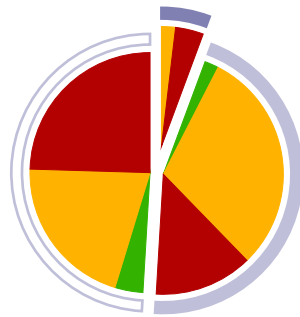


Key

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

61

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

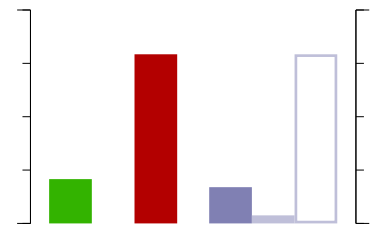
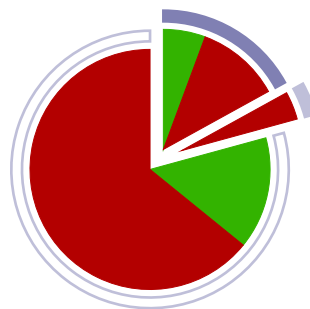


Group E: Working with colleagues

Staff members cannot choose both units 63 and 64.

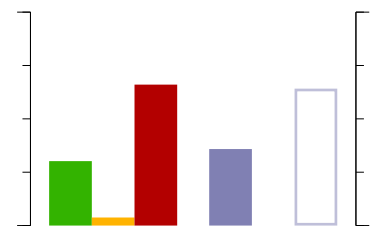
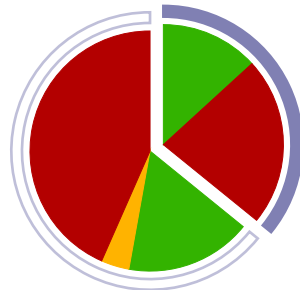
62

Develop and maintain working relationships with other practitioners



63

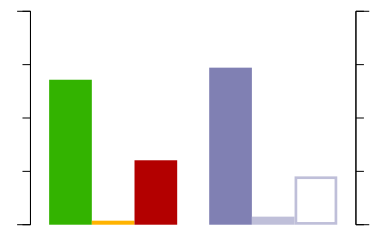
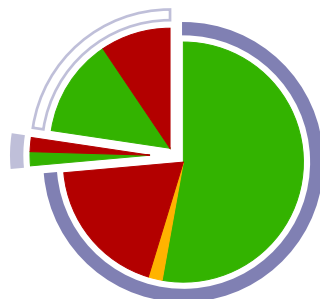
Provide leadership for your team



or

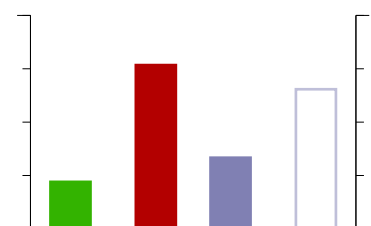
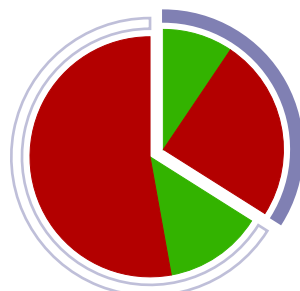
64

Provide leadership in your area of responsibility



65

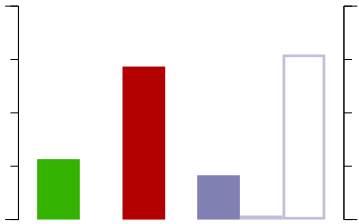
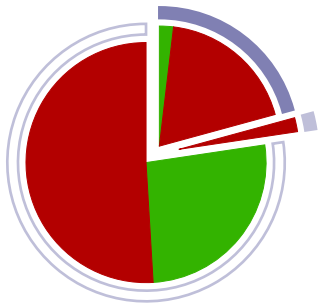
Allocate and check work in your team



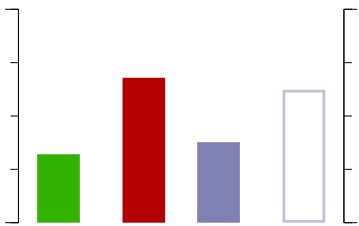
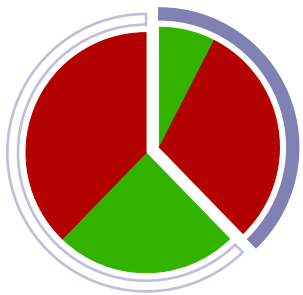
Key

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

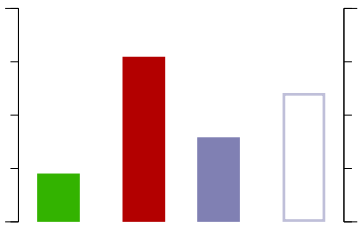
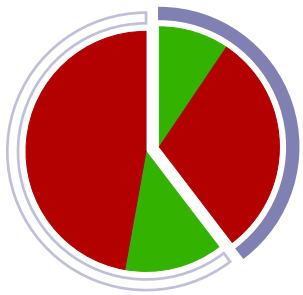
66  
Lead and motivate volunteers



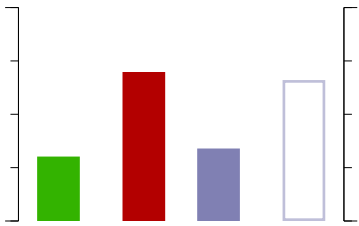
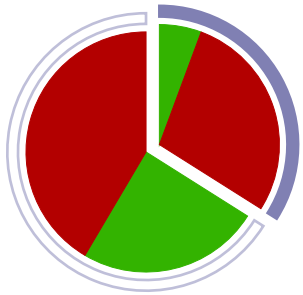
67  
Provide learning opportunities for colleagues



68  
Support learners by mentoring in the workplace



69  
Support competence achieved in the workplace



Key

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

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

|                   | MANDATORY |   |   |   |   | OPTIONAL |   |   |   |    |    |    |    |    |    |    |    |
|-------------------|-----------|---|---|---|---|----------|---|---|---|----|----|----|----|----|----|----|----|
|                   | 1         | 2 | 3 | 4 | 5 | 6        | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Inocencia Abraham | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ahmed      | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Sallie Angel      | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Florencio Arnold  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Preston Ashli   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Anthony Baker   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Merideth Bennie   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Cher Chad         | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jarvis Charline   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Pierre Cher       | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rodger Claudette  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Damion Cristobal  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Enrique Danette   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Michael Daniell | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Marc Doug       | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Lien Edward     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Enda Elayne     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | ● not relevant       |

Two optional units required

|                 | MANDATORY |   |   |   |   | OPTIONAL |   |   |   |    |    |    |    |    |    |    |    |
|-----------------|-----------|---|---|---|---|----------|---|---|---|----|----|----|----|----|----|----|----|
|                 | 1         | 2 | 3 | 4 | 5 | 6        | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| ★ Marc Elbert   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ellyn    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bennie Emogene  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kim Emogene     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittni France  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Hilton Frieda   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Rob Gabriel   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jacquelin Gene  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Tomeka Gracie | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brenton Graham  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Deanne Gus      | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Sanford Gus   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Lien Jacquelin  | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rocio Jimmie    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Frieda Juan     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Elwood Kandis | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Stan Kaylene    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● | confident           | ● | relevant           |
|  | ● | partially confident | ● | partially relevant |
|  | ● | not confident       | ● | not relevant       |

Two optional units required

|                    | MANDATORY |   |   |   |   | OPTIONAL |   |   |   |    |    |    |    |    |    |    |    |
|--------------------|-----------|---|---|---|---|----------|---|---|---|----|----|----|----|----|----|----|----|
|                    | 1         | 2 | 3 | 4 | 5 | 6        | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| ★ Gus Kristofer    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Juliette Kristofer | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Ouida Lady       | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Curtis Lupe        | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Delicia Magda      | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Tomeka Marco       | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Myrtie Miyoko      | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittini Myrtie    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Mac Nakita         | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Madge Otha         | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kandis Porsche     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Garfield Ralph     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kaylene Robbie     | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Colin Rudolf       | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Myrtie Samira    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bryanna Spencer    | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | ● not relevant       |



Two optional units required

|                | MANDATORY |   |   |   |   | OPTIONAL |   |   |   |    |    |    |    |    |    |    |    |
|----------------|-----------|---|---|---|---|----------|---|---|---|----|----|----|----|----|----|----|----|
|                | 1         | 2 | 3 | 4 | 5 | 6        | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Travis Tyler   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Irena Walton | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Luis Yvone   | ●         | ● | ● | ● | ● | ●        | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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

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

|                   | MANDATORY |    |    |    |    |    | OPTIONAL Group A |    |    |    |    |    |    |    |    |    |    |
|-------------------|-----------|----|----|----|----|----|------------------|----|----|----|----|----|----|----|----|----|----|
|                   | 3         | 18 | 19 | 20 | 21 | 22 | 8                | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| Inocencia Abraham | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ahmed      | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Sallie Angel    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Florencio Arnold  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Preston Ashli   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Anthony Baker   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Merideth Bennie   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Cher Chad       | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jarvis Charline   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Pierre Cher     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rodger Claudette  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Damion Cristobal  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Enrique Danette   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Michael Daniell   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Marc Doug         | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Lien Edward     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Enda Elayne     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |   |  |
|--|---|--|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | <span style="color: green;">●</span> confident            | <span style="color: grey;">●</span> relevant           |
|  | <span style="color: orange;">●</span> partially confident | <span style="color: grey;">●</span> partially relevant |
|  | <span style="color: red;">●</span> not confident          | <span style="color: grey;">●</span> not relevant       |

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

|                 | MANDATORY |    |    |    |    |    | OPTIONAL Group A |    |    |    |    |    |    |    |    |    |    |
|-----------------|-----------|----|----|----|----|----|------------------|----|----|----|----|----|----|----|----|----|----|
|                 | 3         | 18 | 19 | 20 | 21 | 22 | 8                | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| Marc Elbert     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ellyn    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bennie Emogene  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Kim Emogene   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittini France | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Hilton Frieda   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Rob Gabriel   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jacquelin Gene  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Tomeka Gracie   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brenton Graham  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Deanne Gus      | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| ★ Sanford Gus   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Lien Jacquelin  | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rocio Jimmie    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Frieda Juan     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Elwood Kandis   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Stan Kaylene    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | ● not relevant       |

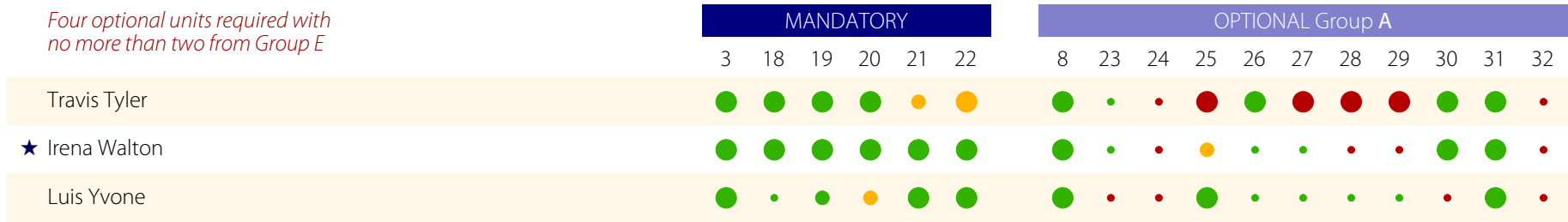
Four optional units required with no more than two from Group E

|                    | MANDATORY |    |    |    |    |    | OPTIONAL Group A |    |    |    |    |    |    |    |    |    |    |   |  |  |  |  |
|--------------------|-----------|----|----|----|----|----|------------------|----|----|----|----|----|----|----|----|----|----|---|--|--|--|--|
|                    | 3         | 18 | 19 | 20 | 21 | 22 | 8                | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |   |  |  |  |  |
| ★ Gus Kristofer    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Juliette Kristofer | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Ouida Lady         | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Curtis Lupe        | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| ★ Delicia Magda    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Tomeka Marco       | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Myrtie Miyoko      | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Brittini Myrtie    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Mac Nakita         | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Madge Otha         | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| ★ Kandis Porsche   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Garfield Ralph     | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| ★ Kaylene Robbie   | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Colin Rudolf       | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| ★ Myrtie Samira    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |
| Bryanna Spencer    | ●         | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |  |  |  |  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | ● not relevant       |

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



Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| Inocencia Abraham | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Carlos Ahmed      | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Sallie Angel    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Florencio Arnold  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Preston Ashli   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Anthony Baker   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Merideth Bennie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Cher Chad       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Jarvis Charline   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Pierre Cher     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Rodger Claudette  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Damion Cristobal  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Enrique Danette   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Michael Daniell   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Marc Doug         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Lien Edward     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Enda Elayne     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
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|  | ● | 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 |  |
| Marc Elbert    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Carlos Ellyn   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Bennie Emogene | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Kim Emogene  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Brittni France | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Hilton Frieda  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Rob Gabriel  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Jacquelin Gene | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Tomeka Gracie  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Brenton Graham | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Deanne Gus     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Sanford Gus  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Lien Jacquelin | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Rocio Jimmie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Frieda Juan    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Elwood Kandis  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Stan Kaylene   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| ★ Gus Kristofer    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Juliette Kristofer | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Ouida Lady         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Curtis Lupe        | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Delicia Magda    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Tomeka Marco       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Myrtie Miyoko      | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Brittini Myrtie    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Mac Nakita         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Madge Otha         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Kandis Porsche   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Garfield Ralph     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Kaylene Robbie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Colin Rudolf       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Myrtie Samira    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Bryanna Spencer    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| Travis Tyler   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| ★ Irena Walton | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |
| Luis Yvone     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●  | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| Inocencia Abraham | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Carlos Ahmed      | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Sallie Angel    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Florencio Arnold  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Preston Ashli   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Anthony Baker   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Merideth Bennie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Cher Chad       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Jarvis Charline   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Pierre Cher     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Rodger Claudette  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Damion Cristobal  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Enrique Danette   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Michael Daniell   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Marc Doug         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Lien Edward     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Enda Elayne     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| Marc Elbert    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Carlos Ellyn   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Bennie Emogene | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Kim Emogene  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Brittni France | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Hilton Frieda  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Rob Gabriel  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Jacquelin Gene | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Tomeka Gracie  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Brenton Graham | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Deanne Gus     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Sanford Gus  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Lien Jacquelin | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Rocio Jimmie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Frieda Juan    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Elwood Kandis  | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Stan Kaylene   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |
| ★ Gus Kristofer    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Juliette Kristofer | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Ouida Lady         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Curtis Lupe        | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| ★ Delicia Magda    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Tomeka Marco       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Myrtie Miyoko      | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Brittini Myrtie    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Mac Nakita         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Madge Otha         | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| ★ Kandis Porsche   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Garfield Ralph     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| ★ Kaylene Robbie   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Colin Rudolf       | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| ★ Myrtie Samira    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |
| Bryanna Spencer    | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |  |
| Travis Tyler   | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| ★ Irena Walton | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |
| Luis Yvone     | ●                | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●                | ●        | ●  | ●  | ●  | ●  | ●  |  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | ● not relevant       |

# Common tasks

This section shows common tasks which 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.

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

## Capacity per task

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

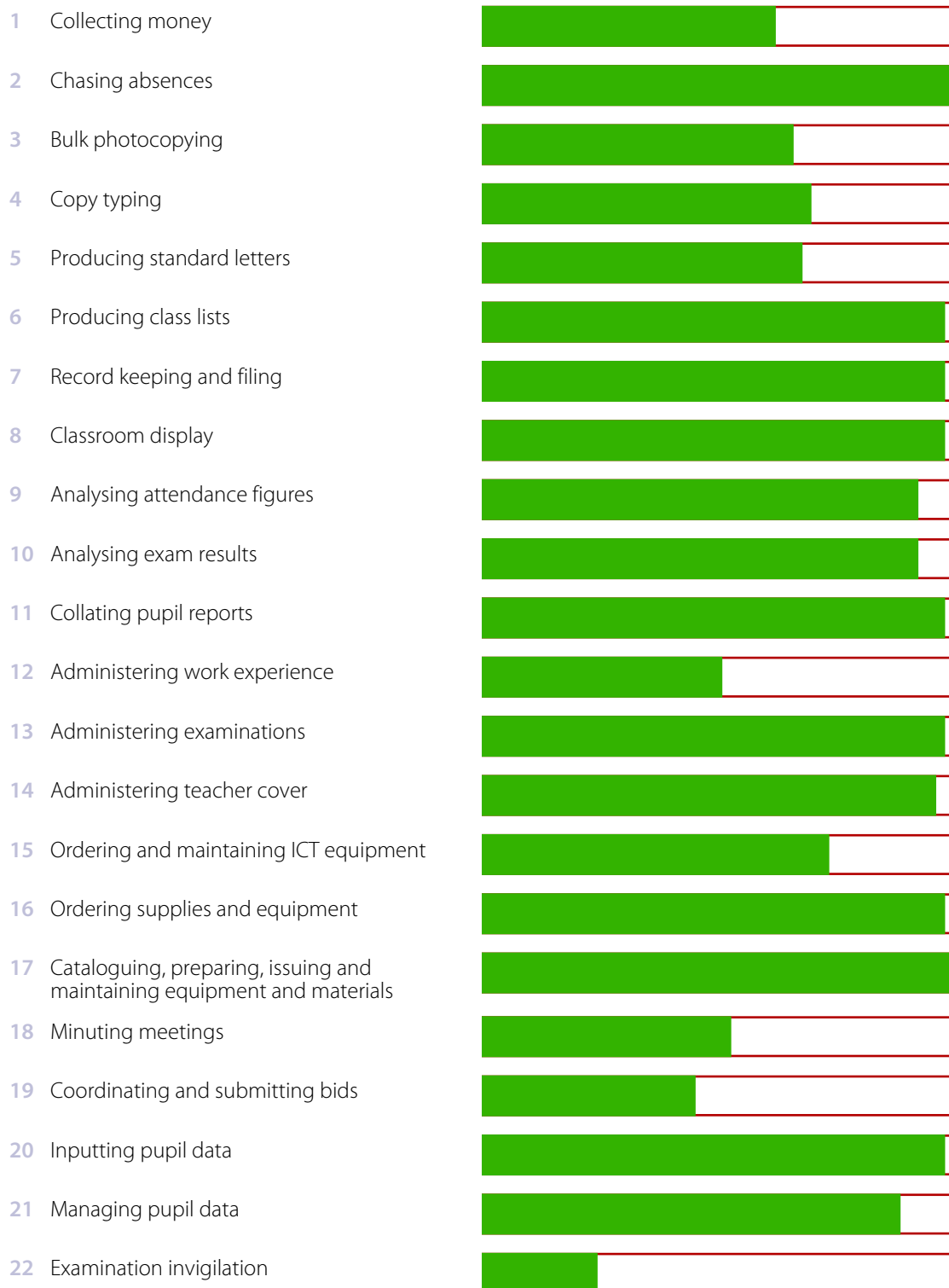
➤ See page 37 ➤

## Individual capacity per task

For each of the tasks, you are shown the category that each member of teaching and learning support staff falls into for that task for confidence.

➤ See pages 38 to 40 ➤

Capacity of staff for common tasks



Key

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

Capacity of each member of staff for common tasks

|                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |   |
|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Inocencia Abraham | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Carlos Ahmed      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Sallie Angel      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Florencio Arnold  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Preston Ashli     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Anthony Baker     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Merideth Bennie   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Cher Chad         | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Jarvis Charline   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Pierre Cher       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Rodger Claudette  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Damion Cristobal  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Enrique Danette   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Michael Daniell   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Marc Doug         | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Lien Edward       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Enda Elayne       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Marc Elbert       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |

Key

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



|                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Carlos Ellyn       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bennie Emogene     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kim Emogene        | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittini France    | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Hilton Frieda      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rob Gabriel        | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jacquelin Gene     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Tomeka Gracie      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brenton Graham     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Deanne Gus         | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Sanford Gus        | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Lien Jacquelin     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rocio Jimmie       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Frieda Juan        | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Elwood Kandis      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Stan Kaylene       | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Gus Kristofer      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Juliette Kristofer | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Ouida Lady         | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

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

|                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |   |
|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Curtis Lupe     | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Delicia Magda   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Tomeka Marco    | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Myrtie Miyoko   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Brittini Myrtie | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Mac Nakita      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Madge Otha      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Kandis Porsche  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Garfield Ralph  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Kaylene Robbie  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Colin Rudolf    | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Myrtie Samira   | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Bryanna Spencer | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Travis Tyler    | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Irena Walton    | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |
| Luis Yvone      | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ● |

Key

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

# 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.

Becoming an HLTA no longer involves taking an external assessment. Instead, it is the school leadership team's responsibility to assess whether individuals can demonstrate competence in the Professional Standards. The results in this section should provide a useful tool to help them do so.

## 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 42 to 48 ➤

## 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.

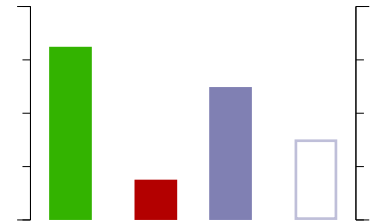
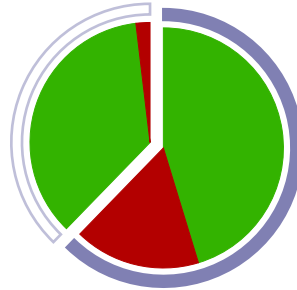
- ★ A blue star shows that the staff member feels that they possess the skills and knowledge which underpin all the Professional Standards for HLTAs.

➤ See pages 49 to 56 ➤

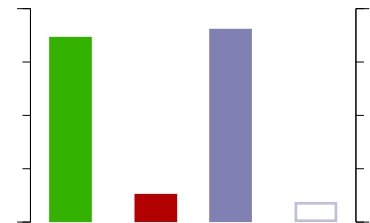
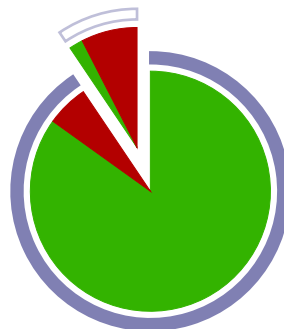
Ability of staff to meet the Professional Standards for HLTAs

Professional attributes

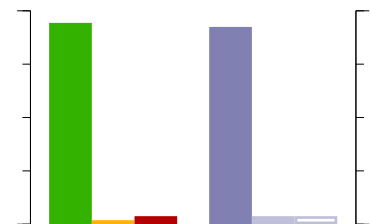
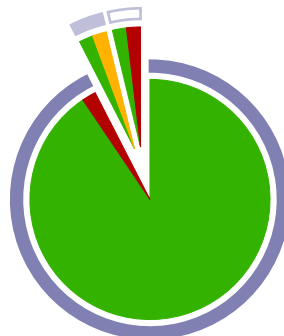
**1**  
Have high expectations of children and young people with a commitment to helping them fulfil their potential



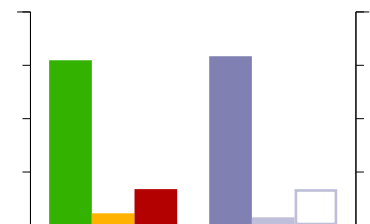
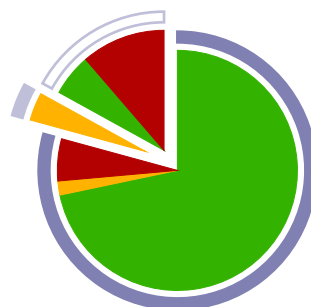
**2**  
Establish fair, respectful, trusting, supportive and constructive relationships with children and young people



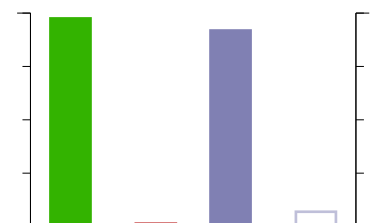
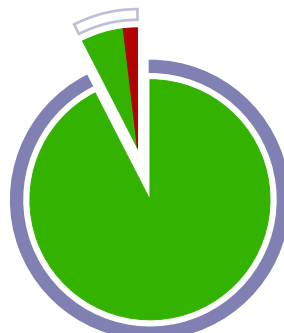
**3**  
Demonstrate the positive values, attitudes and behaviour they expect from children and young people



**4**  
Communicate effectively and sensitively with children, young people, colleagues, parents and carers



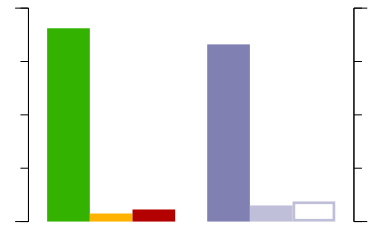
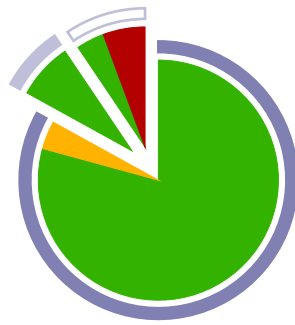
**5**  
Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people



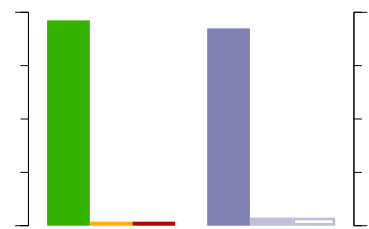
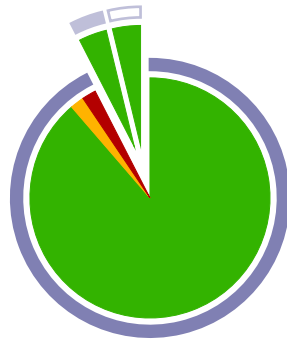
Key

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

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

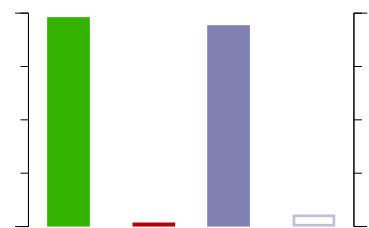
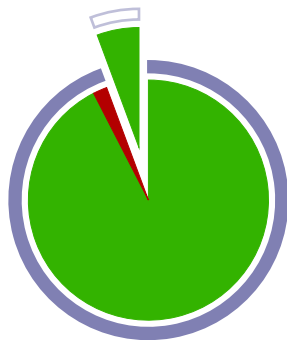


**7**  
Improve their own knowledge and practice including responding to advice and feedback

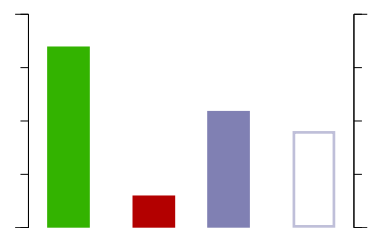
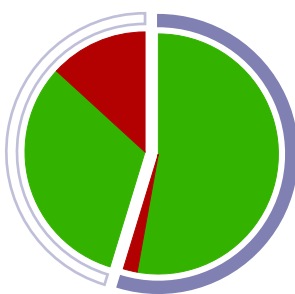


**Professional knowledge and understanding**

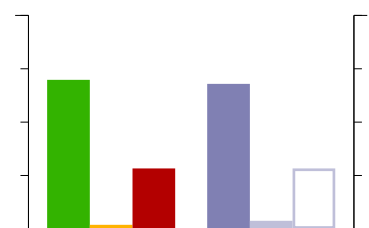
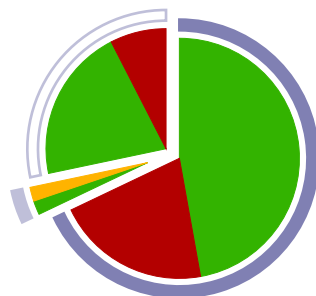
**8**  
Understand the key factors that affect children and young people's learning and progress



**9**  
Know how to contribute to effective personalised provision by taking practical account of diversity



**10**  
Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

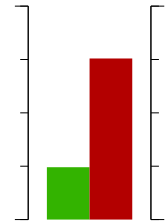
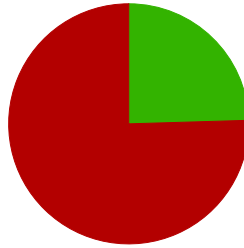


Key

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

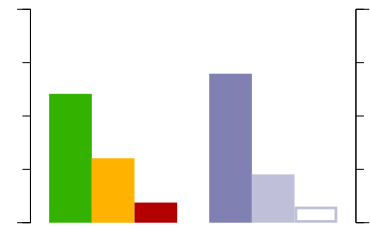
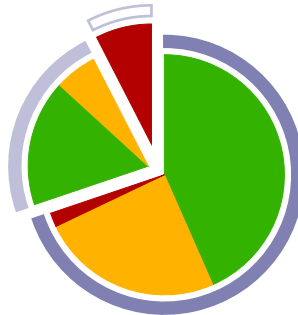
11

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



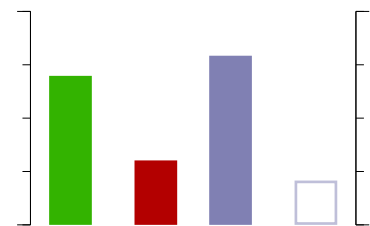
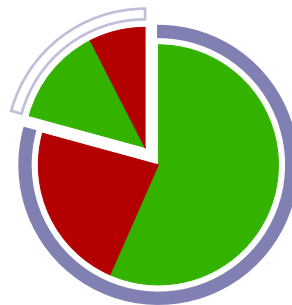
12

Know how to use ICT to support their professional activities



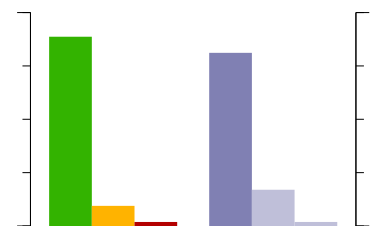
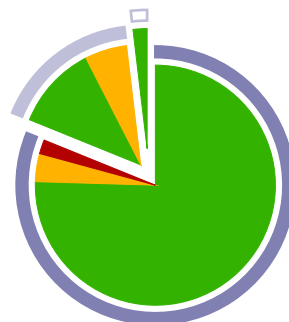
13

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



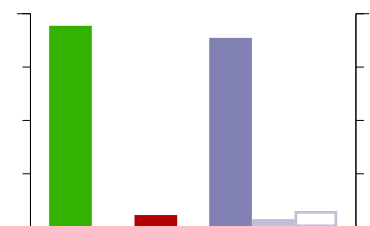
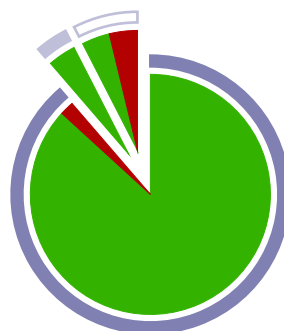
14

Understand the objectives, content and intended outcomes for the learning activities in which they are involved



15

Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation



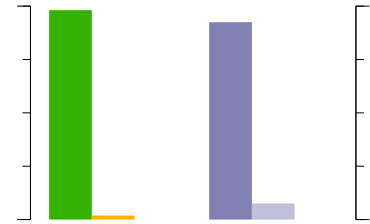
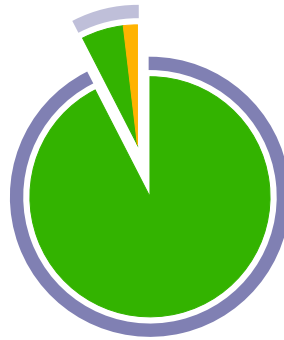
Key

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

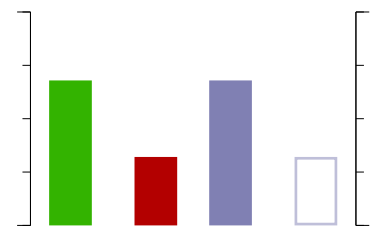
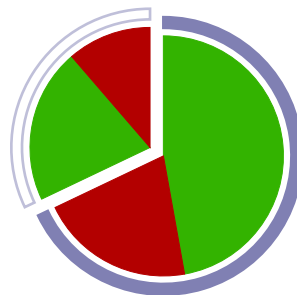
\* Relevance is not shown for this Professional Standard

**16**

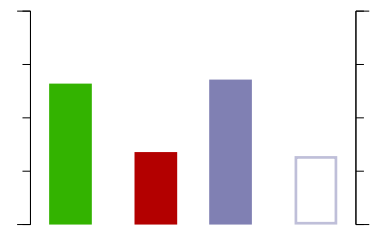
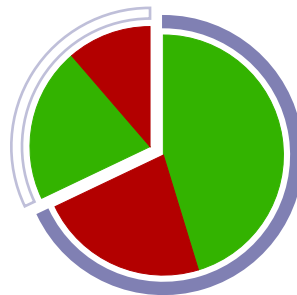
Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice


**Professional skills: Planning and expectations**
**17**

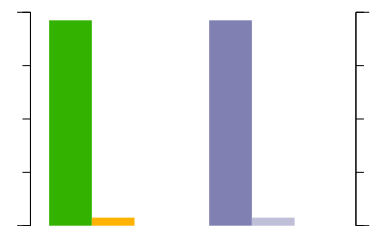
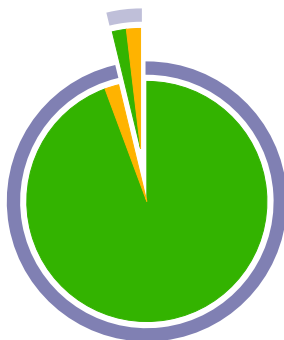
Use their area(s) of expertise to contribute to the planning and preparation of learning activities


**18**

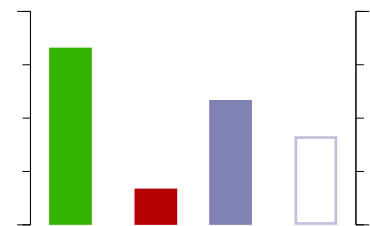
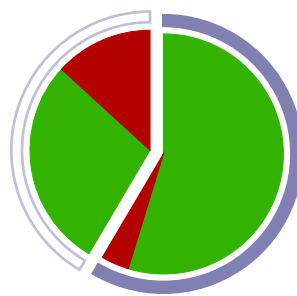
Use their area(s) of expertise to plan their role in learning activities


**19**

Devise clearly structured activities that interest and motivate learners and advance their learning


**20**

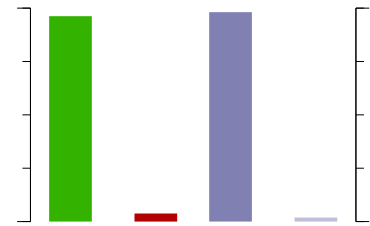
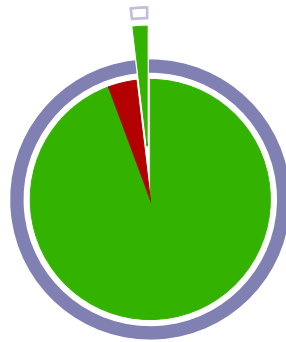
Plan how they will support the inclusion of the children and young people in the learning activities


**Key**

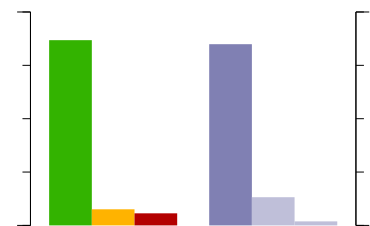
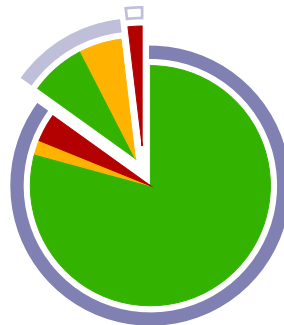
|   |   |
|---|---|
| <span style="color: green;">■</span> confident            | <span style="color: blue;">■</span> relevant  |
| <span style="color: orange;">■</span> partially confident | <span style="color: lightblue;">■</span> partially relevant   |
| <span style="color: red;">■</span> not confident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

**21**

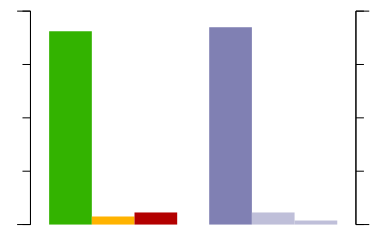
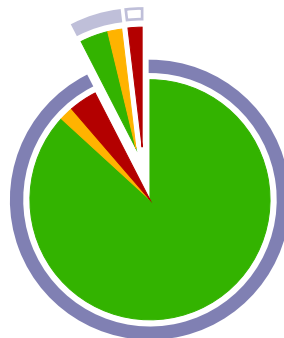
Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities


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

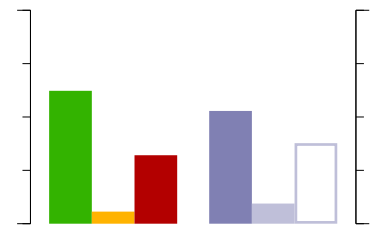
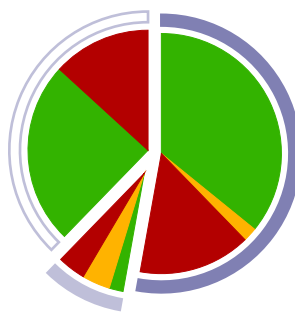
Monitor learners' responses to activities and modify the approach accordingly


**23**

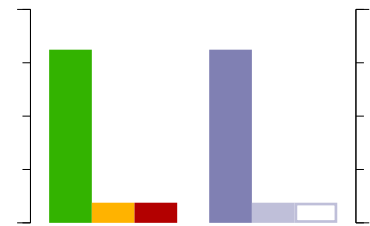
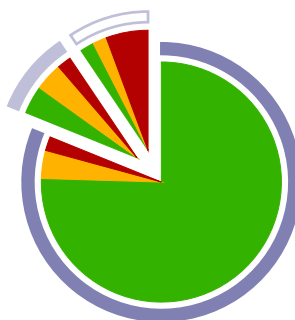
Monitor learners' progress in order to provide focused support and feedback


**24**

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


**25**

Contribute to maintaining and analysing records of learners' progress



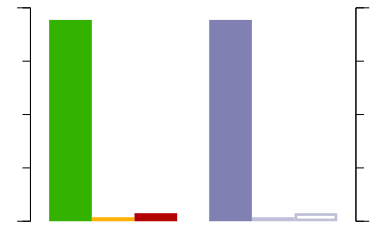
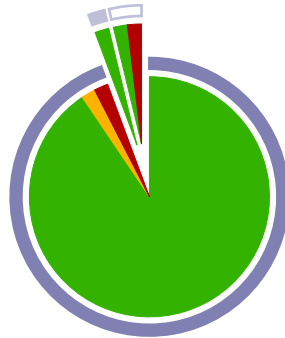
Key

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

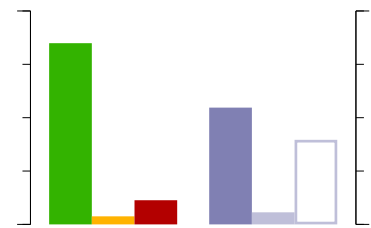
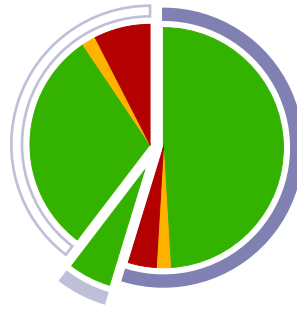


### Professional skills: Teaching and learning activities

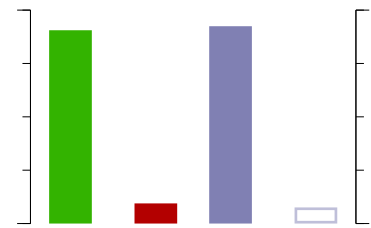
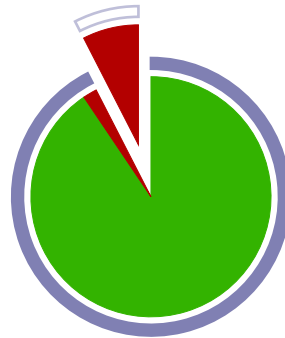
**26**  
Use effective strategies to promote positive behaviour



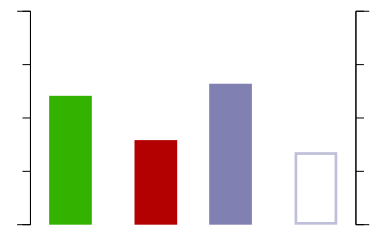
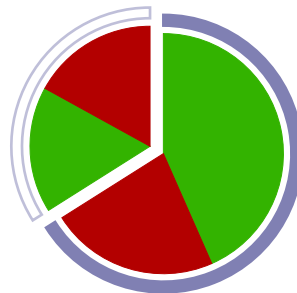
**27**  
Recognise and respond appropriately to situations that challenge equality of opportunity



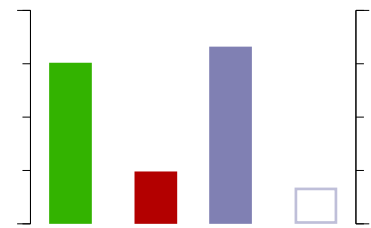
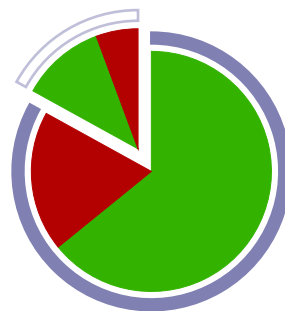
**28**  
Use their ICT skills to advance learning



**29**  
Advance learning when working with individuals



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

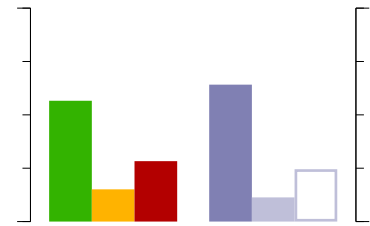
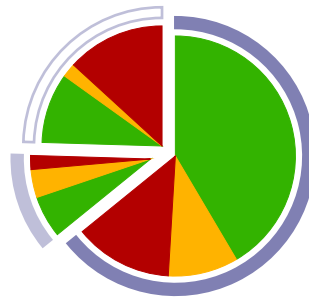


Key

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

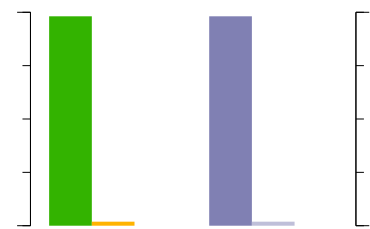
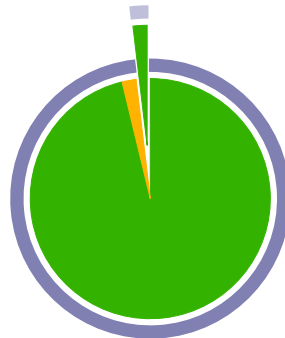
**31**

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



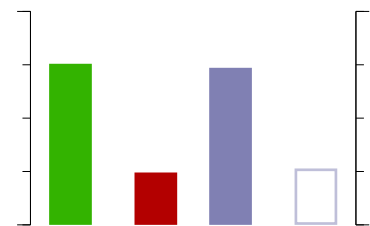
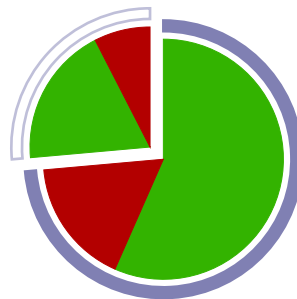
**32**

Organise and manage learning activities in ways which keep learners safe



**33**

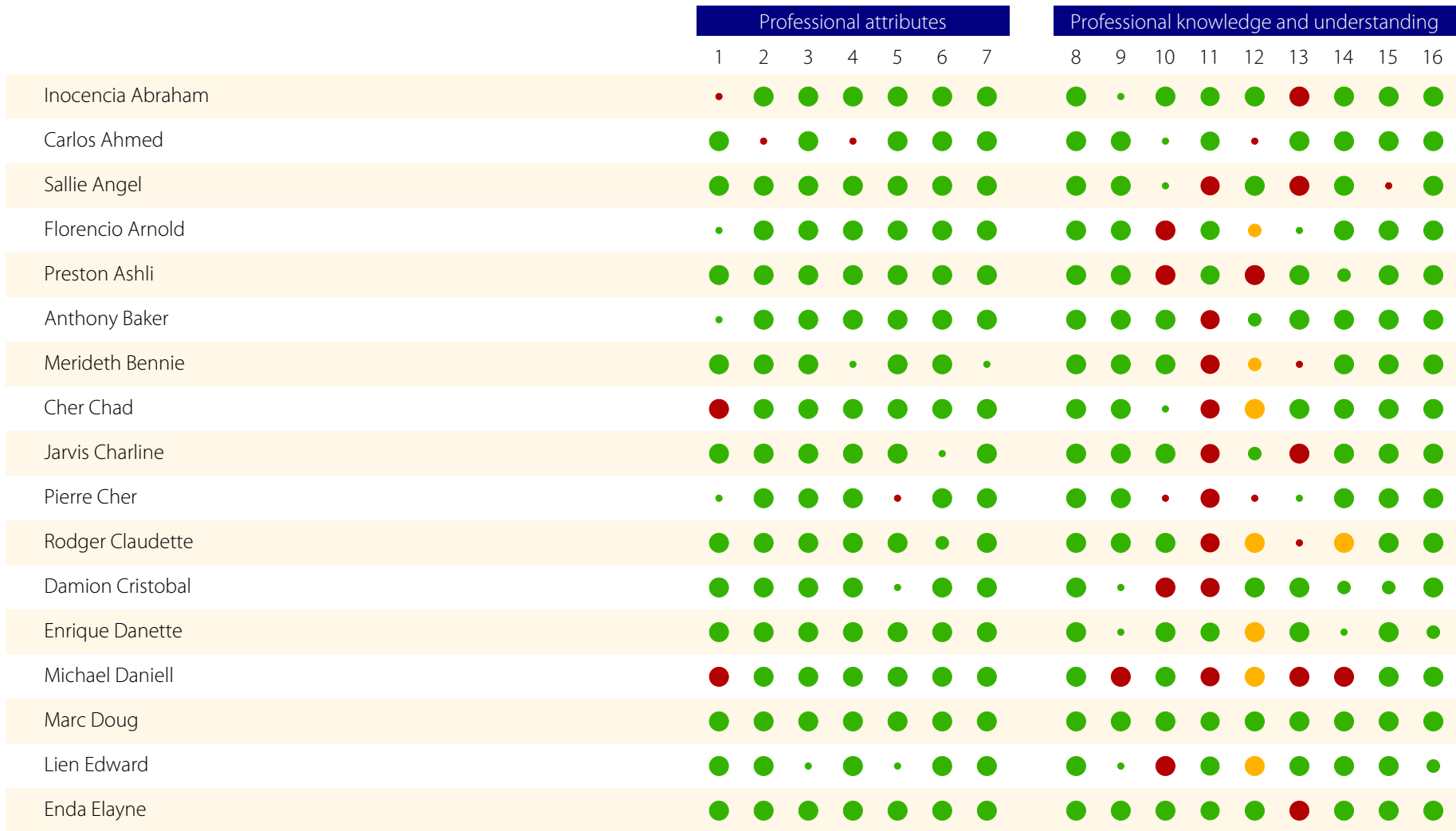
Direct the work, where relevant, of other adults in supporting learning



Key

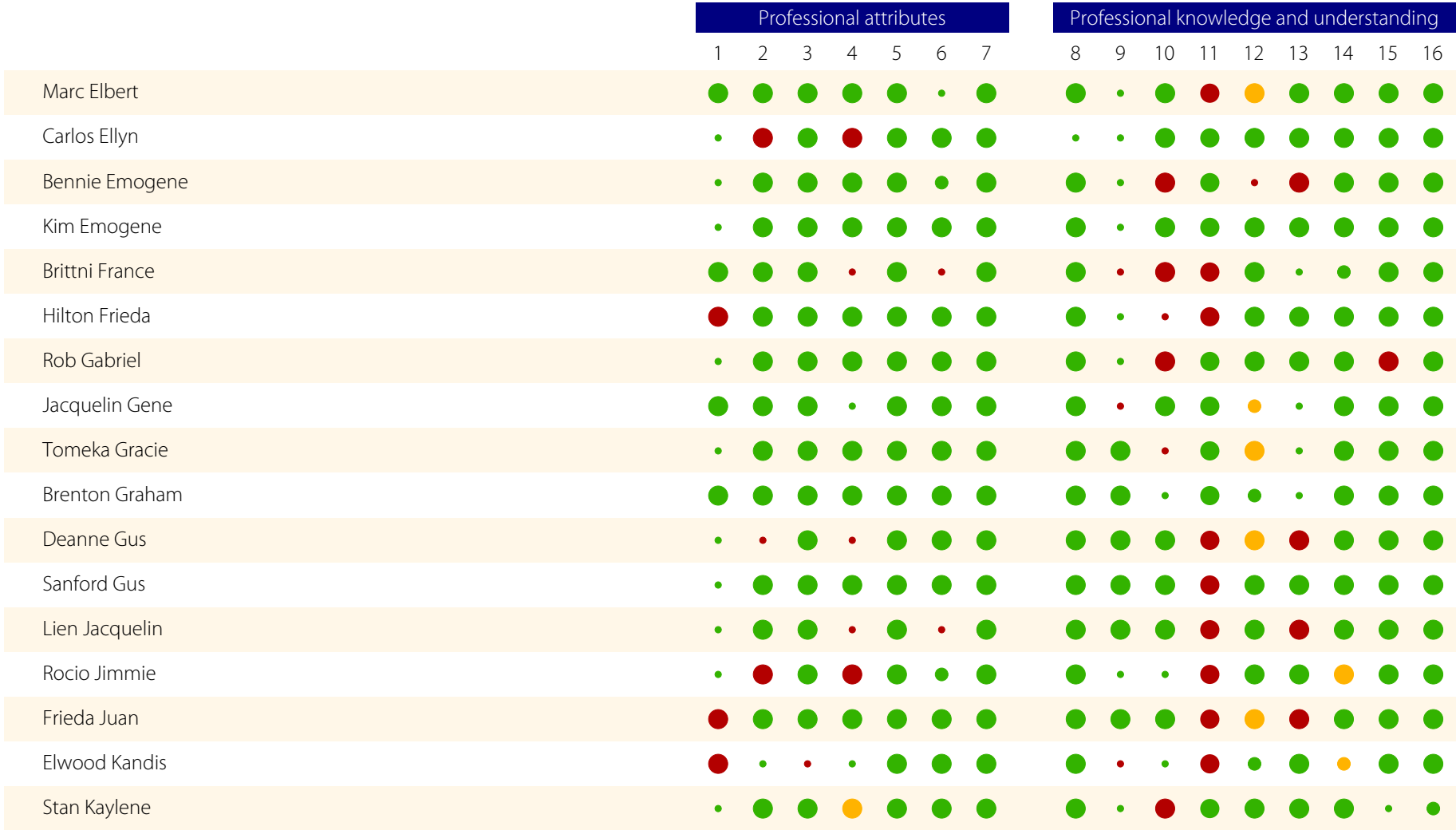
|   |   |
|---|---|
| <span style="color: green;">■</span> confident            | <span style="color: blue;">■</span> relevant  |
| <span style="color: orange;">■</span> partially confident | <span style="color: lightblue;">■</span> partially relevant   |
| <span style="color: red;">■</span> not confident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

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



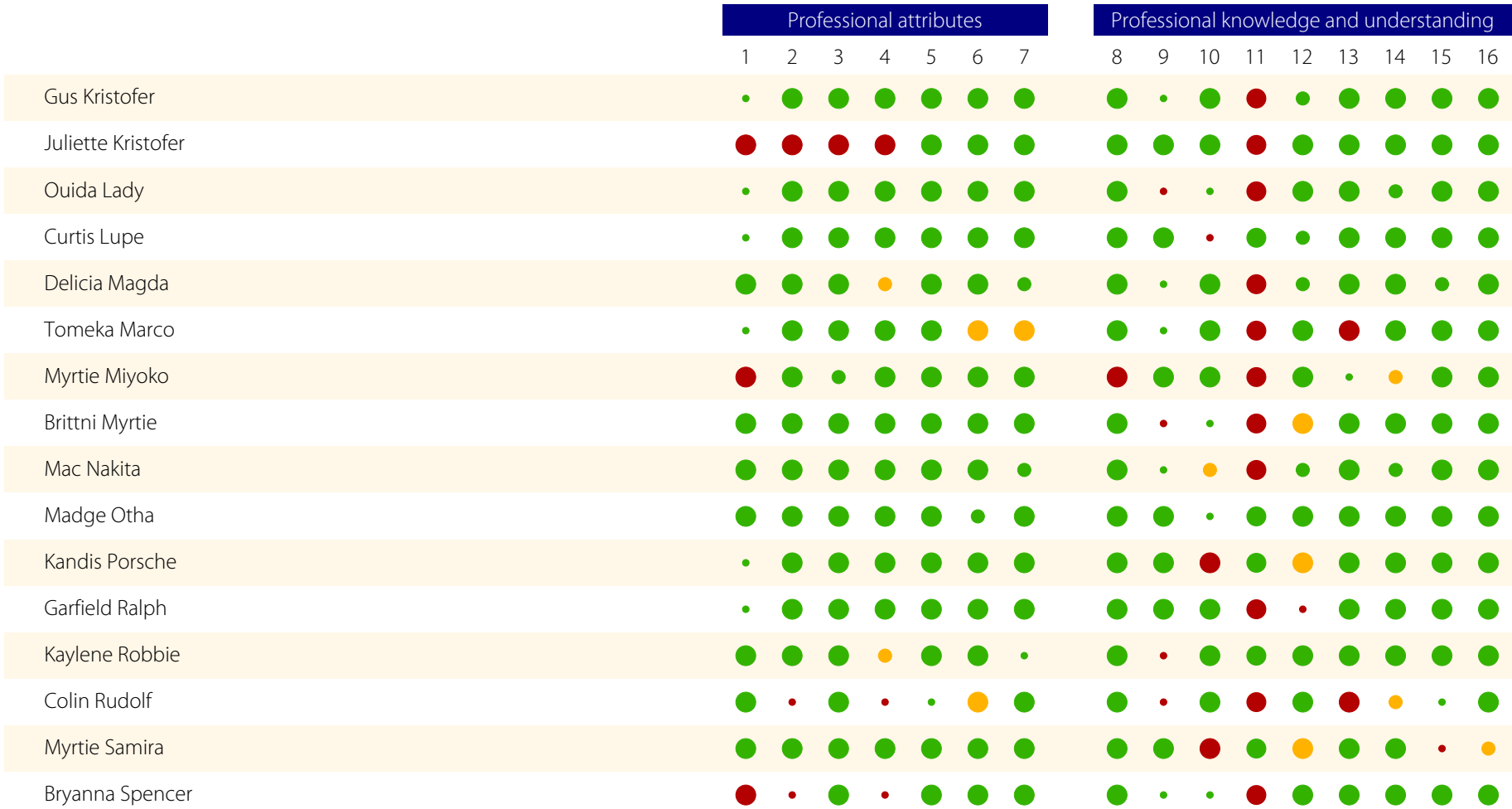
Key

|  |                     |                    |
|--|---------------------|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | confident           | relevant           |
|  | partially confident | partially relevant |
|  | not confident       | not relevant       |



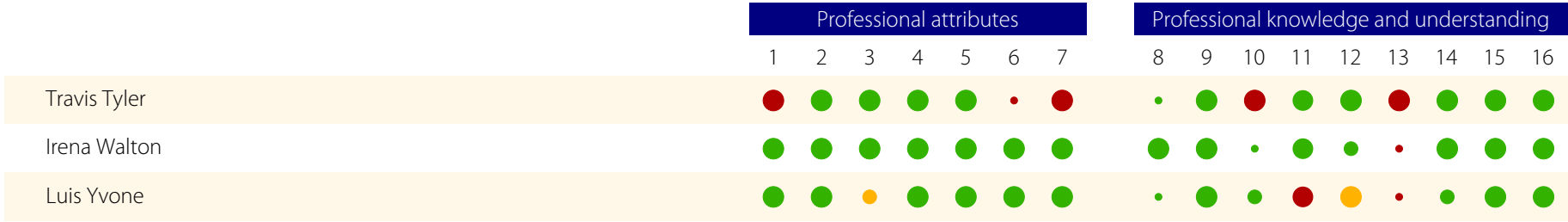
Key

|  |   |  |
|--|---|--|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | <span style="color: green;">●</span> confident            | <span style="color: grey;">●</span> relevant           |
|  | <span style="color: orange;">●</span> partially confident | <span style="color: grey;">●</span> partially relevant |
|  | <span style="color: red;">●</span> not confident          | <span style="color: grey;">●</span> not relevant       |



Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● confident           | ● relevant           |
|  | ● partially confident | ● partially relevant |
|  | ● not confident       | • not relevant       |



Key

|  |   |  |
|--|---|--|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | <span style="color: green;">●</span> confident            | <span style="color: grey;">●</span> relevant           |
|  | <span style="color: orange;">●</span> partially confident | <span style="color: grey;">●</span> partially relevant |
|  | <span style="color: red;">●</span> not confident          | <span style="color: grey;">●</span> 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 |
| Inocencia Abraham | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ahmed      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Sallie Angel      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Florencio Arnold  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Preston Ashli     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Anthony Baker     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Merideth Bennie   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Cher Chad         | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jarvis Charline   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Pierre Cher       | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rodger Claudette  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Damion Cristobal  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Enrique Danette   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Michael Daniell   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Marc Doug         | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Lien Edward       | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Enda Elayne       | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |                       |                      |
|--|-----------------------|----------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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 |
| Marc Elbert    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Carlos Ellyn   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bennie Emogene | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kim Emogene    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittni France | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Hilton Frieda  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rob Gabriel    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Jacquelin Gene | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Tomeka Gracie  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brenton Graham | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Deanne Gus     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Sanford Gus    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Lien Jacquelin | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Rocio Jimmie   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Frieda Juan    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Elwood Kandis  | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Stan Kaylene   | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

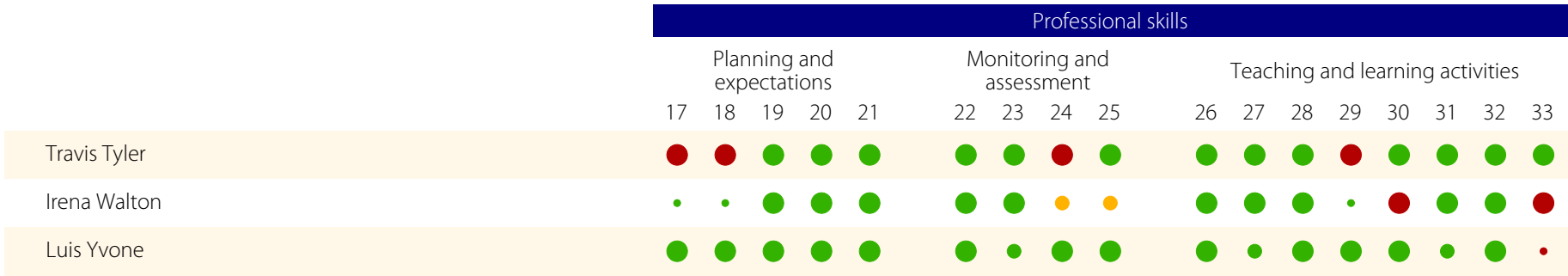
|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
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|  | ● | partially confident | ● | partially relevant |
|  | ● | not confident       | ● | not relevant       |



|                    | 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 |
| Gus Kristofer      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Juliette Kristofer | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Ouida Lady         | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Curtis Lupe        | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Delicia Magda      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Tomeka Marco       | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Myrtie Miyoko      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Brittni Myrtie     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Mac Nakita         | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Madge Otha         | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kandis Porsche     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Garfield Ralph     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Kaylene Robbie     | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Colin Rudolf       | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Myrtie Samira      | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Bryanna Spencer    | ●                         | ●  | ●  | ●  | ●  | ●                         | ●  | ●  | ●  | ●                                | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

Key

|  |   |                     |   |                    |
|--|---|---------------------|---|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , ie: | ● | confident           | ● | relevant           |
|  | ● | partially confident | ● | partially relevant |
|  | ● | not confident       | ● | not relevant       |



Key

|  |  |                     |  |                    |
|--|--|---------------------|--|--------------------|
| The <b>colour</b> of a circle indicates <b>confidence</b> and the <b>size</b> of a circle indicates <b>relevance</b> , 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:

- Hilton Frieda
- Deanne Gus
- Garfield Ralph
- Luis Yvone

*Numeracy capability of staff*



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

- Sallie Angel
- Anthony Baker
- Merideth Bennie
- Cher Chad
- Jarvis Charline
- Frieda Juan
- Elwood Kandis
- Gus Kristofer
- Juliette Kristofer
- Ouida Lady

Key



- Pierre Cher
- Rodger Claudette
- Damion Cristobal
- Michael Daniell
- Marc Elbert
- Brittni France
- Sanford Gus
- Lien Jacquelin
- Rocio Jimmie
- Delicia Magda
- Tomeka Marco
- Myrtie Miyoko
- Brittni Myrtie
- Mac Nakita
- Garfield Ralph
- Colin Rudolf
- Bryanna Spencer
- Luis Yvone

## 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:

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

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 60 to 63 ►

Core support staff skills capability of each member of staff

|                   | D4: Bilingual pupils | F1: ICT & the TA's role | B2: Relationships & control | B1: The teaching assistant's role | A3: Being an effective colleague | A2: Reducing conflict | C2: Styles of teacher behaviour | D1: Learning challenges | A1: Working with teachers | B3: Planning & differentiation | D2: SEN in the classroom | E1: Record-keeping | E2: ICT & school records | E3: Equipment & resources | E4: Health & safety in schools | F2: When & how to use ICT | B4: How well are pupils taught? | C1: Establishing classroom rules | A4: Liaising with parents | D3: Gifted & talented pupils | B5: Effective teaching strategies |
|-------------------|----------------------|-------------------------|-----------------------------|-----------------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|---------------------------|--------------------------------|--------------------------|--------------------|--------------------------|---------------------------|--------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|-----------------------------------|
| Inocencia Abraham | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Carlos Ahmed      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Sallie Angel      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Florencio Arnold  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Preston Ashli     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Anthony Baker     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Merideth Bennie   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Cher Chad         | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Jarvis Charline   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Pierre Cher       | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Rodger Claudette  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Damion Cristobal  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Enrique Danette   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |

Key

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

|                 | D4: Bilingual pupils | F1: ICT & the TA's role | B2: Relationships & control | B1: The teaching assistant's role | A3: Being an effective colleague | A2: Reducing conflict | C2: Styles of teacher behaviour | D1: Learning challenges | A1: Working with teachers | B3: Planning & differentiation | D2: SEN in the classroom | E1: Record-keeping | E2: ICT & school records | E3: Equipment & resources | E4: Health & safety in schools | F2: When & how to use ICT | B4: How well are pupils taught? | C1: Establishing classroom rules | A4: Liaising with parents | D3: Gifted & talented pupils | B5: Effective teaching strategies |   |
|-----------------|----------------------|-------------------------|-----------------------------|-----------------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|---------------------------|--------------------------------|--------------------------|--------------------|--------------------------|---------------------------|--------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|-----------------------------------|---|
| Michael Daniell | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Marc Doug       | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Lien Edward     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Enda Elayne     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Marc Elbert     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Carlos Ellyn    | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Bennie Emogene  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Kim Emogene     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Brittni France  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Hilton Frieda   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Rob Gabriel     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Jacquelin Gene  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Tomeka Gracie   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Brenton Graham  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |

Key

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

|                    | D4: Bilingual pupils | F1: ICT & the TA's role | B2: Relationships & control | B1: The teaching assistant's role | A3: Being an effective colleague | A2: Reducing conflict | C2: Styles of teacher behaviour | D1: Learning challenges | A1: Working with teachers | B3: Planning & differentiation | D2: SEN in the classroom | E1: Record-keeping | E2: ICT & school records | E3: Equipment & resources | E4: Health & safety in schools | F2: When & how to use ICT | B4: How well are pupils taught? | C1: Establishing classroom rules | A4: Liaising with parents | D3: Gifted & talented pupils | B5: Effective teaching strategies |   |
|--------------------|----------------------|-------------------------|-----------------------------|-----------------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|---------------------------|--------------------------------|--------------------------|--------------------|--------------------------|---------------------------|--------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|-----------------------------------|---|
| Deanne Gus         | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Sanford Gus        | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Lien Jacquelin     | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Rocio Jimmie       | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Frieda Juan        | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Elwood Kandis      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Stan Kaylene       | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Gus Kristofer      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Juliette Kristofer | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Ouida Lady         | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Curtis Lupe        | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Delicia Magda      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Tomeka Marco       | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |
| Myrtie Miyoko      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 | ● |

Key

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



|                 | D4: Bilingual pupils | F1: ICT & the TA's role | B2: Relationships & control | B1: The teaching assistant's role | A3: Being an effective colleague | A2: Reducing conflict | C2: Styles of teacher behaviour | D1: Learning challenges | A1: Working with teachers | B3: Planning & differentiation | D2: SEN in the classroom | E1: Record-keeping | E2: ICT & school records | E3: Equipment & resources | E4: Health & safety in schools | F2: When & how to use ICT | B4: How well are pupils taught? | C1: Establishing classroom rules | A4: Liaising with parents | D3: Gifted & talented pupils | B5: Effective teaching strategies |
|-----------------|----------------------|-------------------------|-----------------------------|-----------------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|---------------------------|--------------------------------|--------------------------|--------------------|--------------------------|---------------------------|--------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|-----------------------------------|
| Brittni Myrtie  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Mac Nakita      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Madge Otha      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Kandis Porsche  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Garfield Ralph  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Kaylene Robbie  | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Colin Rudolf    | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Myrtie Samira   | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Bryanna Spencer | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Travis Tyler    | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Irena Walton    | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |
| Luis Yvone      | ●                    | ●                       | ●                           | ●                                 | ●                                | ●                     | ●                               | ●                       | ●                         | ●                              | ●                        | ●                  | ●                        | ●                         | ●                              | ●                         | ●                               | ●                                | ●                         | ●                            | ●                                 |

Key

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

# 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 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:

- Carlos Ahmed
- Sallie Angel
- Florencio Arnold
- Merideth Bennie
- Cher Chad
- Pierre Cher
- Rodger Claudette
- Enrique Danette
- Michael Daniell
- Lien Edward
- Marc Elbert
- Carlos Ellyn
- Hilton Frieda
- Jacquelin Gene
- Tomeka Gracie
- Deanne Gus
- Frieda Juan
- Ouida Lady
- Brittini Myrtie
- Mac Nakita
- Kandis Porsche
- Myrtie Samira
- Bryanna Spencer
- Luis Yvone

Key

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