

Professional Development Framework for Teaching Assistants

This is an [outline guide](#) only and opportunities may change (July 2010)

TA Career Stage	What can I do?	How might my school support me?	What opportunities may there be to link with other schools	What LA training may be available?	What next?
Working at Teaching Assistant Level 2/3	<ul style="list-style-type: none"> When you take up your role, ensure that you fully engage in Induction opportunities in your school and in the Local Authority Keep an up to date CPD file (your line manager will give you advice and guidance on this) Become familiar with the National Occupational Standards relevant to your role Be available for training and attend appropriate staff meetings Be aware of relevant current policies Contribute to overall ethos/work/aims of the school Observe other colleagues Be observed and receive feedback Gain work based qualifications (Level 2/3) Regularly visit key websites to read about support staff practice (for example, the support staff and CPD zone on the Teaching and Development Agency (TDA) website www.tda.gov.uk) 	<ul style="list-style-type: none"> A good programme of Induction so that when I start in the school I understand “who is who” and what are the key policies in relation to my role (it is particularly important that you understand the schools Safeguarding policy and know who is named as the child protection person) Time to shadow a more experienced TA colleague Regular and scheduled time with classroom teacher or line manager to discuss role, plan work and review pupil progress A clear and up to date Job Description which is discussed during 1:1 performance management meetings Peer Coaching or mentoring Observation and feedback (as part of the performance management process) The school will provide a mentor to support colleagues undertaking work based qualifications Performance management 1:1 meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national occupational standards and career aspirations Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Occupation Standards 	<ul style="list-style-type: none"> Local Professional Learning Clusters (PLCs) – held once per term in an RBKC school. Book through your CPD Leader Visit Schools with outstanding practice to share – for example, around support for children with special needs. Discuss you’re your SENCo Work shadow and observation of good practice in other schools 	<ul style="list-style-type: none"> Induction Programme for Teaching Assistants CPD courses (you can search the CPD programme on line: www.rbkc.gov.uk/isaacnewtonsearch/default.asp) Book through your school CPD Leader Specific courses to support pupils with SEN (book through your school CPD Leader) First Aid / Paediatric first aid Career Guidance Surgeries (book through your School CPD Leader) Guidance with Support Staff Qualifications (these are currently being reviewed) Advanced Skills Teacher (AST) for support staff who works with schools to develop support staff 	<ul style="list-style-type: none"> Consider taking level 2 (GCSE or equivalent) Maths and English if you do not have these qualifications (Key Skills qualifications in Numeracy and Literacy are available via LearnDirect through your local library) Enrol in a local FE College on a work based learning programme to gain a relevant support staff qualification (qualifications are currently under review)
Working at Teaching Assistant Level 3 with a specialism	<p>Maintain activities above and...</p> <ul style="list-style-type: none"> Take lead responsibility for coordinating a school activity e.g. ALS, booster groups, IT suite etc. Develop Specialisms e.g. behaviour, counselling etc Ensure that you have a GCSE Maths and English or equivalent Induct new Teaching Assistants Be prepared to attend training in peer observation and coaching in order to observe and coach less experienced colleagues Keep up to date with your specialism through reading Carry out small pieces of ‘action research’ (eg using pupil voice to find out how your work is perceived in order to improve) 	<p>As above plus</p> <ul style="list-style-type: none"> Provide opportunities for you to take on more responsibilities (under agreed supervision) in your specialism Begin to reflect upon your performance in relation to the HLTA standards A clear and up to date Job Description which reflects your specialism 	<p>As above plus....</p> <ul style="list-style-type: none"> Take a lead role in a Professional Learning Cluster (PLC) by presenting on your specialism or an area of good practice Visit another school during the ‘Open Doors’ weeks and provide feedback to other school colleagues 	<p>As above plus....</p> <ul style="list-style-type: none"> Advice and guidance around developing a specialism and appropriate deployment Signposting further development opportunities available 	<ul style="list-style-type: none"> Continue with the next level of support staff qualification (for example, towards a Level 3 Diploma in Supporting Teaching and Learning) Take Level 2 Maths and English qualifications if you do not have them Explore HLTA options available Enrol on a Foundation Degree programme
Working at Teaching Assistant Level 4 Higher Level Teaching Assistant	<p>Maintain activities above and...</p> <ul style="list-style-type: none"> Shadow other HLTAs in their schools Be prepared to attend training in leading teams Lead support staff meetings or training sessions Consider taking A1 Award in Assessing Candidates Using a Range of Methods Join a working party (for example to review a policy) Start a Foundation Degree (and later “top up” to a full honours degree) Take GCSEs in English and Maths (and Science for Primary School Teaching) if you wish to enter the teaching profession (you will need Grade C or above) 	<p>As Level 3 plus....</p> <ul style="list-style-type: none"> Provide further opportunities to further develop your knowledge and skills to advance the learning of individual pupils, small groups and whole classes under the direction of a teacher Revisit the HLTA standards during 1:1 performance management meetings Provide further opportunities to take on the supervision of other support staff Involve you in the school self review processes Support you with your Foundation Degree (for example, with study time if possible) 	<p>As all above plus...</p> <ul style="list-style-type: none"> Network with other HLTA colleagues to support best practice 	<p>As above</p> <ul style="list-style-type: none"> Join the HLTA Forum and take an active role in the termly meetings 	<ul style="list-style-type: none"> Consider Team leading qualification Consider A1 Assessor Award Progress to Honours degree or Enrol on Foundation degree if not already done Explore Career in Teaching
Working towards Qualified Teacher Status via Graduate Teacher Programme	<ul style="list-style-type: none"> Must have full honours degree (360 points) Foundation degree (240 points) + full honours (120 points) Maths and English at GCSE or equivalent – grade C or above. If Primary also need Grade C or above in Science Join a Professional Teaching Association Create a career entry development profile – support will be given Start a professional portfolio demonstrating evidence of competence against the teachers professional standards 	<ul style="list-style-type: none"> Support to secure a place on a GTP programme School provision of appropriate training programme Gradual increase in class contact time over the three terms School support for GTP – allocation of a mentor Assessment against QTS (Q) professional standards Day release to attend university for one day a week Temporary contract for a year employed as an Unqualified Teacher 	<ul style="list-style-type: none"> local GTP network visit, observe practice and teach in other schools 	<ul style="list-style-type: none"> Advice and guidance around the London South Bank Graduate Teacher Programme (and other programme as relevant) 	<ul style="list-style-type: none"> NQT Year – once you have gained Qualified Teacher Status (QTS) you are classified as a Newly Qualified Teacher (NQT) and you must formally pass a period of Statutory Induction in order to teach in the maintained sector