

## Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Behaviour Management module

Outline content of Behaviour Management module for teaching assistants in secondary schools		National Occupational Standards for TAs												
		2-1 Help with classroom resources and records	2-2 Help with the care and support of pupils	2-3 Provide support for learning activities	2-4 Provide effective support for your colleagues	2-5 Support literacy and numeracy activities in the classroom	3-1 Contribute to the management of pupil behaviour	3-2 Establish and maintain relationships with individual pupils and groups	3-3 Support pupils during learning activities	3-4 Review and develop your own professional practice	3-5 Assist in preparing and maintaining the learning environment	3-6 Contribute to maintaining pupils records	3-7 Observe and report on pupil performance	3-8 Contribute to the planning and evaluation of learning activities
<b>Pre-course preparation</b>														
1	Considering rules, consequences, rewards and sanctions (background reading and activity)		■	●		□	●	□	□					□
2	The learning climate - building relationships (background reading)		■	□		□	□	■	□					■
3	Setting an agenda for classroom support (background reading)		□				■							■
<b>Unit 1 Strategies and approaches for positive behaviour management</b>														
4	Importance of high-quality relationships		□	□			□	□	□					□
5	Significance of language in building pupil success		□	□		□	□	□	□					□
6	Importance of working within a framework of principles						□							□
7	Impact and influence of adult behaviour		□				□	□						□
8	Plan for good behaviour		□	□		□	■	□	□					□
9	Work within the 4Rs framework		■				■	■						□
10	Separate the (inappropriate) behaviour from the child													■
11	Use the language of choice		■											■
12	Focus on primary behaviours													
13	Actively build trust and rapport		■	■			■	■	■					■
14	Model the behaviour that you want to see		□				□							□
15	Follow up on issues that count		□				□	□						
16	Work to repair and restore relationships						□							
17	Considering positive practice		□	□			□		□					□
<b>Unit 2 Effective practice in action</b>														
18	Observation of strategies and approaches for positive behaviour management (video)		■	■			■	■	■					■
<b>Further activities for after the course</b>														
19	Talking through understanding with mentor		■				■	■		▲				
20	Opportunities to praise pupils		□	□		□	□	□	□					□
21	Observation notebook						●			●				

### KEY

- Awareness raising
- Developing knowledge
- ▲ Applying knowledge and practising skills
- Opportunity to generate evidence

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		3-10 Support the maintenance of pupil safety and security	3-11 Contribute to the health and well-being of pupils	3-12 Provide support for bilingual or multilingual pupils	3-13 Support pupils with communication and interaction difficulties	3-14 Support pupils with cognition and learning difficulties	3-15 Support pupils with behavioural, emotional and social development needs	3-16 Provide support for pupils with sensory and/or physical impairment	3-17 Support the use of ICT in the classroom	3-18 Help pupils to develop their literacy skills	3-19 Help pupils to develop their numeracy skills	3-20 Help pupils to access the curriculum	3-21 Support the development and effectiveness of work teams	3-22 Develop and maintain working relationships with other professionals	3-23 Liaise effectively with parents
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