

Mapping the DfES primary induction programme to the national occupational standards for teaching assistants - Mathematics module

		National Occupational Standards for TAs										Nati				
		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	3-9 Promote pupils' social and emotional development	3-10 Support the maintenance of pupil safety and security
Outline content of Mathematics module for teaching assistants in primary schools																
Pre-course preparation																
1	Observation of a mathematics lesson					<input type="checkbox"/>									▲	
Session 1 Key features of the National Numeracy Strategy																
2	Doing some mathematics					<input type="checkbox"/>										
3	Daily mathematics lesson (video)					<input type="checkbox"/>										
4	National Numeracy Strategy					<input type="checkbox"/>			<input type="checkbox"/>							
5	Framework for teaching mathematics					<input type="checkbox"/>			<input type="checkbox"/>							
6	Maths game			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
Session 2 Language and mathematics																
7	Importance of talking and listening			<input type="checkbox"/>		■			<input type="checkbox"/>							
8	Listening to children			<input type="checkbox"/>		■			<input type="checkbox"/>			<input type="checkbox"/>				
9	Importance of questioning			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
10	Helping a child who is 'stuck'			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
11	Children who have EAL					<input type="checkbox"/>			<input type="checkbox"/>							
12	Mental calculation game					<input type="checkbox"/>										
Session 3 Approach to calculations																
13	Mental calculation strategies					■										
14	Developing a strategy					■										
15	Blank number line					■										
16	Recording work					■										
17	Mental recall					<input type="checkbox"/>										
Between-session activities																
18	Observation of Reception mathematics lesson			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
19	Observation of a mental and oral starter					<input type="checkbox"/>										
20	Writing feedback notes for the teacher			▲		▲			▲			▲				
21	Planning in relation to the Framework for Teaching Mathematics					<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>			

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	National Occupational Standards for TAs										Nati				
	2-1	2-2	2-3	2-4	2-5	3-1	3-2	3-3	3-4	3-5		3-6	3-7	3-8	3-9
Outline content of Mathematics module for teaching assistants in primary schools															
Session 4 The role of the TA in the three-part mathematics lesson: Part 1															
22			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
23					<input type="checkbox"/>										
24			■		■			■							
25			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>							
Session 5 The role of the TA in the three-part mathematics lesson: Part 2															
26					■										
27			<input type="checkbox"/>		■		<input type="checkbox"/>	<input type="checkbox"/>							
28					<input type="checkbox"/>										
29					<input type="checkbox"/>										
30			■		■			■				■			
Session 6 Working with a reception class															
31					<input type="checkbox"/>										
32					<input type="checkbox"/>										
33		<input type="checkbox"/>	■		■		<input type="checkbox"/>	■						<input type="checkbox"/>	
34		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	

KEY

- Awareness raising
- Developing knowledge
- ▲ Applying knowledge and practising skills
- Opportunity to generate evidence which may be acceptable for an NVQ

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Outline content of Mathematics module for teaching assistants in primary schools		National Occupational Standards for TAs												
		3-11	3-12	3-13	3-14	3-15	3-16	3-17	3-18	3-19	3-20	3-21	3-22	3-23
Pre-course preparation														
1	Observation of a mathematics lesson									<input type="checkbox"/>				
Session 1 Key features of the National Numeracy Strategy														
2	Doing some mathematics									<input type="checkbox"/>				
3	Daily mathematics lesson (video)									<input type="checkbox"/>				
4	National Numeracy Strategy									<input type="checkbox"/>	<input type="checkbox"/>			
5	Framework for teaching mathematics									<input type="checkbox"/>	<input type="checkbox"/>			
6	Maths game									<input type="checkbox"/>	<input type="checkbox"/>			
Session 2 Language and mathematics														
7	Importance of talking and listening									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
8	Listening to children									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
9	Importance of questioning									<input type="checkbox"/>	<input type="checkbox"/>			
10	Helping a child who is 'stuck'									<input type="checkbox"/>	<input type="checkbox"/>			
11	Children who have EAL		<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>			
12	Mental calculation game									<input type="checkbox"/>				
Session 3 Approach to calculations														
13	Mental calculation strategies									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
14	Developing a strategy									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
15	Blank number line									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
16	Recording work									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
17	Mental recall									<input type="checkbox"/>				
Between-session activities														
18	Observation of Reception mathematics lesson									<input type="checkbox"/>				
19	Observation of a mental and oral starter									<input type="checkbox"/>				
20	Writing feedback notes for the teacher									<input checked="" type="checkbox"/>				
21	Planning in relation to the Framework for Teaching Mathematics									<input type="checkbox"/>				

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Outline content of Mathematics module for teaching assistants in primary schools		National Occupational Standards for TAs												
		3-11	3-12	3-13	3-14	3-15	3-16	3-17	3-18	3-19	3-20	3-21	3-22	3-23
Session 4 The role of the TA in the three-part mathematics lesson														
22	Mental and oral starter (activity)									<input type="checkbox"/>				
23	Three-part daily mathematics lesson									<input type="checkbox"/>				
24	The introduction (mental and oral starter)		■				<input type="checkbox"/>			■				
25	Mathematics game									<input type="checkbox"/>				
Session 5 The role of the TA in the three-part mathematics lesson														
26	Main teaching activity									■				
27	Working with a group									■				
28	Follow up activities									<input type="checkbox"/>				
29	The plenary									<input type="checkbox"/>				
30	Communicating with teachers									■				
Session 6 Working with a reception class														
31	Catering for needs of reception children									<input type="checkbox"/>				
32	Three- part lesson in Reception									<input type="checkbox"/>				
33	TA's role									■	<input type="checkbox"/>			
34	Mathematics game for Reception children									<input type="checkbox"/>				

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