

Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Role and context module

Outline content of Role and Context 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
Unit 1 The role of the TA in the secondary school												
1	Roles, responsibilities and functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Job Descriptions		<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>			
3	Sources of help			<input type="checkbox"/>			<input type="checkbox"/>					
Unit 2 Supporting the school and the curriculum												
4	Health & safety	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>	
5	Finding out about health and safety procedures in the school (TA file)											
6	Duty of Care	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>	
7	Child protection issues & procedures		<input type="checkbox"/>				<input type="checkbox"/>					
8	Accountability, OFSTED & the role of the LEA											
9	English as an additional language					<input type="checkbox"/>			<input type="checkbox"/>			
10	School organisation and context									<input type="checkbox"/>		
11	School development plan									<input type="checkbox"/>		
12	School curriculum, including the National Curriculum & RE					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
13	Equal opportunities, access and inclusion		<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>	
14	LEA policy on inclusion											
15	Observing pupils' progress and classroom activities					<input type="checkbox"/>			<input type="checkbox"/>			
16	Observation schedules (TA file)			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			
Between session activity												
17	Information about the school (activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Information about the school (written record)									<input checked="" type="checkbox"/>		
Unit 3 Supporting the curriculum, the pupils and the teacher												
19	Matching work to abilities & levels of attainment					<input type="checkbox"/>			<input type="checkbox"/>			
20	Cyclical process of supporting the curriculum, teachers & pupils			<input type="checkbox"/>					<input type="checkbox"/>			
21	Strategies for supporting individuals, groups & whole class situations (videos)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			
22	Assisting with review of pupils' performance	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>

Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Role and context module

		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
Outline content of Role and Context module for teaching assistants in secondary schools												
23	Weekly/daily planning records (TA file)			●		●			●			
Unit 4 Supporting the TA												
24	Good employment practice				□				□			
25	Self review				□				□			
26	Appraisal				□				□			
27	Self review record (TA file)								●			
28	National Occupational Standards								□			
29	Professional development				□				□			

KEY

- Awareness raising
- Developing knowledge
- Opportunity to generate evidence which may be acceptable for an NVQ

Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Role and context module

Outline content of Role and Context module for teaching assistants in secondary schools		National Occupational Standard										
		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	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
Unit 1 The role of the TA in the secondary school												
1	Roles, responsibilities and functions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
2	Job Descriptions				<input type="checkbox"/>							
3	Sources of help			<input type="checkbox"/>		<input type="checkbox"/>						
Unit 2 Supporting the school and the curriculum												
4	Health & safety				<input type="checkbox"/>	<input type="checkbox"/>						
5	Finding out about health and safety procedures in the school (TA file)				<input checked="" type="checkbox"/>							
6	Duty of Care			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Child protection issues & procedures			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			
8	Accountability, OFSTED & the role of the LEA											
9	English as an additional language					<input type="checkbox"/>	<input type="checkbox"/>					
10	School organisation and context											
11	School development plan											
12	School curriculum, including the National Curriculum & RE		<input checked="" type="checkbox"/>						<input type="checkbox"/>			
13	Equal opportunities, access and inclusion		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	LEA policy on inclusion							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Observing pupils' progress and classroom activities	<input type="checkbox"/>							<input type="checkbox"/>			
16	Observation schedules (TA file)	<input type="checkbox"/>										
Between session activity												
17	Information about the school (activity)	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Information about the school (written record)											
Unit 3 Supporting the curriculum, the pupils and the teachers												
19	Matching work to abilities & levels of attainment		<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20	Cyclical process of supporting the curriculum, teachers & pupils		<input type="checkbox"/>								<input type="checkbox"/>	
21	Strategies for supporting individuals, groups & whole class situations (videos)		<input type="checkbox"/>									
22	Assisting with review of pupils' performance	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Role and context module

Outline content of Role and Context module for teaching assistants in secondary schools		Standards for TAs				
		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
Unit 1 The role of the TA in the secondary school						
1	Roles, responsibilities and functions			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Job Descriptions				<input type="checkbox"/>	
3	Sources of help				<input type="checkbox"/>	<input type="checkbox"/>
Unit 2 Supporting the school and the curriculum						
4	Health & safety					
5	Finding out about health and safety procedures in the school (TA file)					
6	Duty of Care					
7	Child protection issues & procedures					
8	Accountability, OFSTED & the role of the LEA					
9	English as an additional language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	School organisation and context					
11	School development plan					
12	School curriculum, including the National Curriculum & RE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
13	Equal opportunities, access and inclusion					
14	LEA policy on inclusion					
15	Observing pupils' progress and classroom activities	<input type="checkbox"/>	<input type="checkbox"/>			
16	Observation schedules (TA file)	<input type="checkbox"/>	<input type="checkbox"/>			
Between session activity						
17	Information about the school (activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
18	Information about the school (written record)					
Unit 3 Supporting the curriculum, the pupils and the teachers						
19	Matching work to abilities & levels of attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20	Cyclical process of supporting the curriculum, teachers & pupils					
21	Strategies for supporting individuals, groups & whole class situations (videos)			<input type="checkbox"/>		
22	Assisting with review of pupils' performance	<input type="checkbox"/>	<input type="checkbox"/>			

Mapping the DfES secondary induction programme to the national occupational standards for teaching assistants - Role and context module

		Standards for TAs					
		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
Outline content of Role and Context module for teaching assistants in secondary schools							
23	Weekly/daily planning records (TA file)	●	●	●			
Unit 4 Supporting the TA							
24	Good employment practice				☐	☐	
25	Self review				☐		
26	Appraisal						
27	Self review record (TA file)						
28	National Occupational Standards						
29	Professional development						

KEY

- ☐ Awareness raising
- Developing knowledge
- Opportunity to generate evidence which may be acceptable for an NVQ