

Mapping the DfES primary 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 primary 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	3-9 Promote pupils' social and emotional development
Session 1 The role of the TA															
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"/>	<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"/>								<input type="checkbox"/>
Session 2 Supporting the curriculum															
4	The school curriculum, including the National Curriculum & RE					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	
5	Early Learning Goals				<input type="checkbox"/>			<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	
6	Equal opportunities, access and inclusion		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
7	LEA policy on inclusion														
8	Observing pupils' progress (video)				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
Between session activity															
9	Finding out about the school (activity)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Finding out about the school (written record)								<input checked="" type="checkbox"/>						
Session 3 Special Educational Needs															
11	Inclusion	<input type="checkbox"/>						<input type="checkbox"/>		<input type="checkbox"/>					
12	Factors underpinning inclusive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
13	Defining SEN														
14	Factors that influence learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
15	SEN Framework/Code of Practice														
16	Individual Education Plans		<input type="checkbox"/>												
17	TA role in supporting SEN				<input type="checkbox"/>										
18	Sources of help for SEN issues														
Session 4 Supporting the pupil and the teacher															
19	Matching work to pupils' developing abilities				<input type="checkbox"/>			<input type="checkbox"/>						<input type="checkbox"/>	
20	Cyclical process of supporting pupils - plan, prepare, do, review	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
21	Weekly/daily planning records (TA file)			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							
22	Strategies for supporting individuals, groups & whole class situations (video)	<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"/>	<input type="checkbox"/>			<input type="checkbox"/>	
23	Assisting with review of pupils' performance			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Session 5 Supporting the school															
24	Health & safety policies	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
25	Duty of Care	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
26	Child protection issues & procedures		<input type="checkbox"/>					<input type="checkbox"/>							<input type="checkbox"/>
27	Equal opportunities, anti-discrimination and celebrating diversity							<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>

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Outline content of Role and Context module for teaching assistants in primary schools															
28	English as an additional language					<input type="checkbox"/>			<input type="checkbox"/>						
29	School development plan								<input type="checkbox"/>						
Session 6 Supporting the Teaching Assistant															
30	Good employment practice				<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
31	Self review				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>		
32	Appraisal				<input type="checkbox"/>				<input type="checkbox"/>						
33	Self review record (TA file)								●						
34	National Occupational Standards								<input type="checkbox"/>						
35	Professional development				<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 Role and Context module for teaching assistants in primary schools		National Occupational Standards for TAs													
		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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