Enhancement of Learning Support

The training and development needs of learning support assistants

Opportunities and Resources

Sally Faraday

March 2010

Flexibility and Innovation funding

1

Contents

Introduction to the Enhancement of Learning Support

This Resource Bank is one part of a larger project, the Enhancement of Learning Support, commissioned by the Learning and Skills Improvement Service (LSIS) and undertaken by the Association of National Specialist Colleges, (Natspec). The overall aim of this project was to explore the training needs of learning support assistants and those who manage them across the sector, scope existing work and expertise and use the resulting information to make recommendations for future training and development activities.

The project was conducted by a team of seven researchers and a project administrator (Annex 1) who have worked closely together to share information and discuss implications for future work. The methodology used adopted a mixed methods approach including desk research, an online survey, semi structured telephone and face to face interviews, visits and focus groups. Data was gathered across a limited period (January – March 2010), timescales were tight and we recognise that the resulting information could not be comprehensive. It is clear there is a good deal more to find out. Although small in scale, we believe this is nonetheless an important piece of research, as it expands our understanding of a significant and valuable part of the workforce which we know from the literature review has been hugely under researched until now.

It is clear that many resources and materials are available to support the professional development of LSAs (less so LSA managers) and some examples of these are included in this document. They tend to fall into various categories: those designed for LSAs in lifelong learning, for TAs in school or for support staff in general; qualifications and award specifications; courses and training programmes whether accredited or not covering the general support staff role, specialist support areas or a combination of both; published text books and on-line resources including websites. Within this small scale project it has been possible only to explore the scope of the resources available. The richness of the resource uncovered suggests it warrants further development.

No attempt has been made to assure the quality of any of the examples included, although some have clearly been subjected to rigorous quality assurance processes. Nor does inclusion in this document imply recommendation.

Lifelong learning - LSP Level 2 and 3 qualifications

Name of resource	**City and Guilds** **7320-01 L2 Award in Preparing to Support Learning** **7320-02 L3 Award in Preparing to Support Learning** **7320-03 L3 Certificate in Learning Support**
Web link	http://www.cityandguilds.com/documents/ind_education_teaching/7320-hb-v1.0.pdf
Summary	These qualifications are intended to meet the needs of generalist learning support practitioners and will provide accredited professional development opportunities for those currently and newly working in the lifelong learning sector. The aim is to professionalise the learning support practitioner workforce. Learning support contributes to the provision of inclusive learning opportunities. It enables identified learner needs to be met and learners' independence, achievement and progression to be promoted. Learning support practitioners provide support to meet a range of needs, across all areas of learning and in a wide range of formal and informal settings. They can be found working across the lifelong learning sector and in a diverse range of roles. Learning support practitioners share common aspects of practice. They: support learners within the learning process work directly with learners work under the direction of the person(s) leading the learning. These qualifications are underpinned by the National Occupational Standards for learning support practitioners. They provide a nationally developed initial training route for all learning support practitioners.
Author(s)	City and Guilds
Date	current

Publisher	City and Guilds
Type of resource	qualification
Target audience	Generalist LSPs in lifelong learning
Accreditation	Level 2 and Level 3 NVQ
Availability/ Cost	
Quality criteria	Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance. For this qualification centres must develop an assignment/assessment sampling strategy and plan which must be implemented by all those undertaking the internal verification role.
Content	Unit 201/301 Preparing to support learning 38 Unit 302 Learning support in the lifelong learning context 41 Unit 303 Learning support principles 44 Unit 304 Approaches to learning 46 Unit 305 Equality and diversity 49 Unit 306 Managing behaviours in the learning environment 51 Unit 311 Providing learners with personal care support 53 Unit 312 Supporting learners in a subject or vocational area 55 Unit 313 Supporting the learning of 14-19 year olds
Contact(s)	
Other info	

Lifelong learning - LSP CPD framework

Name of resource	**Supporting the Learner Journey Professional Development for Learning Support Practitioners. Project Report for the CPD Continuation Project; Continuing Professional Development Needs of Learning Support Practitioners**
Web link	http://swwdp.org.uk/images/stories/project-reports-docs/continuation_project_report.pdf
Summary	Report of a project to deliver the CPD framework developed in earlier phases. Through sharing effective practice across the FE system and partners, the continuation project has developed and disseminated the CPD Framework in order to provide sustainable training and CPD provision delivered and applied effectively. For the participating colleges it has ensured that professional practice is embedded through CPD strategies and appraisal processes.
Author(s)	West of England School and College
Date	(2009) November 2008 – November 2009
Publisher	West of England School and College
Type of resource	Project Report
Target audience	Learning Support Practitioners
Accreditation	Accreditation of the CPD Framework through trainer pack developed to support the delivery of the whole CPD framework. The framework has been accredited by OCNSW and an accreditation pack has been written and can downloaded from the LMS
Availability/ Cost	PDF available at no cost online. Please see web link above.
Quality criteria	

Content	MODULE ONE: THE GENERIC CORE AT LEVELS 2-3 GCU1: CPD Introduction and Review GCU2: The Professional Role and its Boundaries GCU3: Safeguarding Children and Vulnerable Adults GCU4: An Introduction to Communicating with Learners with Specific Difficulties GCU5: Initial Assessment and Barriers to Learning GCU5: Introduction to Personal Care GCU7: Using Technologies to Support Learning (to be delivered at Level 2) MODULE TWO: THE SPECIALIST CORE AT LEVELS 2-3 SCU1: Strategies for Supporting Learners with Challenging Behaviour SCU2: Strategies for Supporting Learners with Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia and Dysnomia SCU3: Strategies for Supporting Learners with Mental Health Issues SCU4: Strategies for Supporting Learners in the Autistic Spectrum including Asperger Syndrome (with ADHD and Tourette syndrome) SCU5: Strategies for Supporting Learners with a Sensory Impairment SCU6: Strategies for Supporting Learners with Physical Difficulties and Disability SCU7: Applying Technologies to Support Learners (to be delivered at Level 3
Contact(s)	
Other information	

Lifelong Learning – online learning for LSPs

Name of resource	MacIntyre on line learning for LSPs
Web link	
Summary	An online learning resource with 3 introductory modules for LSPs to work through during induction at MacIntyre
Author(s)	MacIntyre
Date	
Publisher	MacIntyre
Type of resource	Online learning package
Target audience	LSPs in MacIntyre organisations
Accreditation	
Availability/ Cost	
Quality criteria	
Content	**Module 1** what it means to be a Learning Support Worker what learning is, where it takes place, and how it is a part of everyday life what skills you'll need to support learners what values will underpin your role.

	Module 2 becoming a specialist in learning support. what specialist learning support is what specialist learning support involves why you need a specialism how you become a specialist. develop strategies to support learning develop resources appropriate for the learners you work with contribute to the process of planning, implementing and recording learning (known as RARPA) support learners to make progress use specialist technology to support learners share your specialist knowledge with non-specialist colleagues liaise with other interested parties to support the learner why do you need a specialism? **Module 3** what is the purpose of planning? how high quality planning makes a difference how planning and assessment fit together about your role in planning and assessment.
Contact(s)	Natalie MacPherson, McIntyre
Other information	

Lifelong Learning – topic specific – dyslexia and technology support

Name of resource	**e-Guidelines 9: Supporting Adult Learners with Dyslexia Harnessing the Power of Technology**
Web link	http://shop.niace.org.uk/supporting-adult-learners-dyslexia.html
Summary	This book draws on the experience of many practitioners and outlines some of the key questions tutors should ask themselves, their colleagues and their learners. It shows how bringing together appropriate online resources, software, accessibility options and paper-based materials can increase confidence and make learning more enjoyable.
Author(s)	Sally McKeown
Date	August 2006
Publisher	NIACE
Type of resource	Book
Target audience	Target audience teachers but also relevant for LSPS supporting dyslexic learners
Accreditation	No accreditation
Availability/ Cost	http://shop.niace.org.uk £10.95
Quality criteria	
Content	**Chapter 1 Introduction** **Chapter 2 What is dyslexia?** Behaviour

Chapter 3 How do people learn?

Chapter 4 Be prepared

First impressions matter!

Planning ahead

Assessment

Chapter 5 Making reading easier

Keep all your handouts on electronic files
Do not use justified text
Give a choice of colours where possible
Make web pages easier to read
Use sans serif fonts
Don't print text over images
Use styles and headings as signposts
Do not pack in too much information
Use screen tips
Provide a text-to-speech facility
Useful sources of support

Chapter 6 Does it have to be reading and writing?

Working with the text
Diagrams vs text
Keep instructions simple
Combine different media
Sorting activities
Using PowerPoint as a visual prompt
Labelling diagrams
Cloze
Drag and drop
Webquest
Further information

	Chapter 7 Supporting writing
	
	    Planning
	    Writing
	    Points to consider
	
	Chapter 8 Good skills for learners
	
	    How to change colours and fonts
	    Paste special
	    AutoSummarise
	    Highlighter
	    Spike
	    Using bullet points or numbering
	    Spell checker
	    Thesaurus
	    AutoCorrect
	    Google toolbar
	
	Chapter 9 Conclusion
	
	Chapter 10 References
	
	    Organisations
	    SItes
	    Books and articles
	
	    Contacts for software mentioned in the text

Contact(s)	
Other information	

Name of resource	**Excellence in Learning Support**
Web link	Website: www.supportingtransformation.co.uk
Summary	1.Learning Support Practitioner (LSP) lesson observation tool- Supporting Transformation Ltd has developed a list of statements derived from many different sources which also include LLUK standards for teachers and LLUK LSP training standards. The statements may be used as a prompt when observing the LSP in a support situation. Workshops introduce the standards and the LSP observation paperwork, process and pro-formas to the LSP staff. The link to the Common Inspection Framework and inspection requirements are discussed. The staff identify the skills and qualities required to be an excellent LSP and from this a framework is produced that the staff then own and work to. The LSP has to complete pre-observation self assessment paperwork, this is to give the LSP time for reflection on their existing performance The observation paperwork has 10 key areas that the observer has to respond to when observing the LSP. Key strengths, areas for improvement and recommendations are made and the observation is graded. A comprehensive grading criteria and criteria have been specifically produced for the LSP observation tool. Any issues for concern relating to specific aspects such as health and safety ,equality and diversity and safeguarding are reported back to the course leader/section manager. Following the observation the LSP completes a reflective self assessment prior to their feedback. The feedback identifies outcomes from the observation such as, personal development recommendations, sharing of good practice and a post observation action plan. Paired observations are completed with Supporting Transformation Ltd to develop the member of staffs' skills in observation and evaluative feedback as part of the process of training. The tool has been successfully trialled in the discrete area of a large FE college and is to be embedded across the college. The outcomes have

	been very positive from both LSPs and teaching staff.
	The improvement have included the improved use of agency LSPs and 14-16yrs LSPs. The use of this tool has identified specific training needs which will lead to improved learning outcomes. The impact on learning achievement is significant for those in need of additional support.
	Supporting Transformation has identified potential use for this tool across the learning and skills sector.
	The tool could be further modified for the school sector.
Author(s)	Ros Facey and Jenny Murphy
Date	2009/2010
Publisher	Supporting Transformations
Type of resource	LSP observation tool LSP observation standards LSP staff development
Target audience	Learning Support Practitioners across the Learning and Skills Sector
Accreditation	No
Availability/ Cost	Available on request from Supporting Transformation Ltd enquiries@supportingtransformation.co.uk
Quality criteria	Standards take into account LLUK standards for teachers and the LLUK training standards for LSPs and the Common Inspection Framework 2009 including linked grading criteria
Content	Review of procedures and processes Interviews with key staff Staff training Paired observations and feedback Report writing and production

	Any adaptations to observation tool
Contact(s)	Ros Facey 07952786635 Jenny Murphy 07766325009
Other information	Supporting Transformation Ltd also offers the following services to support the enhancement of learning support: Using Learning Support effectively Reviews/audits of additional learning support Audit of 1.1 support Micro teaching – the effective use of an LSP RARPA training for LSPs Every Child Matters training for LSPs Valuing People Now training for LSPs: Supporting the independence pathway Safeguarding including learner risk management training for LSPS Using observation skills to identify progress in learning and how to write evaluative judgments in ILPs

Support staff – topic specific – assistive technology

Name	**Certificate in Supporting Users of Assistive Technology - Vocational (No. 3070)**
Web link	http://www.cityandguilds.com/4325.html
Summary	The use of technology to support the care of individuals is increasing. Assistive technology can enable people with a variety of needs resulting from mental health problems, sensory impairments, physical disabilities or learning disabilities to live independently and participate in their natural community
Date	
Publisher	City & Guilds
Type of resource	
Target audience	Our qualification in assistive technology is designed for workers who have a role in assessing and supporting people whose package includes assistive technologies. It is appropriate for a range of health, social care and housing workers. This also includes occupational therapists, community support workers, nurses, healthcare assistants and any workers who have a role in supporting someone with a disability.
Accreditation	City & Guilds Certificate level 2
Availability/Cost	Freely downloadable on registration to the website
Quality criteria	
Content	This certificate will provide learners with the opportunity to enhance their practice, skills and knowledge in many areas. The learner must complete seven units in total, with **five** mandatory units: 011 Principles of assistive technology

	012 Individuals who use assistive technology and their needs
	013Communication with users of assistive technology
	014Health and safety issues in relation to assistive technology
	016Ethics and the use of assistive technology
	The learner must then complete a further **two** optional units, from a choice of four, to gain a full certificate:
	016 Enable individuals to carry out daily living activities using assistive technology
	017 Information and communication technology for individuals with disabilities
	018 Telecare and telemedicine
	019 Stock control for assistive technology services
	020 Sources of funding and accessing financial support for the provision of assistive technology
	021 Telecare services centre and response
	022 Installation and maintenance of telecare and telehealth based assistive technology
Contact(s)	

Support staff – topic specific – communication support workers

Name	Signature qualifications portfolio and
	The Level 3 Certificate in Learning Support (Communication Support Worker)
Web link	http://www.signature.org.uk/documents/qualifications/quals_portfolio.pdf
Summary	List of qualifications for CSWs
Date	2009
Publisher	Signature
Type of resource	Qualification portfolio
	Level 3 Learning support qualification
Target audience	Communication support workers
Accreditation	Signature (CACPDP)
Availability/Cost	
Quality criteria	
Content	**Topic Content**
	British/Irish Sign Language (BSL/ISL)
	Level 1 Certificate in British/Irish Sign Language BSL1 or ISL1 3
	Level 2 Certificate in British/Irish Sign Language BSL2 or ISL2 4
	Level 2 Certificate in The Living History of British Sign Language LHB2 5

	Level 3 Certificate in British/Irish Sign Language BSL3 or ISL3 6
	Level 3 NVQ in British/Irish Sign Language BSN3 or ISN3 7
	Level 4 NVQ in British/Irish Sign Language BSN4 or ISN4 8
	Level 4 NVQ in Interpreting (BSL/English) INT4 9
	Communicating through English
	Level 2 Certificate in Communication with Deaf People CDA2 11
	Level 3 Certificate in Facilitating Communication with Deaf People (Lipspeaking Skills) FLS3 12
	Level 3 Certificate in Facilitating Communication with Deaf People (Notetaking Skills) FNT3 13
	Level 3 Certificate for Language Service Professionals Working with Deaf and Deafblind People (Lipspeaking) LLS3 14
	Level 3 Certificate for Language Service Professionals Working with Deaf and Deafblind People (Notetaking) LNT3 15
	Deafblind Communication
	Level 2 Certificate in Communication with Deafblind People CDB2 16
	Level 2 Certificate in Communication with Deafblind People (Manual) CDC2 17
	Level 3 Certificate in Facilitating Communication with Deafblind People (Manual) FDB3 18
	Level 3 Certificate for Language Service Professionals Working with Deaf and Deafblind People (Deafblind Manual) LDB3 19
	Level 3 Certificate in Insights into Communication with Congenitally Deafblind People KDB3 20

All Language Preferences

Level 1 Certificate in Developing Awareness and Communication

with Deaf and Deafblind People

DAC1 21

The Level 3 Certificate in Learning Support (Communication Support Worker)

Level 3 Certificate in Learning Support (Communication Support Worker)

Units: All mandatory

Unit Title: Preparing to support learning

Level: 2 or 3 Credit Value: 6

Unit Title: Learning support in lifelong learning contexts (contextualised)

Level: 3 Credit Value: 6

Unit Title: Principles of learning support (contextualised)

Level: 3 Credit Value: 6

Unit Title: Approaches to learning (contextualised)

Level: 3 Credit Value: 6

Unit Title: Accessible English for Deaf and Deafblind People (L304)

Level: 3 Credit Value: 3

	Unit Title: Reflective Journal (undergoing development) Level: 3 Credit Value: 3 Unit Title: Enabling/ Supporting Bi-lingual Access (undergoing development) Level: 3 Credit Value: 3 Unit title: Clear Speech/ Notetaking skills (undergoing development) Level: 3 Credit Value: 3
Contact(s)	Signature Mersey House Mandale Business Park Belmont Durham DH1 1TH Telephone: 0191 383 1155 Textphone: 0191 383 7915 Fax: 0191 383 7914 Email: durham@signature.org.uk Website: www.signature.org.uk

Support staff – topic specific – communication support workers deaf awareness

Name	Signature : K101 – Deaf and Deafblind Awareness
Web link	http://www.signature.org.uk/documents/qualifications/unit-specs/K101.pdf
Summary	K101 gives an introductory-level knowledge and understanding about deafness and deafblindness. It describes what it means to be deaf1, how being deaf affects one's ability to operate in society, and what assistance is available to improve communication between deaf and hearing people. T101 Basic communication skills for meeting or working with deaf and deafblind people are covered in Unit
Date	2009
Publisher	Signature
Type of resource	Qualification – unit specification
Target audience	Communication support workers
Accreditation	
Availability/Cost	
Quality criteria	
Content	**K101Topic Content** **A. Terminology used to describe deafness** Terms used to describe types of deafness, when the person became deaf or deafblind, or whether the deafness is temporary or permanent.

Terms which indicate deafness.

The 'medical model' implied by these terms and why deaf and deafblind people may reject this model.Terms which may be offensive to deaf and deafblind people.

Terms which show the deaf or deafblind person's identity or language and cultural preference.

B. Statistics

Statistics on the number of people in the UK who:

are deaf;

are hard of hearing;

have some level of dual sensory loss;

are deafened;

are Deaf British Sign Language (BSL) users;

are deafblind;

are deaf/deafblind through ageing.

C. Communication

Communication methods that:

– are adaptations of English;

– are sign language;

– are non-verbal communication;

– are suitable for people with dual sensory impairment;

– use speech and lipreading.

Background, lighting, and distance.

Visual distractions.

Auditory factors including tinnitus.

Use of other senses.

D. Language and culture

• Age of hearing/sight loss happened.

• Level/degree of sensory loss.

• Type of deafness/deafblindness.

• Educational experience.

• Deaf people (including Deaf visually impaired people) who identify with the 'Deaf World'.

• Deaf people who identify with the 'Hearing World'.

• Deafblind people and their experience.

E. Society

• Definition of discrimination.

• Day-to-day difficulties that deaf and deafblind people encounter in accessing information and communication• Ways to avoid these difficulties.

F. Technology

• Alarms and alerting equipment (visual/vibrate/fans).

• Telephony and IT.

• Technical aids that make the most of residual hearing and sight.

• Television, cinema and the media.

G. Language and communication services

	• BSL/English Interpreters. • Lipspeakers. • Cued Speech Transliterators. • Electronic and Manual Notetakers. • Speech to Text Reporters. • LSPs working with Deafblind People. • Communication Support Workers. • Communicator-Guides for deafblind people. **H. Organisations** • Royal National Institute for the Deaf (RNID). • British Deaf Association (BDA). • Hearing Concern LINK. • National Deaf Children's Society (NDCS). • National Association of Deafened People (NADP). • Cued Speech Association UK. • Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland). • Deafblind UK and Deafblind Scotland. • Hearing Dogs for Deaf People. • Stagetext.
Contact(s)	Signature Mersey House

	Mandale Business Park
	Belmont
	Durham DH1 1TH
	Telephone: 0191 383 1155
	Textphone: 0191 383 7915
	Fax: 0191 383 7914
	Email: durham@signature.org.uk
	Website: www.signature.org.uk

Learning support staff voices

Name of resource	**Untold Stories: Learning Support Assistants and Their Work**
Web link	http://books.google.co.uk/books?id=-1JOHx7NBt4C&printsec=frontcover&dq=A+team+approach+to+behaviour+management:+a+training+guide+for+SENCOs+working+...+By+Chris&lr=&source=gbs_similarbooks_s&cad=1#v=onepage&q=&f=false (accessed 14.02.10)
Summary	This book fills the gap in hearing from a TA perspective. It points out that the voice of LSA is largely unheard and the language is in itself disempowering - 'use' 'utilize them well'
Author(s)	Tim O'Brien, Philip Garner
Date	2001
Publisher	Trentham Books Limited
Type of resource	Book
Target audience	Learning Support Assistants
Accreditation	No accreditation
Availability/ Cost	www.whsmith.co.uk £12.99 plus P & P www.blahdvd.com £13.36 plus P & P
Quality criteria	
Content	How LSAs & teachers might work together in a professional partnership

	to improve the quality of learning The role in empowering learners encouraging modelling positive behaviour, establishing & developing relationships, increasing confidence and self belief. Mentions Balshaw (1999) pack of learning materials & guidance - recommended whole organisation training for teachers and LSAs who together explore learner support.
Contact(s)	
Other information	

Qualifications for Teaching Assistants - Levels 2 and 3

Name of resource	Sheffield College Teaching Assistant - CACHE Level 2
Web link	http://www.sheffcol.ac.uk/index.cfm?PID=eac44f4f-3f4d-44f7-919c-f135ed15ed7f&cmd=Course&Course=HDZTA1A
Summary	The CACHE level 2 certificate for teaching assistants (CTA2), is a part time course for adults who may be new to their job in school, or who have limited responsibilities in their day to day work as an assistant. The title 'Teaching Assistant', is a general title given to classroom assistants, learning support assistants and special needs assistants within a school setting. Teaching assistants work with teachers in classrooms within primary, special and secondary schools supporting the child's learning. Some may have a general support role while others will have specific responsibilities for an individual child or age group.
Author(s)	Sheffield College
Date	Na
Publisher	na
Type of resource	Training Course
Target audience	CACHE recommends that you should be aged 18 years or above, have sufficient general education to undertake a Level 2 qualification, e.g. have achieved a GCSE or equivalent at D grade or above, be working in a school in a paid, voluntary or placement capacity at foundation stage or key stage 1-4 for a minimum of 60 hours per unit.
Accreditation	**CACHE Level 2**
Availability/ Cost	£ 509 Part Time over 30 weeks
Quality criteria	na

Content	The CTA2 has two mandatory units: **Unit 1** Teaching and Learning in Schools **Unit 2** Effective communication within a safe school environment working as part of a team. Each unit is separately assessed and can be separately certificated. You must successfully achieve both units in order to gain the full award. On completion of the award, you will be able to: * Prepare a variety of resources for literacy and numeracy activities * Understand the objectives and expectations of pupil achievement for an activity * Encourage and support pupils while carrying out different types of activities * Keep up-to-date records of pupils' progress * Describe school policies and procedures and explain your role in implementing them * Use a variety of strategies to manage pupils' behaviour * Use different ways to build and maintain positive relationships with pupils.
Contact(s)	
Other information	

Name of resource	**OCR Level 3 Certificate in Supporting Teaching and Learning in Schools** **Qualification Accreditation Number: Q799052N2Y**
Web link	**http://www.ocr.org.uk/download/kd/ocr_10727_kd_vrq_centre.pdf**
Summary	Centre guidance on the Certificate in Supporting Teaching and Learning in Schools
Author(s)	NA
Date	NA
Publisher	Unknown
Type of resource	Course
Target audience	Designed for schools
Accreditation	Level 3 of the National Qualifications Framework and is eligible for funding under Section 96 and/or 97 arrangements.
Availability/ Cost	Eligible for funding under Section 96 and/or 97 arrangements.
Quality criteria	
Content	This qualification contains five mandatory units. Units are listed below:

	Unit 1 Contribute to professional practice in the teaching and learning environment Element 1.1 Demonstrate understanding of professional practice in the learning environment Element 1.2 Demonstrate understanding of professional working relationships **Unit 2 Support the teacher to manage the learning** Element 2.1 Assist in managing behaviour Element 2.2 Observe, assess and record progress **Unit 3 Support the learning process** Element 3.1 Demonstrate understanding of learning strategies Element 3.2 Support learners **Unit 4 Support the development of literacy, numeracy and ICT skills** Element 4.1 Support the development of literacy and numeracy skills Element 4.2 Support the use of ICT **Unit 5 Support learners with additional needs** Element 5.1 Identify and monitor learners with additional needs Element 5.2 Support the development of learning for learners with additional needs
Contact(s)	
Other information	

Teaching Assistant – distance learning

Name of resource	**Open Study College OCN Level 2 Teaching Assistant Course**
Web link	http://www.openstudycollege.com/courses/ocn-teaching-assistant-course.html
Summary	This home learning course is the OCN Level 2 **Teaching Assistant** certificate. The aims of the course are to provide comprehensive knowledge and skills appropriate to the conduct of a classroom support role, and to participation in a wide range of classroom support activities. This course is validated by OCNNWR and provides 6 credits. These can be accumulated with other courses or unit credits which can lead to an accredited qualification.
Author(s)	Na
Date	Na
Publisher	Na
Type of resource	Training Course
Target audience	TAs
Accreditation	Level 2 validated qualification in Teaching Assistant from OCN;
Availability/ Cost	The course is designed for study by distance learning. Students receive course manual, assignments and studyguide plus tutor support by telephone, mail and email. We also supply you with a stationary pack and study bag. You can start at any time and plan your studies over a period of up to one year from the time of registration. Cost £330.65
Quality criteria	na
Content	An OCN Level 2 Teaching Assistant Certificate can be awarded for candidates completing the four MANDATORY units listed below plus THREE OPTIONAL units. MANDATORY UNITS **UNIT 1 - Supporting the Teacher** **Element 1:** The learning environment

Element 2: Pupil behaviour
Element 3: Observing and recording

UNIT 2 - Supporting the Pupil

Element 1: Care and support
Element 2: Health and hygiene
Element 3: Child protection

UNIT 3 - Supporting the Curriculum

Element 1: The National Curriculum
Element 2: Planning, evaluating and assisting
Element 3: Supporting pupils during all learning activities

UNIT 4 - Supporting the School

Element 1: Legal requirements
Element 2: School organisation Element 3
Element 3: Policies and procedures

OPTIONAL UNITS - (Choose 3 of these)

UNIT 5 - Supporting ICT in the Classroom

Element 1: Preparation and Maintenance of ICT Equipment
Element 2: Supporting the Use of ICT Equipment
Element 3: Keeping Pupil Records

UNIT 6 - Supporting Pupils with Special Education Needs

Element 1: Inclusion and Special Educational Needs
Element 2: Support for Learners

UNIT 7 - Supporting Literacy Development

Element 1: Supporting the Development of Reading Skills
Element 2: Supporting the Development of Writing Skills
Element 3: Supporting the Development of Speaking and Listening Skills

UNIT 8 - Supporting Numeracy Development

Element 1: Supporting the Development of Number Skills
Element 2: Supporting the Development of Problem Solving and Data Handling Skills
Element 3: Supporting the Understanding of Measures, Shape

	and Space
	
	UNIT 9 - Working with Others
	
	  Element 1: Working in Teams
	  Element 2: Working with Colleagues
	  Element 3: Working with other Professionals and Parents

Contact(s)	
Other information	

Name of resource	**Open Study College Ascentis Level 3 Teaching Assistant Diploma**
Web link	http://www.openstudycollege.com/courses/teaching-assistant-diploma.html
Summary	This Teaching Assistant course allows you to study from home and receive a recognised qualification. The Level 3 Diploma is a fantastic follow on from the level 2 Teaching Assistant course, however it can be completed by students with little or no experience.
Author(s)	na
Date	na
Publisher	na
Type of resource	Training Course
Target audience	Can be completed by students with little or no experience.
Accreditation	Ascentis Level 3 Teaching Assistant Diploma

Availability/ Cost	The course is designed for study by distance learning. Students receive course manual, assignments and studyguide plus tutor support by telephone, mail and email. We also supply you with a stationary pack and study bag. You can start at any time and plan your studies over a period of up to one year from the time of registration. Cost £407.15
Quality criteria	na
Content	An Ascentis Level 3 Teaching Assistant Diploma can be awarded for candidates completing the five MANDATORY units listed plus two OPTIONAL units. MANDATORY UNITS **UNIT 1 -** Provide Support for Learning Activities **UNIT 2 -** Support Children's Development **UNIT 3 -** Help to Keep Children Safe **UNIT 4 -** Contribute to Positive Relationships **UNIT 5 -** Provide Effective Support for your Colleagues OPTIONAL UNITS - (Choose 2 of these) **UNIT 6 -** Use Information and Communication Technology to Support Pupil's Learning **UNIT 7 -** Support a Child with Disabilities or Special Educational Needs **UNIT 8 -** Support Children and Young People's Play **UNIT 9 -** Provide Displays
Contact(s)	
Other information	

Name of resource	**Careers4work.com Teaching Assistant Study Pack**
Web link	http://www.careers4work.com/teaching_assistant.htm
Summary	IC-2104 provides a good introduction to child development and includes child psychology, teaching skills, lesson planning techniques, learning difficulties, literacy and numeracy, First Aid, and liaising with parents. An ideal study programme to help improve and work upon your interaction with children, and to increase your fundamental basic knowledge skills and techniques.
Author(s)	na
Date	Na
Publisher	na
Type of resource	Study Pack
Target audience	Our training packs are presented in plain and simple English, and are designed to take you from the very basics and work through to a more detailed understanding of the key skills and techniques you will require in your chosen subject.
Accreditation	**Certificate of completion and reference** Once you've successfully completed your training pack, you will be issued with a certificate of completion and reference. You will need to have completed and returned all your assignments for marking and grading to receive your certificate.
Availability/ Cost	£145 fully inclusive. Start immediately and runs throughout the year
Quality criteria	na
Content	Your self-study training pack will include the following syllabus: • Child care and development • Early learning and language development • Motor skills • Mental skills • Language • Reading • Art and expression

	• Learning profiles • Learning strategies • Lesson planning • Skill assessment • Learning difficulties • Behavioural difficulties • Family liaison and support • Discipline
Contact(s)	
Other information	

Name of resource	Teaching Assistants Diploma Course - pack
Web link	http://www.inst.org/teaching-assistant-courses/syllabus.htm
Summary	
Author(s)	The Institute of Teaching Assistants
Date	
Publisher	The Institute of Teaching Assistants
Type of resource	Course pack
Target audience	TAs
Accreditation	Diploma accredited by NCFE level 3
Availability/ Cost	

Quality criteria	
Content	12 Modules 1. An Introduction to Being a Teaching Assistant What is a teaching assistant? Different types of teaching assistant Roles and responsibilities Pay and conditions Personal qualities needed Skills needed 2. The UK Education System The evolution of the system The role of central government The role of local authorities Types of schools Management structure within schools Governors Ofsted PTAs 3. The School Policies and procedures of school Cultural and moral environment Explanation of Key Stages Working as part of a team Supporting the teacher Record keeping 4. The Classroom The role of the teacher The set-up of a classroom The structure of lessons How learning takes place – formal and informal Types of learners What can inhibit learning? Working with individual pupils Working with groups

5. Supporting Oracy and Literacy

What is oracy?
What is literacy?
Aims of the National Curriculum
Requirements of the English Curriculum – Key Stages One to Four
Attainment targets
Methods and resources assisting achievement

6. Supporting Numeracy and ICT

What is numeracy and ICT?
Aims of The National Curriculum
Key Stages
How to help children achieve their potential
Examples of methods and resources for the classroom

7. Resources

Supporting the teacher
How to plan resources
What makes a good resource?
Identifying their aim
Identifying their 'audience'
Resources for individuals
Resources for groups of mixed ability
Keeping records

8. Pastoral Care

Effectively communicating with pupils
Managing behaviour
Creating good relationships with children
Welfare and wellbeing of children
Safety and security
Working with parents
Special Educational Needs

9. The Next Step

Choosing your speciality
Gaining experience
Applying for a job
Who to approach
What to include in your letter

	Preparing for an interview

10. Building Positive Relationships

Building positive relationships:

    with teachers
    with pupils
    between teachers and pupils
    between pupils

11. How to Manage Behaviour

    Reasons for inappropriate behaviour
    Preventing inappropriate behaviour
    Giving pupils choices
    Sanctioning pupils
    Rewarding pupils
    Consistency

12. How to Support Pupils with Special Educational Needs

    What are special educational needs?
    Identifying and assessing pupils with special educational needs
    Individual Education Plans (IEPs)
    Meeting pupils' needs |
| Contact(s) | The Institute of Teaching Assistants
Overbrook Business Centre
Poolbridge Road
Blackford, Wedmore
Somerset BS28 4PA, UK
Tel: 0800 781 1715 |
| Other information | |

Teaching Assistant Qualifications – foundation degree

Name of resource	**Education and Learning Support (Undergraduate) Route** **Certificate Education and Specialist Learning Support, Education and Learning Support Foundation Degree Award, and Education and Learning Support Bachelors Award with Honours.**
Web link	http://cpd.shu.ac.uk/ourroutes/nav_ed_learn.aspx
Summary	The current market for this degree is primarily teaching assistants and higher level teaching assistants (HLTAs) within the remodelled, wider schools workforce. The degree is also well matched to the continuing professional development needs of learning mentors in schools.
Author(s)	Sheffield Hallam University at Chesterfield College.
Date	NA
Publisher	NA
Type of resource	Course
Target audience	The current market for this degree is primarily teaching assistants and higher level teaching assistants (HLTAs) within the remodelled, wider schools workforce. The degree is also well matched to the continuing professional development needs of learning mentors in schools.
Accreditation	Various – please see title
Availability/ Cost	Please follow web link and contact Sheffield Hallam University
Quality criteria	
Content	**The modules in the FdA Education and Learning Support (year 1) are**

- Professional development: making a positive contribution (30 credits)
  Learning and development1 (30 credits)
- Course option (30 credits)

- Curriculum Studies
sOr
- Introduction to professional learning in children and young people's services 1
Or
- Higher level teaching assistant (HLTA) Assessment

The modules in the FdA Education and Learning Support (year 2) are

- Stay safe: working in partnership (30 credits)
- Policy and practice for sustainable communities (30 credits)
- Tutoring and counselling: children and young people's healthy development

The modules in the FdA Education and Learning Support (year 3) are

- Working in teams (30 credits)
  Programme option (30 credits)

- Communication, language and literacy 1
Or
- Working therapeutically with children and young people 1
Or
  Children and young people's participation 1
Or
- Outdoor learning and play 1
Or
- Professional learning in children and young people's services 1

The modules in the BA (Hons) top-up Education and Learning Support (year 4) are

- Leading and managing in schools (30 credits)
- Course option (30 credits)

- International perspectives on curriculum studies
Or
  Advanced professional learning in children and young people's services (V1 or 2)

- Extended professional project education and learning support (30

	credits)
	The modules in the BA (Hons) top-up Education and Learning Support (year 4) are
	Programme option (30 credits)
	Communication, language and literacy 2 Or
	- Working therapeutically with children and young people 2 Or - Children and young people's participation 2 Or - Outdoor learning and play 2 Or - Advanced professional learning in children and young people's services (V1 or 2)
Contact(s)	
Other information	

Teaching Assistant – general guides and text books

Name of resource	**Special Needs in the Classroom** A Teacher Education Guide
Web link	http://publishing.unesco.org/details.aspx?&Code_Livre=4227&change=E
Summary	This guide is a real source of ideas for educators who wish to improve teachers' skills in dealing with pupil diversity in mainstream schools. It is based on the growing awareness that conventional systems of categorization are inadequate for representing the diversity of special needs, and that mainstream schools will have to adapt in order to provide for all their pupils. It offers full advice on teacher education methods, including accounts of initiatives already undertaken in various parts of the world. The book emphasizes the importance of teacher development, both pre-service and in-service, providing practical guidelines based on the *UNESCO Teacher Education Resource Pack*. It also demonstrates how pupil diversity in mainstream schools can be a positive influence on the life of the school.
Author(s)	Mel Ainscow
Date	Unknown
Publisher	UNESCO
Type of resource	Book
Target audience	Educators wishing to improve teaching skills in dealing with pupil diversity in mainstream schools.
Accreditation	No accreditation
Availability/ Cost	€22.90 through UNESCO
Quality criteria	
Content	Introduction, p. 11

Contact(s)	
Other information	

Name of resource	**Working as a Teaching Assistant**
Web link	http://books.google.co.uk/books?id=dX3wfhUNaq8C&pg=PA289&dq=Brookson+Working+as+a+Teaching+Assistant&cd=1#v=onepage&q=Brookson%20Working%20as%20a%20Teaching%20Assistant&f=false
Summary	Author was responsible for early childhood studies at Norwich City College. Chapter in book.
Author(s)	Maureen Brookson
Date	2010
Publishe	Sage Publications Limited

Type of resource	Chapter in book
Target audience	Suitable for students on Early Years Foundation Degrees and Early Childhood courses, Early Years professionals and Teaching Assistants
Accreditation	No accreditation
Availability/ Cost	www.bookdepository.co.uk £17.04 plus P & P www.eruditor.com £19.79 plus P & P
Quality criteria	
Content	P238 The importance of effective communication – active listening not being too quick to jump in with an explanation or answer, allowing the learner to formulate his or her own ideas and questions. A number of skills to be developed and refined Concentrating and listening attentively Using appropriate non-verbal gestures Using appropriate vocabulary while extending and providing new words and meanings Asking open questions Responding positively and with humour Being receptive to open to new ideas and other ways of thinking, providing opportunities for meaningful dialogue with other learners and adults Other issues: health & safety, observation and assessment & working in partnership
Contact(s)	
Other information	

Name of resource	**Working with support in the classroom**
Web link	http://books.google.co.uk/books?id=pT7CWjcxr3oC&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false
Summary	Authors are connected with Liverpool Hope University. The book is designed for teachers and trainee teachers working with TAs and covers all ages but appears to have a stronger primary school focus. There are case studies and illustrative examples although it is more of a text book. Mentions Randall 2004 study of managing support in classroom (unpublished dissertation of a primary school)
Author(s)	Anne Campbell, Gavin Fairbairn
Date	2005
Publisher	Paul Chapman Publishing
Type of resource	Book
Target audience	Teachers who have responsibility for guiding teaching assistants and significant others in the classroom.
Accreditation	No accreditation
Availability/ Cost	http://bookshop.blackwell.co.uk £20.99 plus P & P www.blahdvd.com £18.42 plus P & P
Quality criteria	
Content	It includes

	Ch 2 valuing diversity – stresses the importance of self- esteem and in making sense of self and others in a culturally diverse society. It indicates how young children are influenced by significant others and how they develop prejudice and stereotypes, mentioning the role of support staff in encouraging valuing diversity and so avoiding stereotypes and prejudice before they become established and for older learners challenging them. Ch 3 on working with pupils with SEN and Ch 4 on the newer role of the learning mentor, Ch 5 partnership working and Ch 6 on the different roles played by teachers and variety of 'others' working together to support ICT delivery. Ch 11 developing successful practice in working with TAs in the classroom
Contact(s)	
Other information	

Teaching Assistants – topic specific – challenging behaviour

Name of resource	**A Team Approach to Behaviour Management. A Training Guide for SENCOs working with Teaching Assistants.**
Web link	http://books.google.co.uk/books?hl=en&lr=&id=if3TgyEs1-YC&oi=fnd&pg=PP8&dq=A+team+approach+to+behaviour+management:+a+training+guide+for+SENCOs+working+...+By+Chris&ots=W3cRCohqKS&sig=9EDeN5bsoAPwS-lQF-IxFOiB7is#v=onepage&q=&f=false (accessed 14.02.10)
Summary	Training guide University College Northampton's programme of CPD for TAs and SENCOs on managing behaviour, . The materials are developed to promote a reflective approach to learners' behavior and the development of personal and professional skills. This takes the form of a pack with for each unit, objectives, trainer notes, preparation, materials for delivery including OHTs (!), worksheets, activities/scenarios, post-session plans, reflective log.
Author(s)	Chris Derrington, Barry Groom supported by the Centre for Special Needs Education and Research, University College Northampton – Professor Richard Rose
Date	First published 2004
Publisher	Paul Chapman Publishing A Sage Publications Company
Type of resource	Training Guide Book
Target audience	Developed and written primarily for SENCOs in primary, secondary and special schools who manage the work of teaching assistants. It will also be of interest to other senior teachers or advisory staff who lead training in the area of behaviour management.
Accreditation	No accreditation

Availability/ Cost	www.bookdepository.co.uk £19.99 plus P& P www.snazal.com £16.16 plus P& P
Quality criteria	
Content	The units in the pack are: Unit 1 Knowing our whole school behaviour policy Unit 2 Understanding our role as TAs in supporting behaviour Unit 3 Are we a listening team? Unit 4 What can we do to raise pupil self esteem? Unit 5 Do we promote emotional literacy? Unit 6 Raising our confidence in managing behaviour Unit 7 Developing strategies for effective behaviour management Unit 8 Setting targets for success
Contact(s)	
Other information	

Name of resource	**A Toolkit for the Effective Teaching Assistant**
Web link	http://books.google.co.uk/books?id=kEnWwVZexPYC&printsec=frontcover&dq=A+team+approach+to+behaviour+management:+a+training+guide+for+SENCOs+working+...+By+Chris&lr=&source=gbs_similarbooks_s&cad=1#v=onepage&q=&f=false
Summary	The toolkit is designed for TAs on foundation degrees on undertaking HLTA training. It is described as a toolkit because it contains a range of resources including activities such as rating scales of challenges, stresses and rewards and seeks also to combine underpinning knowledge with a basis for reflection.
Author(s)	Richard Tyrer, Stuart Gunn, Chris Lee, Maureen Parker, Mark Townsend Authors were from University of Plymouth which has a foundation degree for Teaching Assistants
Date	2004
Publisher	Paul Chapman Publishing
Type of resource	Book
Target audience	Teaching Assistants in all phases and types of schooling
Accreditation	No accreditation
Availability/ Cost	www.langtoninfo.co.uk £39.46 plus P & P
Quality criteria	

Content	Chapter1 provides background to the developing role and responsibilities of the TA and draws on perceptions by and of TAs
	Ch 2 stresses the role in terms of agent for change, explores TAs own attitudes to change and how change might be planned and supported
	Ch 3 Stresses the need for effective relationships, the importance of being part of a team, good teacher/TA partnerships and suggests ways in which good collaborative working can be developed. (Building relationships and collaborative practice are embedded in the standards).
	Ch 4 self esteem, enhancing the role of the TA and how self esteem links to classroom behaviour
	Ch 5 supporting learning and teaching, understanding learning styles
	Ch 6 Using ICT to support teaching and learning
Contact(s)	
Other information	

Name of resource	**Teacher Education Resource Pack Student materials** **The Teacher's Library series**
Web link	http://publishing.unesco.org/details.aspx?Code_Livre=4301
Summary	"Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'. This was the key finding put forward in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, agreed upon by representatives of 92 governments and 25 international organizations in 1994. Set in this context, the *Teacher Education Resource Pack* aims to help schools respond to student diversity, particularly students vulnerable to exclusion and underachievement. It comprises four modules: special needs in the classroom, special needs: definitions and responses, towards effective schools for all, and help and support.
Author(s)	NA
Date	Unknown
Publisher	UNESCO Publishing
Type of resour	Guide Book
Target audience	Teachers
Accreditation	No accreditation
Availability/ Cost	€14.80 through UNESCO
Quality criteria	
Content	Acknowledgement, p. VI

Contact(s)	
Other information	

Name of resource	**Managing Teaching Assistants. A guide for head teachers, managers and teachers**
Web link	http://books.google.co.uk/books?id=Rfjsyyc9pIQC&printsec=frontcover &dq=A+team+approach+to+behaviour+management:+a+training+guide +for+SENCOs+working+...+By+Chris&lr=&source=gbs_similarbooks_s &cad=1#v=onepage&q=&f=false
Summary	This is a book for head teachers, managers and teachers.
Author(s)	Anne Watkinson.
Date	2003
Publisher	Routledge Falmer
Type of resource	Guide Book
Target audience	Head teachers, managers and teachers.
Accreditation	No accreditation
Availability/ Cost	www.bookdepository.co.uk £24.57 plus P & P http://aphrohead.com £22.50 plus P & P
Quality criteria	
Content	Content: what TAs can do; auditing the organisations context; maximizing the potential of TAs – consistency and climate and a whole school approach; management systems and structures related to TAs;

	employing TAs recruitment to review; TAs and teaching teachers as managers; TA's personal and professional development; looking ahead – effective school, professionalization of role, learning organization
Contact(s)	
Other information	

Distance learning packages for teaching assistants

Name of resource	**Stonebridge Associated Colleges Teaching Assistant Distance Learning Course**
Web link	http://www.stonebridge.uk.com/det/636/Teaching+Assistant?gcid=S317 76x012&keyword=teaching assistant training&gclid=CJOdho3UmaACFVAA4wodn1tsdA

Summary	This course is designed for people who either are, or wish to become, a teaching assistant.
	
	Teaching assistants carry out a range of practical and administrative tasks, and work under the direction of the class teacher in the supervision and support of pupils' learning. In doing this they are helping to make more time available for the teacher to teach.
	
	Classroom assistants work under the direction and supervision of teachers in order to help promote effective learning and teaching. They carry out tasks delegated to them by teachers and refer back to teachers on issues requiring professional expertise.
	
	The teaching assistant is able to contribute in four main areas;
	
	    supporting the teacher
	    supporting the pupil
	    supporting the school
	
	supporting the curriculum

Author(s)	na
Date	na
Publisher	na
Type of resource	Vocational course
Target audience	People who wish to become teaching assistants

Accreditation	On completion of your course, you will receive two qualifications: **Qualification 1: Teaching Assistant Diploma** Teaching Assistant Diploma issued by Stonebridge Associated Colleges, entitling you to use the letters SAC Dip after your name. **Qualification 2: Level 3 Teaching Assistant Award** At the end of this course successful learners will also receive a level 3 NCFE Award certificate of achievement. That means that it is independently accredited at a level of learning equivalent to level 3 on the National Qualifications Framework (NQF) for England, Wales and Northern Ireland (in which case GCSE's are at levels 1 and 2 and A Levels are at level 3). This award has been designed by Stonebridge Associated Colleges to meet specific learners' or employers' requirements. Accreditation by NCFE is a guarantee of quality. It means that this learning programme has been scrutinised and approved by an independent panel of experienced educational professionals and is quality audited biannually by NCFE
Availability/ Cost	There is no experience or previous qualifications required for enrolment on this course. It is available to all students, of all academic backgrounds. £285 fees payable over 8 installments with an £85 deposit
Quality criteria	na

Content	Supporting the Teacher
	
	    The learning environment
	    Pupil behaviour
	    Observing and recording
	
	Supporting the Pupil
	
	    Care and support
	    Health and hygiene
	    Child protection
	
	Supporting the Curriculum
	
	    The National Curriculum
	    Planning, evaluating and assisting pupils during all learning

	activities
	Supporting the School

	Legal requirements
	    School organisation
	    Policies and procedures

	Supporting ICT in the Classroom

	Preparation and Maintenance of ICT Equipment
	    Supporting the Use of ICT Equipment
	    Keeping Pupil Records

	Supporting Pupils with Special Education Needs
	Inclusion and Special Educational Needs Support for Learners
	Supporting Literacy Development

	Supporting the Development of Reading Skills
	    Supporting the Development of Writing Skills
	    Supporting the Development of Speaking and Listening Skills

	Supporting Numeracy Development

	Supporting the Development of Number Skills
	    Supporting the Development of Problem Solving and Data Handling Skills
	    Supporting the Understanding of Measures, Shape and Space

	Working with Others

	Working in Teams
	    Working with Colleagues
	    Working with other Professionals and Parents

Contact(s)	
Other information	

Teaching Assistants - national support association

Name of resource	**National Association of Professional Teaching Assistants (NAPTA)**
Web link	http://www.napta.org.uk/index.html
Summary	The National Association of Professional Teaching Assistants (NAPTA) is a membership organisation that works with schools, local authorities and other education settings to realise the potential of support staff, whatever their role.
Author(s)	
Date	
Publisher	
Type of resource	NAPTA aims to help support staff in schools and other education settings to develop as professionals by working in partnership with member schools and providing them with the tools and resources they need. To find out more about the work that NAPTA does in schools, see the Workforce Development Programme (WDP) section. NAPTA also aims to disseminate information relevant to the development of the profession. A range of resources for support staff and their managers is published on this site. NAPTA is run by education specialists, with a number of experienced teaching assistants on its executive. It works in close partnership with the Cambridge Institute of Technology (INTEC) and the Pearson Publishing Group (including its founding company Pearson Information), pooling expertise in the development of products and resources to improve the package of services available to members.
Target audience	Teaching Assistants
Accreditation	

Availability/ Cost	
Quality criteria	
Content	The NAPTA website includes a membership section with a workforce development programme and a resources section. Full NAPTA membership includes support and resources that together form the *Workforce Development Programme*. This is designed to create a simple, sustainable performance management process for all support staff, as follows: ⟩Start-up programme ⟩1 Evaluate ⟩2 Plan ⟩3 CPD ⟩4 Monitor Resources ⟩Testimonials Information on others' experiences with NAPTA. ⟩NAPTA News This newsletter is written especially for individual members of support staff. ⟩NAPTA Headlines This is a newsletter for managers of support staff. ⟩NAPTA Update

	This newsletter is provided for local authority staff.

⬭Articles

Articles on a range of topics, including those raised in NAPTA newsletters, are provided here.

⬭Weekly planners

Helpful weekly planners to make your life simpler.

⬭Key documents

Summaries of important official documents from our partner, the Cambridge Institute of Technology (INTEC), with expert commentary describing the implications for support staff and their managers.

⬭Ask the expert

Ask questions and be forwarded advice by email, plus a growing set of online guidance.

⬭Links to useful Web sites |
| Contact(s) | |
| Other information | |

Guidance for TA managers

Name of resource	**Working with Teaching Assistants A good practice guide**
Web link	http://www.tda.gov.uk/upload/resources/pdf/w/working_with_tas.pdf
Summary	A guidance booklet for managers of TAs, although written for schools, most is directly applicable to post-school learning.
Author(s)	DfEE
Date	October 2000
Publisher	NA
Type of resource	Guide
Target audience	Managers of TA's
Accreditation	NA
Availability/ Cost	Free through web link above
Quality criteria	
Content	INTRODUCTION 3 PART ONE: THE ROLE OF THE TEACHING ASSISTANT 7 Understanding the role of the teaching assistant 7 Aspects of good teaching assistant practice in the school 9 PART TWO: SUPPORTING THE ROLE OF THE TEACHING ASSISTANT 15

	1. Defining responsibilities clearly 15
	2. Providing clear deployment within a flexible framework 20
	3. Creating partnerships with teachers 24
	4. Creating partnerships with other people involved in education 28
	5. Creating partnership among teaching assistants 31
	6. Reviewing performance and promoting development 34
	PART THREE: CARRYING OUT AN AUDIT OF CURRENT PRACTICE 41
Contact(s)	
Other information	

Guidance for teachers working with TAs

Name of resource	TDA Self study tasks Activity 4 - Roles and responsibilities of teaching assistants working in partnership
Web link	http://www.tda.gov.uk/upload/resources/sen/selfstudy/task16.pdf
Summary	17 self-study tasks are designed to help trainee teachers on PGCE courses learn more about teaching pupils with special educational needs (SEN) and/or disabilities. They can be used as stand-alone activities or to supplement and extend taught training sessions.
Author(s)	TDA
Date	
Publisher	NA
Type of resource	17 Self study tasks
Target audience	Teachers but some tasks are applicable more widely
Accreditation	NA
Availability/ Cost	Free through web link above
Quality criteria	
Content	**Every Child Matters** SST1 Inclusion and Every Child Matters SST2 English as an additional language and SEN SST3 SEN and disability legislation

	SST4 Children's needs and development SST 5 ICT and SEN **Cognition and learning** SST 6 Moderate learning difficulties SST 7 Dyslexia and specific learning difficulties SST 8 Working memory **Behavioural, emotional and social needs** SST 9 Behavioural, emotional and social difficulties Communication and interaction SST 10 Speech, language and communication needs SST 11 Autistic spectrum disorders **Physical and sensory impairment** SST 12 Visual impairment SST 13 Hearing impairment SST 14 Handwriting SST 15 Developmental coordination disorder/dyspraxia **Working in partnership** SST 16 Working with colleagues in school SST 17 Working with parents/carers and other professionals
Contact(s)	
Other information	There is a useful checklist in table 3 useful to audit and improve practice when teaching classes that include support from a teaching assistant, that could be adapted for post-school contexts.

Teacher and Teaching Assistant - topic specific – assessment for learning

Name of resource	**DCSF Assessment for Learning (AfL): Whole-school training materials**
Web link	http://nationalstrategies.standards.dcsf.gov.uk/node/97905
Summary	This suite of guidance, training and support materials has been designed to help schools develop Assessment for Learning (AfL) across the whole school. Units 1 and 2 provide an overview of AfL, and units 3–7 each focus on a different aspect of AfL. Subject-specific development materials (covering all National Curriculum subjects) relating to each of units 3–7 are provided to help subject departments develop their practice as part of a whole-school AfL approach. Two self-study style 'Working together' guides are also included: *Working together: Coaching and Assessment for Learning* (Ref: 1100-2005G) is intended to support pairs or groups of teachers wishing to develop their expertise in coaching. *Working together: Teaching assistants and Assessment for Learning* (Ref: 1099-2005G) is intended to help develop the role of teaching assistants and support AfL in the classroom. More information about the whole suite of AfL materials can be found in the introductory 'Guidance for senior leaders'.
Author(s)	DCSF
Date	Jan 2004, 2nd edition 2005 Ref 1115-2005)
Publisher	DCSF ref: 0043-2004
Type of resource	Pack, Training guide
Target audience	Deputy headteacher, Head of school department, Headteacher, Subject leader, Teacher
Accreditation	na
Availability/	Downloadable online

Cost	
Quality criteria	na
Content	**Introduction 4** **What is assessment for learning (AfL)? 5** **The contents of the AfL training folder 7** **The structure of the AfL training materials 8** **The AfL units – an overview 9** Objective and key messages of the AfL units 10 Subject development 18 Special educational needs (SEN) 18 Leading and managing change in AfL 18 Organising and delivering whole-school training 23 Monitoring and evaluating progress with AfL 25 **Appendix 1:** AfL – definitions and research findings **26** **Appendix 2:** Prompts to support school self-review of AfL **30** **Appendix 3:** Evaluating progress with implementing a whole-school initiative **32** **Appendix 4:** Departmental review of existing practice in objective led lessons in (subject) **33** **Working together: teaching assistants and AfL** The 'Working together: teaching assistants and AfL' guide is written for teaching assistants to help them develop their role and support AfL in the

	classroom.
	The study guide contains:
	• quotes and suggestions from teaching assistants who have trialled some of these ideas;
	• 'reflections', to help teaching assistants reflect on ideas or on their own
	practice;
	• practical tips;
	• tasks to help them consider advice or try out strategies in the classroom;
	• some suggestions for next steps and further reading.
	A video sequence (approx. 6 min.) is provided on the DVD to help senior leaders
	reflect upon the leadership and management implications, it shows:
	• A deputy headteacher and SENCO reflecting on the important role teaching assistants have in supporting AfL (1 min.).
	• Two teachers and a teaching assistant discussing the benefits of their
	collaborative working and the impact on pupils' learning (5 min.).
Contact(s)	
Other information	

Annex 1: Blank Template - Resources to support the professional development of learning support assistants

Name of resource	
Web link	
Summary	
Author(s)	
Date	
Publisher	
Type of resource	
Target audience	
Accreditation	
Availability/ Cost	
Quality criteria	
Content	
Contact(s)	
Other information	