



# School Support Staff

Professional Development Information Booklet



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## 1. About this booklet

This booklet provides School Support Staff and their managers with information about qualifications and training programmes they can undertake to develop their career in the light of new and changing roles for School Support Staff. If you need further assistance please contact Paul Boustead, Assistant HR Manager (Workforce Development) on 0116 265 8057 or David Bradley, Education Officer on 0116 265 6320. Further information about career progression for support staff along with the archive of Teaching Assistant newsletters can also be found at [www.leics.gov.uk/education/teaching](http://www.leics.gov.uk/education/teaching).

Information about who delivers and funds the various qualifications can be found in section 26 of this document.

## 2. Qualifications/Experience Grid

Below is a grid which will enable School Support Staff to see the qualifications/experience needed to undertake each role.

Qualifications/Experience	Job Type				
	Ancillary Assistant	Teaching Support Staff	Cover Supervisor	Higher Level Teaching Assistant	Teacher
Criminal Records Bureau Check	★	★	★	★	★
Child Protection Training	★	★	★	★	★
Induction Course	☆	☆		★	
Award/Certificate in Support Work in Schools	☆	★	★	★	★
Experience of working with children and supporting learning	☆	★	★	★	★
VQ\NVQ Level 2		★		★	
VQ\NVQ Level 3		★		★	
NVQ Level 4		★		★	
Cover Supervisor Training		★		★	
English and Maths (GCSE A* to C or equivalent)		★	★	★	★
Higher Level Teaching Assistant Status				★	
Foundation Degree				★	
Degree			★	★	★
Teacher Training Programme			★		★
Qualified Teacher Status – complete one year induction			★		★

Colour Code: Essential ★ Desirable ☆ Of benefit ★

Below is the current national qualifications framework which demonstrates equivalency between vocational, academic and occupational qualifications:

	Categories		
	General qualifications attest to attainment in a subject	Vocationally-related qualifications attest to attainment in a vocational area	Occupational qualifications attest to attainment of competence in the work place
Increasing levels of knowledge, skills and understanding	5	Higher level qualifications	
	4	Higher level qualifications	
3 Advanced level	A level	Vocational A level (Advanced GNVQ)	Level 3 NVQ
2 Intermediate level	GCSE grade A*-C	Intermediate GNVQ	Level 2 NVQ
1 Foundation level	GCSE grade A*-C	Intermediate GNVQ	Level 1 NVQ
Entry level	Entry level qualifications can provide a basis for progression to qualifications across the framework at level 1		

Increasing work related focus

### 3. Vocation Qualification (VQ) - Award and Certificate in Support Work in Schools

#### Level 2

These qualifications are aimed at developing candidates' skills and knowledge and to recognise their achievements in a practical way that is relevant to the work context. These qualifications are appropriate for administrators, receptionists, personal assistants, midday supervisors and those working in learning support roles.

To achieve the Level 2 Award in Support Work in Schools, candidates are required to complete three units made up of two mandatory units and one optional unit.

To achieve the Level 2 Certificate in Support Work in Schools, candidates are required to complete four units made up of two mandatory units and two optional units.

#### Mandatory Units:

1. Help with the care and support of pupils
2. Provide effective support for your colleagues

**Optional Units:**

3. Communicate information using telephone and fax
4. Prepare and print documents using a computer
5. Photocopy, present and distribute complex documents
6. Receive and assist visitors
7. Record, store and supply information using a paper-based filing system
8. Enter, retrieve and print data in a database
9. Produce documents from your own notes
10. Maintain the arrangement of material to facilitate retrieval
11. Ensure your own actions reduce risks to health and safety
12. Help with classroom resources and records
13. Maintain the provision of materials, equipment and resources
14. Process requests to support learning
15. Controlling stocks of laboratory materials and equipment
16. Software installation and upgrade
17. Working with ICT hardware and equipment
18. Maintain resources
19. Maintain grounds
20. Maintain site security
21. Control the use of resources
22. Control the use of premises by customers and contractors
23. Provide support for learning activities
24. Support literacy and numeracy activities in the classroom
25. Contribute to the support of student activities
26. Support children's physical development needs
27. Support children's social and emotional development
28. Technical advice and guidance
29. Remote support for products and services
30. System operation

**Level 3**

The Level 3 Award and Certificate VQs in Support Work in Schools will be available from Autumn 2005. The Level 3 VQs will follow a similar format to the Level 2 qualifications detailed above.

## 4. Certificate for Midday Supervisors

The qualification is designed to meet the specific needs of those working in the unique job role of the Midday Supervisor, often supervising large numbers of children indoors or outdoors. To achieve the Certificate candidates must complete the following units:

- Unit 01            Explore the roles and responsibilities of the Midday Supervisor
- Unit 02            Provide support for children's social and emotional development
- Unit 03            Develop skills to support management of children's behaviour

## 5. Induction Training for new Teaching Support Staff

This is a DfES course for Teaching Support Staff who have not previously worked in a school. There are induction courses for Primary and Secondary Teaching Support Staff which reflect the different roles:

The **Primary** course contains important introductory training about how to support teachers in literacy and mathematics lessons, as well as sessions on behaviour management; inclusion: SEN and disabilities; understanding how children learn; information and communications technology. There is general information about the Teaching Support Staff role, the school context and English as an additional language.

The **Secondary** course contains important introductory training about how to support teachers in Key Stage 3 literacy and mathematics lessons, as well as sessions on behaviour management; inclusion: SEN and disabilities; science. There is general information about the Teaching Support Staff role, the school context and English as an additional language.

The Specialist Teacher Service will deliver the induction training in the Autumn and Spring Terms. If newly appointed Teaching Support Staff would like to attend an induction course they should obtain permission from the Headteacher.

## 6. Teaching Assistant Profiling

The Teaching Assistant Profiling is a tool schools and colleges can use as part of the performance management/appraisal process by asking Teaching Support Staff to rate their current abilities in response to statements that fall into the following sections:

- Do you help prepare the classroom and classroom resources?
- Do you deal with ICT?
- Do you look after pupils' health and safety?
- Do you help with administration?
- Do you help maintain pupil records?
- Do you help with the management of pupil behaviour?
- Do you contribute to pupils' well-being?
- Do you help pupils with Special Educational Needs?
- Do you support bilingual/multilingual pupils?
- How do you support pupils?
- Do you provide support for learning activities?
- Do you provide support for literacy and numeracy?

- Do you carry out pupil observation?
- Do you undertake professional development?
- How do you work with colleagues and other professionals?
- Do you liaise with parents/carers?

The Profiling process will help the school and individual identify any specific professional development needs (whether this be a need for internal coaching or external INSET). During this review/appraisal, information regarding opportunities for training and development should be made available to suit individuals or groups of Teaching Support Staff.

The Teaching Assistant Profiling can be undertaken as a whole school (all Teaching Support Staff) or individually as part of professional development interviews.

The Profile questions could be used to indicate current abilities against the following Standards:

- National Workload Agreement's 24 Tasks
- National Occupation Standards for Teaching Assistants
- National Vocational Qualification for Teaching Assistants at Level 2 and Level 3
- Higher Level Teaching Assistant status

For further information please contact Paul Boustead on 0116 265 8057.

## 7. Basic Skills Level 2

A Basic Skills Level 2 qualification in either Adult Literacy or Numeracy is equivalent to a GCSE A\* to C and can be used if Teaching Support Staff require English and Maths qualifications e.g. for applying for HLTA funding from the Local Authority. The Standards for Level 2 maths and literacy are given below:

### a) Basic Skills standards for literacy

At this level, people can:

- listen and respond** to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context.
- speak to communicate** straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation.
- engage in discussion** with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

People will be expected to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
- speak clearly and confidently in a way which suits the situation
- respond to detailed or extended questions on a range of topics
- respond to criticism and criticise constructively
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary

- present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
  - make relevant contributions and help to move discussions forward
  - adapt contributions to discussions to suit audience, context, purpose and situation
  - use appropriate phrases for interruption and change of topic
  - support opinions and arguments with evidence
  - use strategies intended to reassure, eg body language and appropriate phraseology
- in a wide range of formal and social exchanges

**Reading standards (including spoken communication) - at this level, people can:**

- (i) **read and understand** a range of texts of varying complexity accurately and independently.
- (ii) **read and obtain** information of varying length and detail from different sources.

People will be expected to:

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- identify the purpose of a text and infer meaning which is not explicit
- identify the main points and specific detail
- read an argument and identify the points of view
- read critically to evaluate information and compare information, ideas and opinions from different sources
- use organisational features and systems to locate texts and information
- use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading
- summarise information from longer documents
- read and understand technical vocabulary
- use reference materials to find the meanings of unfamiliar words

in a wide range of text type

**Writing standards (including spoken communication) - at this level, people can:**

- (i) **write to communicate** information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.

People will be expected to:

- plan and draft writing
- judge how much to write and the level of detail to include
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
- use format and structure to organise writing for different purposes
- use formal and informal language appropriate to purpose and audience
- use different styles of writing for different purposes, eg persuasive techniques, supporting evidence, technical vocabulary
- construct complex sentences
- use correct grammar, eg subject-verb agreement, correct and consistent use of tense

- use pronouns so that their meaning is clear
- punctuate sentences correctly and use punctuation accurately, eg commas, apostrophes, inverted commas
- spell correctly words used most often in work, studies and daily life, including familiar technical words
- proof-read and revise writing for accuracy and meaning
- produce legible text

in a wide range of documents

## b) Basic Skills standards for adult numeracy

**Standards for adult numeracy Level 2 Understanding and using mathematical information - at this level, people can:**

(i) **read and understand** mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material.

(ii) **specify and describe** a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity.

People will be expected to:

- use numbers, fractions, decimals and percentages in the context of measures, estimating amounts and proportions, and make accurate observations
- use shape and space to record relevant measurements and make accurate observations
- use discrete and continuous data from tables, charts, diagrams and line graphs
- collect and record discrete and continuous data in tests and observations
- design appropriate methods
- select and use appropriate mathematical tests, skills or concepts
- recognise that substantial activities should be broken down into smaller, more manageable tasks

**Standards for numeracy calculating and manipulating mathematical information - at this level, people can:**

(i) **generate results** to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.

People will be expected to use:

- whole numbers
- fractions
- decimals
- percentages
- measures
- shape and space
- data and statistical measures
- probability
- electronic or mechanical aids

## Standards for numeracy interpreting results and communicating mathematical information - at this level, people can:

(i) **present and explain** results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience.

People will be expected to:

- use whole numbers, common fractions, decimals and percentages to present results
- select and use measures and units of measure to define quantities
- use tables, charts, diagrams and line graphs to draw conclusions and present results, eg for amounts, sizes, scales and statistics
- use approximation to corroborate and confirm results
- select and use appropriate methods and forms to present and explain outcomes

Further information on Basic Skills Level 2 and practice tests can be obtained from the following websites:

- <http://www.qca.org.uk/adultlearning/493.html>
- <http://www.dfes.gov.uk/readwriteplus/>
- <http://www.move-on.org.uk>
- <http://www.learndirect.org.uk>

## 8. Support Networks

The Local Authority is currently working with schools and colleges to establish support networks for different categories of support staff. In addition a range of professional development workshops/drop-in-sessions will be on offer across the County. Further information will be available shortly and will be circulated to schools.

## 9. Behaviour Management Training

A series of non-accredited skills based workshops focusing on behaviour management techniques are being offered across the County for both primary and secondary based classroom support staff. The workshops will be particularly relevant to staff from within the classroom support staff family who are taking on a diversifying role as a result of the remodelling of the school workforce agenda.

These workshops will be complimented by further skills workshop as part of the Primary Strategy; social, emotional and behavioural skills pilot. Further details will be circulated by the Primary Strategy Team.

## 10. Safeguarding Children: A practical guide for support staff

The aims of the safeguarding children training are:

- To raise awareness of all support staff to safeguarding and promoting the welfare of all pupils
- To enable support staff to understand the role and responsibilities of the Designated Senior Person for Child Protection and the Governing Body
- To enable support staff to report any matters of child protection in accordance with Area Child Protection Committee (ACPC) policies and procedures.

By the end of the training course participants will have:

- Gained an understanding of the legislative framework for child protection
- Understood the role and responsibilities of the Senior Designated Person for Child Protection and the Governing Body
- Been given relevant information on signs and symptoms of child abuse and neglect
- Been given relevant information about procedures in relation to safeguarding children and young people
- Considered the need for support and will have developed strategies to receive this

The course is relevant to all school based support staff. The course is accredited by the Open College Network and represents a wide use of learning skills and competencies. The course will require that participants complete a multiple choice examination on child protection and brief written piece of 500 words. Once completed the participant will receive a certificate for completing the accredited course. The credit(s) gained from the course are recognised nationally, and can be used to facilitate progress or access to further qualification or training.

## 11. Certificate in Supporting ICT in Learning

This certificate is aimed at support staff who play an active role and/or have a keen interest in supporting the use of ICT in the classroom. It consists of 10 days training out of school complimented by the requirement to compile a work based portfolio.

## 12. Level 2 Certificate in Playwork

This qualification can be gained by School Support Staff who are delivering childcare while working in “Out of School Clubs”. Candidates must complete all the units to gain the qualification:

- 01 Prepare for children’s play
- 02 Contribute to the play process
- 03 Contribute to developing own playwork practice within organisation
- 04 Contribute to the health and safety of self and others
- 05 Contribute to the protection of children aged 5-15 from abuse
- 06 Promote and build relationships with children and their parents/carers
- 07 Support the work of a team

## 13. National Vocational Qualification Level 2 in Playwork

This NVQ is for School Support Staff working in “Out of School Clubs” who are delivering childcare. Candidates must complete all units in Group A, Mandatory Units. Candidates may also complete additional units but these are not a requirement for the award.

### Group A - Mandatory Units

- C35 Deal with accidents and emergencies
- C36 Support the protection of children from abuse
- A52 Contribute to the work of your team

- PW1 Contribute to positive relationships in the play setting
- PW2 Support children and young people's play
- PW3 Contribute to the health and safety of the play environment

### Group B - Additional Units

- PW4 Contribute to children and young people's healthy eating and personal hygiene
- PW5 Escort and supervise children outside the play setting

## 14. Level 2 Certificate in Childcare and Education

This Certificate is for childcare workers working under supervision in an early years setting e.g. pre-school, playgroup, nursery, etc. Working towards this certificate candidate's will learn:

- about children at different stages in their growth and development
- how to care for and educate children and how to work with parents, carers and other professionals

in an age range of children from birth to 7 years 11 months. It will provide the skills necessary for those who wish to work with children in a wide variety of situations, from nursery classes and infant schools to crèches.

### Course content

Theoretical studies will include:

- Physical care and development of the child
- Social and emotional development
- Play
- Working with babies 0-1 Year
- Working in an early years setting and learning to work in groups and in co-operation with others
- Key skills in numeracy
- Communications and Information Technology

### Assessment

There will be one assignment for each unit and a multiple choice question paper covering the core units.

## 15. National Vocational Qualification Level 2 - Early Years Care and Education

This NVQ is for childcare workers working under supervision in an early years setting e.g. pre-school, playgroup, nursery, etc.

To undertake a NVQ Level 2, candidates must complete all mandatory units in Group A, plus two units from Optional Group B.

### Group A – Mandatory Units

- C01 Support children's physical development needs
- C04 Support children's social and emotional development

- C08 Implement planned activities for sensory and intellectual development
- C09 Implement planned activities for the development of language and communication skills
- E01 Maintain an attractive, stimulating and reassuring environment for children
- E02 Maintain the safety and security of children
- M03 Contribute to the achievement of organisational requirements
- P01 Relate to parents

### Group B - Optional Units

- U10 Contribute to the effectiveness of work teams
- C12 Feed babies
- C13 Provide for babies' physical development needs
- M01 Monitor store and prepare materials and equipment
- P09 Work with parents in a group

## 16. National Vocational Qualification Level 2 - Teaching Assistants

To undertake a NVQ Level 2, candidates must be able to provide evidence that they meet the requirements of all units in Group A - Mandatory Units plus three units from Group B - Optional Units.

### Group A - Mandatory Units

- 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

### Group B - Optional Units

- 2-5 Support literacy and numeracy activities in the classroom
- 3-1 Contribute to the management of pupil safety and security
- 3-11 Support the maintenance of pupil safety and security
- 3-17 Contribute to the health and well-being of pupils
- 3-17 Support the use of ICT in the classroom

## 17. National Vocational Qualification Level 3 in Playwork

To undertake a NVQ Level 3, candidates must complete all units in Group A, Mandatory Units plus two units from Group B, Optional Units.

- A55 Contribute to improving personal and organisational performance
- B212 Develop opportunities in the community

- PA54 Work with colleagues in a team
- PA55 Administer provision
- PB23 Promote children's development through play
- PC12 Promote positive relationships in the play environment
- PC13 Provide a child-centred play environment
- PC14 Promote and maintain the health and safety of children
- PC23 Contribute to the protection of children from abuse

### Group B - Optional Units

- A21 Support the efficient use of resources
- A33 Lead the work of teams and individuals to achieve their objectives
- A34 Contribute to the development of teams and individuals
- A36 Contribute to the selection of personnel for activities
- A41 Manage information for action
- B211 Contribute to marketing, developing and promoting services
- B26 Organise travel for participants and equipment
- C310 Provide emergency aid
- C37 Look after participants who are away from home
- PC21 Contribute to children's health and well being

## 18. National Vocational Qualification Level 3 - Teaching Assistants

To undertake a NVQ Level 3, candidates must be able to provide evidence that they meet the requirements of all units in Group A - Mandatory Units plus one unit from each of the Groups B to E - Optional Units. Candidates must also complete a further two units from any of the optional groups.

### Group A - Mandatory Units

- 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

### Group B - Optional Units

- 3-5 Assist in preparing and maintaining the learning environment
- 3-6 Contribute to maintaining pupil records
- 3-7 Observe and report on pupil performance
- 3-8 Contribute to the planning and evaluation of learning activities

## Group C - Optional Units

- 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/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
- 3-9 Promote pupils' social and emotional development

## Group D - Optional Units

- 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

## Group E - Optional Units

- 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

# 19. Diploma in Childcare and Education (Formerly NNEB in Nursery Nursing)

This diploma is suitable for anyone wishing to work with children in a variety of settings from nursery, crèche, school or with children with special needs.

### Course modules include:

- Professional Studies One
- Creativity and Play
- Aspects of Social Policy and Legislation
- Learning and Development
- Interpersonal and Communication Skills
- Curriculum Approaches
- Working with Children and Families
- Meeting Individual Needs
- Pedagogy
- Child in Society
- Making Sense of Childcare and Education through Research

- Professional Studies Two
- Language in the Early Years
- Early Years Information Technology
- European Perspectives in Early childhood
- Managing People in Early Years Settings
- Organisation Structures and Processes
- Learning to Move, Moving to Learn
- Values and Practice in Social Care
- Music Experiences in the Early Years
- Child Protection
- Early Years Mathematics
- Key Skills in Numeracy, Communication and Information Technology.

## Assessment

Assessment will be carried via a portfolio of evidence, assignments, practical assignments and examinations.

## 20. National Vocational Qualification Level 3 - Early Years Care and Education

This NVQ is for childcare workers who are supervising other members of staff within an early years setting or working on their own e.g. childminding.

Candidates must complete all 11 mandatory units in mandatory group A. In addition candidates must complete 3 units from the 15 in Group B – Optional Units.

### Group A - Mandatory Units

- C02 Provide for children's physical needs
- C03 Promote the physical development of children
- C05 Promote children's social and emotional development
- C07 Provide a framework for the management of behaviour
- C10 Promote children's sensory and intellectual development
- C11 Promote children's language and communication development
- C15 Contribute to the protection of children from abuse
- C16 Observe and assess the development and behaviour of children
- E03 Plan and equip environments for children
- M07 Plan, implement and evaluate learning activities and experiences
- P02 establish and maintain relationships with parents

## Group B - Optional Units

- C1 Manage yourself
- C4 Create effective working relationships
- C14 Care for and promote the development of babies
- C17 Promote the care and education of children with Special Needs
- C18 Develop structured programmes for children with special needs
- C24 Support the development of children's literacy skills
- C25 Support the development of children's mathematical skills
- M02 Manage admissions, finance and operating systems in care and education settings
- M06 Work with other professionals
- M08 Plan, implement and evaluate routines for children
- M20 Inform and implement management committee policies and procedures
- P04 Support parents in developing their parenting skills
- P05 Involve parents in group activities
- P07 Visit and support a family in their own home
- P08 Establish and maintain a childcare and education service

## 21. National Vocational Qualification Level 4 - Early Years Care and Education

This NVQ is for people working at a senior level with children and young people or with children and their families.

Candidates must complete all units in Group A, Mandatory Units plus four units from one of the specified pathways; Management Group B, Enhancing Quality and Quality Control, Group C or Advanced Practice, Group D. Candidates must also complete a further three units from any of the specific optional routes or the General Options, Group E.

### Group A - Mandatory Units

- C2 Develop your own resources
- D4 Provide information to support decision making
- D7 Access, review and update your own knowledge of significant and emerging theory and practice

### Group B - Management Units

- A11 Assist the organisation to develop and implement policies
- A2 Manage activities to meet requirements
- A4 Contribute to improvements at work
- B2 Manage the use of physical resources
- B215 Promote services
- C13 Manage the performance of teams and individuals

- M21 Manage the curriculum
- M22 Manage the observation and assessment of children's development and behaviour
- M9 Carry out management responsibilities in child health, safety and protection
- P11 Manage relationships with parents

### Group C - Enhancing Quality and Quality Control Units

- D10 Contribute to the enhancement of educational experiences within early years settings
- D11 Observe procedures and practice
- D12 Ensure premises and people comply with quality assurance requirements
- D13 Ensure compliance with quality assurance requirements
- D14 Evaluate the educational provision in early years settings
- D15 Provide feedback on quality assurance visits
- D19 Establish and sustain relationships with early years providers
- D2 Support early years providers to meet their needs
- D20 Evaluate the care and safety provision within the setting
- D8 Prepare to visit and report on the outcomes of visiting early years settings

### Group D - Advanced Practice Units

- C21 Develop, implement and evaluate specific plans and activities to meet the individual needs of children
- C22 Assess and enhance the personal, social and emotional development of children
- C27 Enable children to participate confidently and effectively in activities
- C28 Assess and enhance the intellectual and cognitive development of children
- C31 Evaluate and use ICT to support children's learning and development
- C32 Manage sessions with groups of children
- C33 Support the literacy needs of children
- C34 Support children's development in mathematics
- C35 Support the development of children's scientific knowledge, understanding and skills
- P10 Work with parents to enhance their children's learning and development

### Group E - General Optional Units

- B216 Co-ordinate support to others
- B3 Manage the use of financial resources
- C10 Develop teams and individuals to enhance performance
- C5 Develop productive working relationships
- C8 Select personnel for activities
- D2 Facilitate meetings
- D21 Assess individuals for non-competence based assessment systems

- C19 Work with children with specific learning difficulties
- C20 Support children that have been abused
- C23 Co-ordinate and support children with special educational needs
- C26 Work with teachers to enhance children's learning
- C29 Evaluate and use pedagogy and communication techniques
- C30 Support the care and development of babies in partnership with their parents
- D1 Support the development of new provision and services
- D16 Promote improvement through the review of practice
- D17 Maintain consistency and quality of judgement when evaluating provision
- D18 Present evidence to support judgements
- D3 Contribute to the revision of policies, procedures, regulations and practice for registration and inspection
- EYD9 Support organisational development
- PB23 Promote children's development through play
- PC12 Promote positive relationships in the play environment
- A1 Assess candidates using a range of methods
- A2 Assess candidates' performance through observation
- L15 Support and advise individual learners
- L7 Prepare and develop resources to support learning

## 22. Higher Level Teaching Assistant (HLTA)

The HLTA is a **STATUS** (it is not a formal qualification) for the most experienced Classroom Support Staff. The LEA will fund candidates through monies made available by the TTA/TDA.

To achieve HLTA status candidates must meet all the HLTA Standards. They will undertake either three, twenty five or fifty days training dependant on their preference or need and produce a portfolio which will demonstrate they meet the Standards. The portfolio will contain reflective statements on working with:

- individual pupils
- small groups
- whole classes

If all the Standards are not met within the portfolio then the candidate could be asked to produce further reflective statements to cover any which are missing.

An important part of the HLTA assessment is that the candidate must be working at the level required by the Standards on a regular basis. Towards the end of programme an assessor will visit the school to meet with the candidate, a teacher and the Headteacher (or nominated person) to verify that the portfolio is a true and accurate record of the candidate's work and that they are undertaking such work on a regular basis.

Please note that to be accepted as a HLTA candidate, the Teacher Training Agency (TTA) have a requirement that Teaching Support Staff must have achieved a qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Qualifications Framework eg GCSE A\* to C, CSE Grade 1, GCE O Level, Key Skills Level 2. For information on Key Skills please see section 7.

In addition to access funding from the Local Authority the candidate is required to have met the above literacy/English and numeracy/mathematics requirements and gained a qualification equivalent to level 3 on the national qualifications framework (see section 2).

If Classroom Support Staff would like to undertake the HLTA training programme they must have the support of their school.

## Professional Standards for Higher Level Teaching Assistants

### 1 Professional values and practice

- 1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- 1.2 They build and maintain successful relationships with pupils treat them consistently, with respect and consideration, and are concerned for their development as learners.
- 1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- 1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- 1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- 1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

### 2 Knowledge and understanding

Those meeting the higher level teaching assistant Standards must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning. This knowledge and understanding will relate to a specialist area which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs).

- 2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- 2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- 2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- 2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.
- 2.5 They know the key factors that can affect the way pupils learn.
- 2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.
- 2.7 They are aware of the statutory frameworks relevant to their role.
- 2.8 They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting SEN given in the SEN Code of Practice.

- 2.9 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### 3 Teaching and learning activities

The following teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the head teacher of the school.

#### 3.1 Planning and expectations

- 3.1.1 They contribute effectively to teachers' planning and preparation of lessons.
- 3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- 3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- 3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

#### 3.2 Monitoring and assessment

- 3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.
- 3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.
- 3.2.3 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- 3.2.4 They contribute to maintaining and analysing records of pupils' progress.

#### 3.3 Teaching and learning activities

- 3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.
- 3.3.2 They communicate effectively and sensitively with pupils to support their learning.
- 3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.
- 3.3.4 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- 3.3.5 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- 3.3.6 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
- 3.3.7 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- 3.3.8 They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

## 23. Foundation Degrees

Foundation degrees use work-based learning to help with the skills people need to achieve their goals and succeed in their career. They are also a great entry point into higher education, as credits obtained on the course can be transferred to another qualification eg a full BSc or BA (Hons) degree. Foundation degrees can be studied part-time or full-time at Further Education colleges and Universities, and usually last between two and three years.

### a) Foundation Degree in Learning Support

Teaching Support Staff wishing to develop their knowledge, skills and experience in learning support can undertake a Foundation Degree in Learning Support. The qualification is aimed at people currently working in a learning support role in any sector of education who have at least one year full-time equivalent experience.

Typical course modules may include:

- Learning support
- Approaches to supporting literacy
- Study skills
- Learning support: practical reflection
- Current issues in learning support
- Professional team working
- Optional Modules eg research methods

The course provides evidence for the Higher Level Teaching Assistant (HLTA) requirements should candidates wish to apply for HLTA status.

Entry requirements:

- One year's full-time equivalent experience working in a learning support role

### b) Foundation Degree in Early Years

Teaching Support Staff wishing to develop their knowledge, skills and experience working with children from 0 to 8 years can undertake a Foundation Degree in Early Years. The qualification is aimed at people currently working with young children (0 -8 years) in a range of care and education settings, and for teaching support staff specialising in early years.

Typical course modules may include:

- Working with children in the early years
- Specialist Teachers Assistant Certificate
- Supporting children's learning in the early years
- Personal professional development: early years setting
- Child development
- Childhood
- Working with children and families

- Inclusive education: learning from each other
- Ways of knowing: language, mathematics and science in the early years

Entry requirements:

- currently working with young children aged 0 to 8 years, for a minimum of 5 hours a week in an education/ care setting.
- at least two years experience.

### c) Higher National Diploma - Early Childhood Studies

The qualification is particularly relevant to those who wish to pursue a career, or enhance their qualifications, in relation to children. The programme will take a multi-disciplinary approach to the education and care for children aged 0 – 8 years within the context of their family and culture.

### Course Content

The course comprises 16 modules with 6 core modules:

- Professional studies
- Aspects of social policy and legislation
- Learning and development
- Interpersonal and communication skills
- Early Years curriculum

Students then choose from a range of options depending on their particular interest:

- Creativity and Play
- Working with Children and Families
- Meeting Individual Needs
- Pedagogy
- Child in Society
- Making Sense of Childcare and Education through Research
- Professional Studies Two
- Language in the Early Years
- Early Years Information Technology
- European Perspectives in Early childhood
- Managing People in Early Years Settings
- Organisation Structures and Processes
- Learning to Move, Moving to Learn
- Values and Practice in Social Care
- Music Experiences in the Early Years
- Child Protection
- Early Years Mathematics

Entry requirements:

Applicants will have 2 A Levels, BTEC Nationals, GNVQ Advanced, NVQ3 or equivalent.

## 24. Routes into Teaching

### Employment based route: Graduate Teacher Programme (GTP) - primary or secondary

The GTP is an employment-based route to QTS whereby a trainee teacher is employed in a school as an unqualified teacher and much of the training is undertaken in school. Providers of the GTP are referred to as Designated Recommending Bodies (DRBs). A list of DRBs offering GTP places in the Leicestershire area can be found at [www.teach.gov.uk](http://www.teach.gov.uk) or at [www.leics.gov.uk/education/teaching](http://www.leics.gov.uk/education/teaching).

The GTP is available for both primary and secondary applicants, with places being allocated by the TTA. These are divided into various categories. These being:

- shortage secondary subjects\*;
  - Under represented groups
  - teaching assistants;
  - other primary; and
  - other secondary.
- \* Design & Technology, English, Information & Communications Technology, Mathematics, Modern Foreign Languages and Sciences.

Pre-requisites for applicants:

- a **UK degree** or one recognised by the UK;
- GCSE **English** grade C or higher, or equivalent;
- GCSE **Mathematics** grade C or higher, or equivalent;
- applicants for primary training born after 1 September 1979 must also have GCSE **Science** grade C or higher, or equivalent.

### Employment based route: Registered Teacher Programme (RTP) - primary or secondary

The Registered Teacher Programme (RTP) is very similar in training to GTP. This programme is open to non-degree holders who have undertaken two years (or time equivalent) higher education (eg DipHE or Foundation Degrees) and are completing the final third of a degree programme. Successful applicants are usually working for their degree on a part-time basis and follow the RTP programme at the same time as working in a school. This is quite a tough order! Because of this, the training programme is spread over two years.

Pre-requisites for applicants:

- 240 credits towards a UK honours degree;
- enrolment to complete the degree;
- GCSE English grade C or higher, or equivalent;
- GCSE Mathematics grade C or higher, or equivalent;
- applicants for primary training born after 1 September 1979 must also have GCSE Science grade C or higher, or equivalent.

## Other routes – Bachelor of Education (Honours) Degree or PGCE

For more details on how to become a teacher and teaching information please refer to:

- Teacher Training Agency, Use your Head. Teach website -- <http://www.teach.gov.uk/php/read.php?sectionid=134>
- Department for Education and Skills, TeacherNet website -- <http://www.teachernet.gov.uk/>
- Leicestershire County Council, Education Department website – <http://www.leics.gov.uk/education/teaching>

## 25. Qualification Information and Funding

If Support Staff would like further information on any of qualifications and courses then please contact:

Paul Boustead	Assistant HR Manager (Workforce Development)	0116 265 8057 pboustead@leics.gov.uk
David Bradley	Education Officer	0116 265 6320 dbradley@leics.gov.uk

The table below lists possible course providers and costs. Please note courses which are LEA funded are subject to grants received from the TTA and are subject to change.

Qualification	Provider	Cost
Award and Certificate in Support Worker in School	Various	LA Funded
Certificate for Midday Supervisors	Local FE Colleges	LSC Funded
Induction Training for new Support Staff	Specialist Teaching Service,	LA funded
Teaching Assistant Profiling	Assistance can be provided by Education Personnel	LA and School
Basic Skills Level 2 in Literacy and numeracy	LCC- Adult Education Local FE Colleges Learn Direct	FREE
Behaviour Management Courses	Advice and Inspection	LEA funded
Level 2 Certificate in Playwork	Via the LEA – EY Service and Local FE Colleges	TBA
NVQ Level 2 in Playwork	Via the LEA – EY Service and Local FE Colleges	TBA
Level 2 Certificate in Childcare and Education	Via the LEA – EY Service and Local FE Colleges	TBA
NVQ Level 2 - Early Years Care and Education	Via the LEA – EY Service and Local FE Colleges	TBA
NVQ Level 2 - Teaching Assistants	Local FE Colleges	LSC Funded
NVQ Level 3 in Playwork	Via the LEA – EY Service and Local FE Colleges	TBA
NVQ Level 3 - Teaching Assistants	Stephenson College in Development Group Localities	LEA Funded
Diploma in Childcare and Education	Local FE Colleges	TBA

NVQ Level 3 - Early Years Care and Education	Via the LEA – EY Service and Local FE Colleges	TBA
NVQ Level 4 - Early Years Care and Education	Via the LEA – EY Service and Local FE Colleges	TBA
Higher Level Teaching Assistant (HLTA)	Choice of provider (Visit <a href="http://www.hlta.gov.uk">www.hlta.gov.uk</a> )	LEA funded
Foundation Degree in Learning Support	University of Leicester University of Derby	TBA
Foundation Degree in Early Years	University of Leicester University of Derby	TBA
Higher National Diploma - Early Childhood Studies	Local FE Colleges	TBA
Employment based route: Graduate Teacher Programme (GTP) - primary or secondary	A choice of providers/DRBs (visit <a href="http://www.tta.gov.uk">www.tta.gov.uk</a> )	TTA Funded
Employment based route: Registered Teacher Programme (RTP) - primary or secondary	A choice of providers/DRBs (visit <a href="http://www.tta.gov.uk">www.tta.gov.uk</a> )	TTA Funded
Bachelor of Education (Honours) Degree or PGCE	A choice of providers/ (visit <a href="http://www.tta.gov.uk">www.tta.gov.uk</a> )	TTA Funded

TBA = to be advised by the provider



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[www.leics.gov.uk/education/teaching](http://www.leics.gov.uk/education/teaching)