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Supporting Primary Teaching and Learning



Fiona Hall, Duncan Hindmarch,
Doug Hoy & Lynn Machin

**TEACHING
ASSISTANTS**

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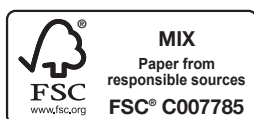
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Acronyms

| | |
|--------|--|
| AfL | Assessment for Learning |
| AO | awarding organisation |
| ATL | Association of Teachers and Lecturers |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ARG | Assessment Reform Group |
| ASD | Autistic Spectrum Disorder |
| AYPH | Association for Young People's Health |
| BBC | British Broadcasting Corporation |
| CAF | Common Assessment Framework |
| CPAG | Child Poverty Action Group |
| CPPD | continuing personal and professional development |
| CRB | Criminal Records Bureau |
| DCSF | Department for Children, Schools and Families |
| DfE | Department for Education |
| DfEE | Department for Education and Employment |
| DfES | Department for Education and Skills |
| DH | Department for Health |
| DBS | Disclosure and Barring Service |
| EAL | English as an Additional Language |
| ECM | Every Child Matters |
| EHC(P) | Education, Health and Care (Plan) |
| EHRC | Equality and Human Rights Commission |
| ELG | Early Learning Goals |
| ETF | Education and Training Foundation |

| | |
|--------|---|
| EYFS | Early Years Foundation Stage |
| HLTA | Higher Level Teaching Assistant |
| ICT | information and communications technology |
| IEP | Individual Education Plan |
| ISA | Independent Safeguarding Authority |
| LADA | Local Authority Designated Officer |
| LSA | Learning Support Assistant |
| LSCB | Local Safeguarding Children Boards |
| NASUWT | National Association of Schoolmasters Union of Women Teachers |
| NC | national curriculum |
| NHS | National Health Service |
| NSPCC | National Society for the Prevention of Cruelty to Children |
| OECD | Organisation of Economic Co-operation and Development |
| Ofsted | The Office for Standards in Education, Children's Services and Skills |
| ONS | Office for National Statistics |
| PECS | Pictorial Exchange Communication System |
| PISA | Programme of International Student Assessment |
| PoS | Programme of Study |
| QCA | The Qualifications and Curriculum Authority |
| RDI | Relationship Development Intervention® |
| SCR | Serious Case Reviews |
| SEN | special educational needs |
| SENCO | Special Educational Needs Co-ordinator |
| SEND | Special Educational Needs and Disabilities |
| SENDA | Special Educational Needs and Disability Act |
| SENTA | Special Educational Needs Teaching Assistant |
| STA | Standards and Testing Agency |
| TA | Teaching Assistant |
| TAC | Team Around the Child |
| TDA | Training and Development Agency for Schools |
| TES | Times Educational Supplement |
| UNCRC | United Nations Convention on the Rights of the Child |
| ZPD | Zone of Proximal Development |

Introduction

THE AIM OF THIS BOOK

As a teaching assistant (TA), you are a key professional within the education workforce. Your flexibility and ability to take on a variety of roles and responsibilities enables you to provide targeted support to learners. Your role is therefore vital to your school's provision and success.

Although additional support staff working in school is not a new concept, the greatest increase arose as a result of the changes to teachers' conditions in 2003 in the National Agreement (Department for Education and Skills (DfES), 2003). Additional staff began to be employed in schools to take on a range of tasks to assist teachers, many of which were administrative in nature, allowing teachers time to plan and assess. As time has passed, this role has developed, and support staff or TAs are increasingly involved in direct support of the teacher, assisting the learning of individuals and groups as well as being responsible for a range of specific, targeted interventions. Furthermore, TAs may have a great deal of responsibility for supporting children with special educational needs (SEN), often regardless of their level of qualification or relevant experience.

As a TA, in order to do a good job, it is imperative that you know what is expected of you and that you have close liaison with your classteachers or the teacher responsible for SEN. Additionally, training on the relevant interventions and self-study regarding such things as school practice, behaviour management, the curriculum and SEN may well be needed to complement an in-depth working knowledge of the procedures and policies of the school you are in. A good grounding in English and mathematics is necessary and you may also find that you have a specific skill that your school begins to draw upon, such as being good at sport. You will be a role model to the children, so it is important that you feel comfortable with your role and take on board the need to ensure things like your competency in the English language and your ability to dress appropriately for the surroundings. The Office for Standards in Education (Ofsted), responsible for school inspections, is increasingly interested in the deployment of TAs, so it is good to feel confident and clear about what you do.

This book has been written for people who want to develop their skills and knowledge regarding supporting teaching and learning in primary schools. Specifically, it helps to develop skills beyond level 3 and is therefore particularly beneficial for those beginning study at higher education level. The book is divided into chapters which cover a number

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of relevant topics that will assist both your study and your practice. You may be considering a long-term goal of training to become a teacher, with gaining Higher Level Teaching Assistant (HLTA) status as an intermediate objective. With this in mind, the chapters also have links to the HLTA standards. Regardless of your career aspirations, this book aims to support your professional development as a TA as well as help you enhance your career prospects.

CONTENT AND STRUCTURE

Chapter 1 Reflective practice and study skills

This chapter introduces a range of theories and strategies that can assist your understanding and application of reflection. It also explores how reflective practice can help you to identify any areas for improvement and subsequently to consider what you need to do for your continuing personal and professional development (CPPD). Finally, and in relation to your CPPD, this chapter provides guidance on the development of study skills, for example, time management, referencing and grammar. Activities and examples relating to reflection, CPPD and study skills can be found throughout the chapter.

Chapter 2 Education, learning and development

This looks at the theoretical background behind teaching and learning and considers how children learn and the barriers that may exist. It provides a critical reflection on a number of educational theories.

Chapter 3 Behaviour management

Chapter 3 is concerned with behaviour management. It outlines some of the reasons behind poor behaviour and helps you gain an understanding of what might trigger it. The chapter considers how the environment can influence behaviour and includes some detailed strategies for dealing with problem behaviour.

Chapter 4 Safeguarding and child protection

Chapter 4 considers the area of safeguarding and child protection. It identifies some of the key cases and subsequent legislation that has influenced the area of safeguarding, as well as outlining your role and responsibilities. It clearly describes what action you should take should you see any of the key indicators of abuse and neglect.

Chapter 5 Inclusion and special educational needs

Chapter 5 examines inclusion and SEN. It outlines some of the key legislative changes that have taken place in 2014 which will impact on schools, in particular the 2014 SEN Code of Practice. Although not an exhaustive list, it examines some of the special educational needs that you are likely to come across in schools, such as Attention Deficit Hyperactivity Disorder and dyslexia, and suggests strategies to support these learners. In addition, when considering inclusion, it is not always about SEN and the chapter covers suggestions for supporting children with English as an Additional Language (EAL) as well as gifted and talented children.

Chapter 6 The curriculum

This chapter examines the purpose of the curriculum. It examines what is taught in schools, by whom and to what ends, as well as who decides what goes in and, just as important, what is left out. It examines opposing viewpoints to the 'new' national curriculum and gives practical examples for applying literacy and numeracy requirements in your workplace.

Chapter 7 Assessment and accountability

Assessing learning, either formally or informally, is a key part of your professional role. This chapter provides an overview of the principles of assessment to help you reflect on and develop your practice. You will consider the benefits and challenges of assessment of learning and assessment for learning. This chapter also looks at how assessment is central to the curriculum, from early years to Key Stage 2.

Chapter 8 Teamworking

This chapter examines the area of teamworking. In particular, it considers how TAs work in partnership with the classteacher, and the relationships that exist between TAs, learning support assistants (LSAs), learning mentors, teachers and other professionals.

Chapter 9 Career development

This final chapter reviews your rights, roles and responsibilities in the workplace, as well as employment opportunities. As a TA, you are a highly skilled professional and you will have developed a broad range of abilities. This chapter will help you focus on how to develop your role and consider further employment opportunities both within and outside of the education sector.

There is also a list of useful acronyms.

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