An evaluation of the teaching assistants and support staff induction materials

Annexes 1–16

Annex 1 phase 1 questionnaire

Evaluation of teaching assistants (TA) induction and support staff (SS) Introductory training materials for the academic year 2004/ 5

Response from ……………………………………………………………………….
(Name, LEA)

1. How many cohorts of trainees went through induction training during 2004/ 5?

	Primary	Secondary	Other (please specify)
TA induction training			
SS Introductory training			

2. How many people undertook the induction training in your LEA in 2004/ 5?

	Primary	Secondary	Other (please specify)
TA induction training			
SS Introductory training			

3. Are you aware of any issues or barriers concerning take up/change in take up?
TA induction training   Yes/No
If yes, please state

_____
_____
_____
SS Introductory training   Yes/No
If yes, please state

_____
_____
_____

4. Has your LEA evaluated the induction training materials?
TA induction   Yes/No
SS Introductory   Yes/No
If yes, please kindly forward us a copy of your findings by post or e-mail.

A. <u>Teaching Assistant induction training</u>

1a How was the induction training for teaching assistants delivered in 2004/5? (Please tick)

Primary

Four full days	☐	Eight separate sessions	☐
Other	☐	If other please give details:	

_____

_____

Secondary

Four full days	☐	Eight separate sessions	☐
Other	☐	If other please give details:	

_____

_____

b Did you run the optional modules?   Yes/No

If yes, please indicate which ones by stating the number of trainees who attended below

Module Name	Primary	Secondary
English as an Additional Language		
ICT (primary only)		
Understanding How Children Learn (primary only)		
Science (secondary only)		

If no, are they delivered by another provider?   Yes/No

Please give details

_____

How did you deliver the induction training for teaching assistantss in Special Schools?

Same as primary/ secondary	☐
Other	☐

Please give details

_____

_____

3. (Please tick)

	A. Who in your LEA planned the training?	B. Who in your LEA ran the training?
LEA induction/CPD Co-ordinator	☐	☐
LEA Professional training Unit	☐	☐
LEA Advisers	☐	☐
Groups of Schools	☐	☐
Individual Schools	☐	☐
External training Consultants	☐	☐
Other	☐	☐

If other, please give details

_____

_____

How was the teaching assistants induction training funded? (Please tick)

From Standards Funding	☐
Schools charged	☐
From Standards Funding and additional funds	☐

B. Support Staff Introductory training materials

1. How did your LEA deliver the support staff introductory training materials in 2004/5? (Please tick)

Primary

Two days	☐	5 x 2 hour sessions	☐
Other	☐		

Please give details

_____

_____

Secondary

Two days	☐	5 x 2 hour sessions	☐
Other	☐		

Please give details

_____

_____

2. How did you deliver the Introductory training for support staff in Special Schools?

Same as primary/ secondary	☐
Other	☐

Please give details

_____

_____

3. (Please tick)

	A. Who in your LEA planned the training?	B. Who in your LEA ran the training?
LEA Introductory/CPD Co-ordinator	☐	☐
LEA Professional training Unit	☐	☐
LEA Advisers	☐	☐
Groups of Schools	☐	☐
Individual Schools	☐	☐
External training Consultants	☐	☐
Other	☐	☐

If other, please give details

_____

_____

How was the support staff Introductory training funded? (Please tick)

From Standards Funding	☐	Schools charged	☐
From Standards Funding and additional funds	☐		

End of questionnaire – thank you

Could you name any school/person we could approach to assist us further with our evaluation? *See suggestions in the accompanying letter*

Name	Contact Details

Thank you for taking the time to complete this questionnaire. Please indicate below if would be interested in helping us further with our evaluation.

I will be interested in helping further ☐   **I would prefer to be contacted by telephone/e-mail/post (please delete as appropriate)** ☐

Please add any additional comments which you would like to make:

Please return all completed questionnaires to Linda Kitchener, CATS Faculty, University of Luton, Park Square, LU1 3AJ, Luton.

Annex 2 charts and data
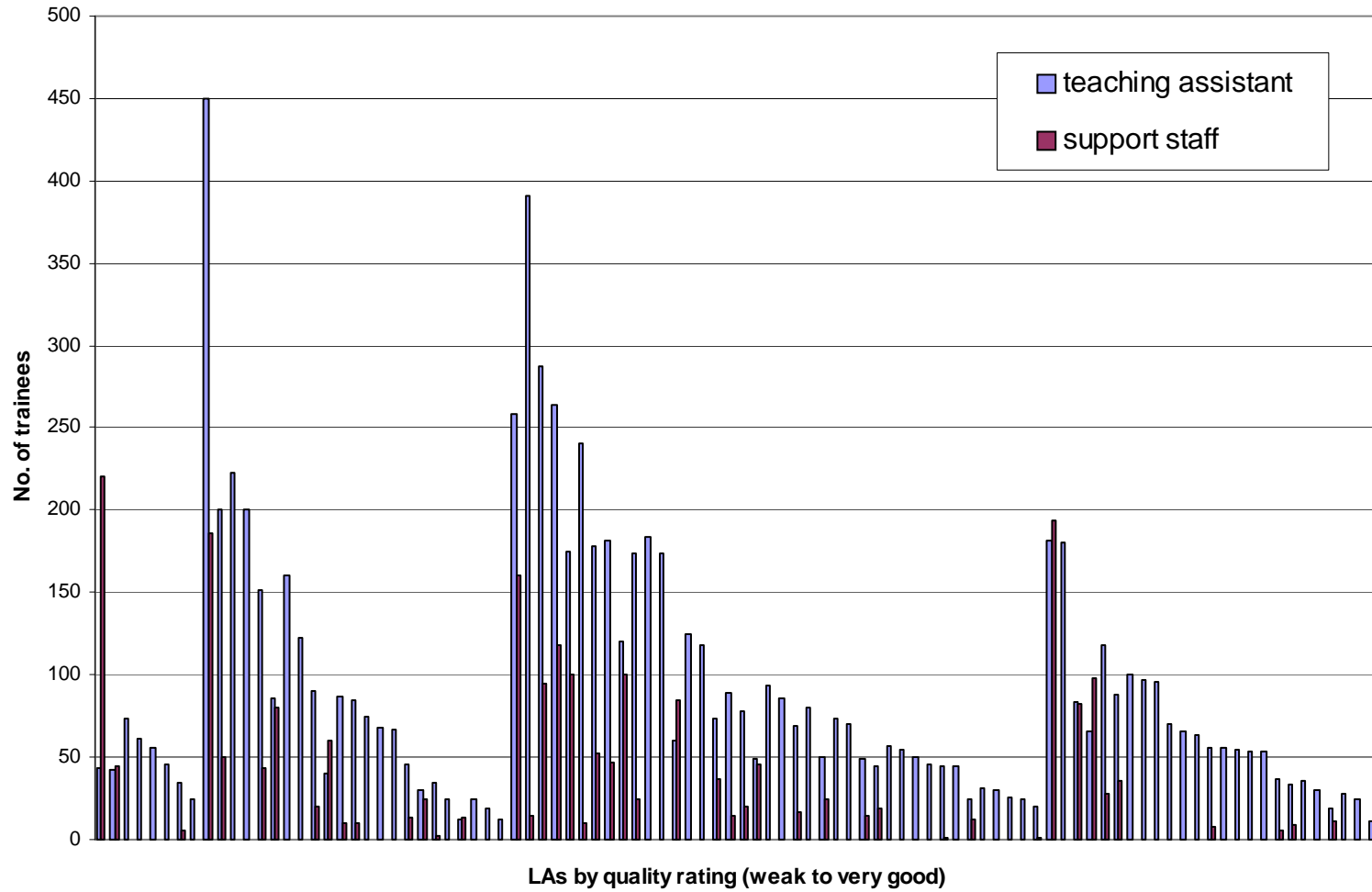
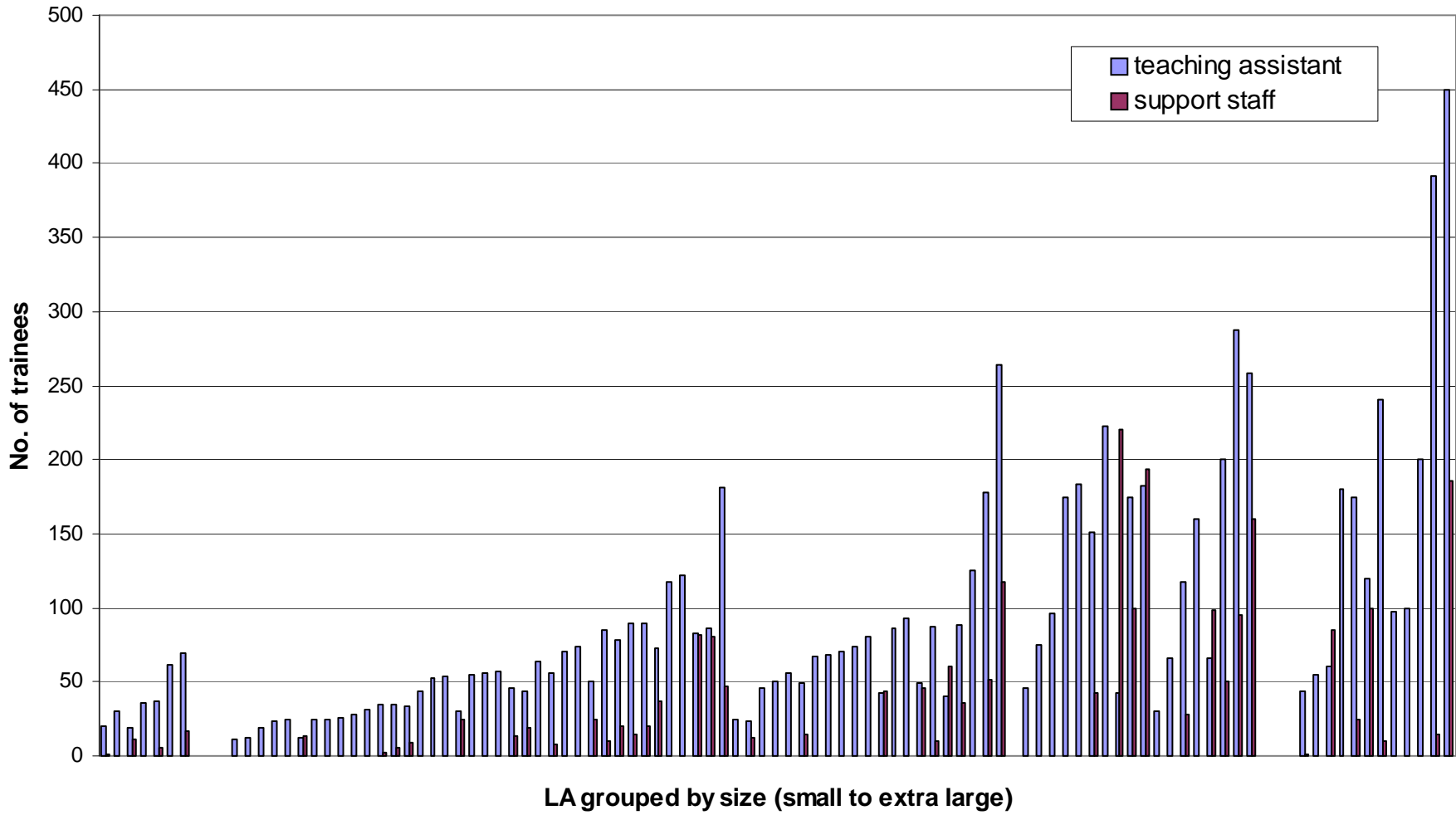| Quality	UK Total	Sample	Teaching assistants trained					Support staff trained					Projection based on:			
			Mean	Range High	Low	Median	Total	Mean	Range High	Low	Median	Total	TA Average	TA Median	SS Average	SS Median
Very good	42	28	68	182	11	56	1,703	18.9	194	0	0	472	2,860	2,352	794	0
Highly satisfactory	62	43	107	391	20	76	4,285	25.3	160	0	10	1,013	6,640	4,712	1,569	620
Satisfactory	35	24	100	450	12	75	2,307	22.3	186	0	10	512	3,511	2,625	781	350
Unsatisfactory	10	8	47	74	25	42	382	33.8	220	0	0	270	478	430	338	0
Weak	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	150	103					8,677					2,267				
Total projected													13,489	10,119	3,481	970

The above table shows the analysis of the numbers given of staff trained by LA based upon their rating of quality as given by the CPA Education Star rating in December 2003.The table below is based upon the number of schools in each LA as given in Ofsted's *LEAs at a glance 2003*. All figures have been rounded.

Size	UK Total	Sample	Teaching assistants trained					Support staff trained					Projection based on :			
			Mean	Range High	Low	Median	Total	Mean	Range High	Low	Median	Total	TA Average	TA Median	SS Average	SS Median
Small	14	7	39	69	19	36	272	5	17	0	1	35	545	504	70	14
Small–medium	63	41	51	181	0	46	2,099	11	82	0	0	430	3,226	2,898	662	0
Medium	31	21	79	264	24	68	1,661	19	118	0	0	393	2,452	2,108	580	0
Medium–large	14	11	123	223	0	151	1,349	51	220	0	0	557	1,716	2,114	708	0
Large	11	8	148	287	30	141	1,185	54	160	0	0	431	1,629	1,551	593	0
Super large	12	10	87	250	0	57	873	22	240	0	1	221	1,048	684	265	12
Extra large	5	5	248	450	97	391	1,238	40	186	0	0	200	1,238	1,955	200	0
Total	150	103					8,677					2,267				
Total projected													11,583	11,814	3,078	26

Training by LA in order of quality rating

Training by size of LA

Chart title: **Training by size of LA**

Y-axis: **No. of trainees** (0 to 500)

X-axis: **LA grouped by size (small to extra large)**

Legend:
- teaching assistant
- support staff

Annex 3 phase 1 comment bank

TEACHING ASSISTANT INDUCTION TRAINING

CURRENT TRAINING MATERIALS
6   I have been able to make use of some of the materials (particularly the EMA module) in other training situations, eg. when running a taster course for people who would like to become school support staff

13   Organisation of primary material is awful. Must have all video on DVD. Our LA delivering for first time this year

15   The TA file was improved and more user friendly. The SS could do with a similar file. We only used the programme as a base on which to deliver our own training. Literacy & Numeracy in secondary was not in-depth enough

62   We do not run the additional optional modules due to difficulties in schools releasing staff for the additional time. The programme we run is 4 half days and schools struggle with more than this

69   Teaching assistant induction booklets – CD-ROMs helpful but not exactly inspiring

70   Secondary English: The materials were not as engaging as Maths and lacked the variety of activities. We planned additional activities to meet the objectives and meet participants' needs for active engagement/participatory learning

100   We have delivered these 2 courses across (the LA) over recent years and have received very good feedback about the content and delivery from both the candidates and their schools. The teaching assistant induction is particularly well received, some aspects of the support staff introductory are thought to be at a very low level for a few candidates

CURRENT TRAINING DELIVERY
12   Core Programme of 4 days & 6 additional modules – dyslexia, autism, ICT science, EAL, SEN

20   7 Full days linked with award of NVQ level 2 (Development of portfolios over full academic year)

32   All the training has been very well received. We use specialist consultants for some modules. It is very important to adapt the materials & establish a supportive & welcoming ethos for the training. Having attended the introductory training (we don't refer to it as induction) they return time & again on other training & many go on to qualifications
5 Full days,
Day 1 am – RC, pm Child Protection
Day 2 Behaviour
Day 3 Lit
Day 4 Num,
Day 5 am SEN/Ind/dis, pm ICT role in T/L

The same format is used for primary and secondary

35   ½ day plus accreditation day

39   The materials were evaluated on "happy sheets" at the end of each session. The evaluation was 90% very useful

43   Everything we have set up this year is new to our schools. There is a huge amount of interest and we have a big demand for places. We evaluated our pilot sessions and we adapted your materials

51   As advisory teaching assistant for LA I have responsibility to plan, prepare, and deliver teaching assistant and support staff training. This works very well. I have a termly meeting with colleagues to bring them up to date with teaching assistant and support staff training. In the past I have attended the teaching assistant training as my previous role was a teaching assistant. This did help as I had good background into the teaching assistant role and what is expected of a teaching assistant. I worked across all sectors over a period of 13 years which has now brought me to this new role as advisory teaching assistant

52   We have found the training materials excellent & have had 100% positive evaluations for our courses. With locality working coming to the fore at present we offer customised training programmes for schools for groups of schools, that use LA trainers and customise the materials for the needs of the schools. 5 days with EAL as a free day and early years and primary differentiated for, with 2 trainers available for Maths & Literacy. Also in school for teaching assistant teams where requested

56   2005/2006 – the course is now advertised as 'core training' to identify the basic core of information required by all who work in the education service. We will be evaluating it further as a case team next Easter.
        Primary induction training for teaching assistants combined with secondary, tutor differentiated

58   The course is highly successful in … and always is oversubscribed which indicates that the course context is good and meets the needs of the support staff/teaching assistants and … schools

60   All comments were positive. Had requests for further support with behaviour issues and special needs. Very popular were Literacy, Numeracy, EAL, Behaviour/SEN sessions

61   Would like to see development of a core of modules that are suitable for all support staff (eg. general role & context, behaviour management, SEN, child protection, ICT) with then a selection of modules for people to choose according to their role, eg. supporting literacy, supporting numeracy, supporting science. To support this, would be helpful if materials were separate for each module but these could be put together in one ring-binder as sessions are attended

        Primary teaching assistant induction training delivery:

Autumn 04: 10 x half-days (extra behaviour management session, optional module of EAL included)
Spring/summer 05: as above and additional optional modules offered (ICT & understanding how children learn)
Induction courses are offered on a modular basis – schools are strongly encouraged to send new teaching assistants on whole course, but if cannot release for whole then can just send to some modules. More experienced teaching assistants who want an introduction to a particular area are encouraged to sign up for relevant module, eg behaviour

Secondary: As for primary but offered as 10 x half days (autumn) and 11 x half days (spring/summer) to include science module.
Optional Modules:
Secondary EAL autumn course didn't run, secondary science ran for those who'd already done induction but wanted this new module.
Schools training officer within LA's CPD team has responsibility to plan training.
Training delivered by: schools training officer, consultants

65   The Video (VHS) alternatives to the CD Rom material are very difficult to obtain from Prolog because they do not have published code numbers. Despite repeated attempts, I was unable to obtain some of the VHS items for the new 4-day induction programme

66   We run a range of training for teaching assistants from induction to NVQ 2 to NVQ 3 to HLTA. The LA has funded teaching assistants for the Foundation Degree at …. University

75   We have made the training available to all teaching assistants (explaining nature and content) and it has been well received by new and more experienced teaching assistants

82   Two of the areas in which our teaching assistants always ask for training are in ICT and behaviour management strategies, so we supplement the two induction modules with extra training

83   I feel that we have taken an innovative approach to the introduction of this training. In order to accredit candidates we have customised these programmes to an awarding body that has ensured all aspects have been included and that delivery is of a high standard and meets the needs of external moderators. As a consequence our learners get a certificate from an awarding body. It has also given learners the confidence to continue with their learning and as a result over 800 have been enrolled on accredited programmes over 2004 /5. We offer a range of teaching assistant and support staff training from level 1 to level 4 and this includes opportunities for those already in employment as well as those wanting to become classroom support workers or school support staff. We have recently been inspected by ALI and have achieved a Grade 2 "Good". This helps to demonstrate the high quality service we offer for support staff…. Having spoken to several other LAs recently they have been very interested in our approach and the way we offer high quality training right across …in school and community venues. All of this training has been free to learners and has been

delivered in local schools and community venues at all times of day in order to ease access

88   Word "induction" in the title implies that this training is only suitable for newly appointed teaching assistants. We have found that experienced teaching assistants have benefited greatly from this course and the title should reflect this

101   We have reviewed provision and delivery. Our current provision is, we feel, an improvement

BARRIERS/ISSUES REGARDING INDUCTION TRAINING

2   Small number of head teachers will not release staff

9   Cost of release, total time, in relation to the many other whole school staff development issues - not sufficiently local

10   Money for supply cover would be useful

11   Secondary schools have a limited amount of teaching assistants – they have been in place for some time as learning support assistants and schools don't see induction training as relevant for this group

13   Release from school/understanding value

15   Being released from school (only a small section of schools)

18   When the training first began, and for the first couple of years, we found all teaching assistants wanted to attend, not just new teaching assistants – now there is a lot of other accredited courses it does tend to be just new teaching assistants

19   Difficulty of release time/course runs for 5 weeks; 1 day/week. Travel to venues can be a problem

22   Release of teaching assistants. Head teacher failing to inform teaching assistants of the opportunity

23   Problem with release of staff due to PPA time

24   We have run this programme from the start, cohorts now smaller as majority of teaching assistants have been on it

25   Time out of school. Trainers out of school on LA work

26   Time out of school

31   Some schools had difficulty releasing their teaching assistants to attend training sessions. No backfill available to support this

32   School/teaching assistant managers don't realise benefits of training. Schools won't always release teaching assistants or block attendance if other absences in

school occur – often at last minute/sometimes without notification. Information not always passed on

33   Demand remains steady. Distance to venues a concern for many teaching assistants

34   Funding

39   The number of teaching assistants attending is lower for 05/06 but the courses are well received

40   Release time from school

42   Large numbers of new teaching assistants in most comprehensives this year/not all able to be released in one go

44   Primary time issues – small numbers applying so only one course can run. Which days as everyone has different roles and commitments? Secondaries tend to do in-house training using specialists

46   Information/flyers getting directly to the teaching assistants

48   Changes: a greater acceptance that schools should send teaching assistants on this course asap

49   Schools not always happy to allow staff off-site

52   We have far fewer applying for training and have reduced our numbers of cohorts from 10 in year one to 2 in 05-06. Fewer new teaching assistants are being employed, other CPD is required now

53   The release time (4 days) Travel makes 8 x 1/2 days difficult to achieve

56   Schools are generally very supportive. However extended course has increased pressure for release from workplace

57   Some schools are sometimes reluctant to release these staff – usually quoting lack of cover

58   This is a highly successful course

51   Release time from school if during school time – job evaluation/new pay and grading issues

59   Take up less than previous years – less new teaching assistants appointed

60   Applicants dropping, as most have received training. Expecting reasonable numbers for Sept 05 – but may not offer termly training after that.

61	Releasing teaching assistants for a large number of modules – getting information to the right contacts in school (and teaching assistants themselves) about availability of course

62	School reluctant to allow time for teaching assistant training – cover issues for 5 day programme – childcare

63	Teaching assistants who have been in post for a number of years – who don't want to take part in training

65	Some schools may be reluctant to release staff for 4 days – especially when teaching assistants are releasing PPA time for teachers. The programme title is misleading – it is of benefit to experienced teaching assistants as well as those who are new to the role

66	Release from school is an issue

67	Owing to long-term absence of the consultant who was responsible, the training was not offered

68	Too many teaching assistants out of schools at one time

69	Release of staff seems to be only barrier but is a persistent one for some heads

70	Childcare; course running beyond times employed for or running on days not employed

72	Schools are reluctant to release teaching assistants for external training and prefer to organise their own internally, most of the staff are employed on a part-time basis for a small number of hours or they may be the sole postholder and schools needs come first

73	No – in fact the courses are popular. We have maintained the introductory at 5 day, have incorporated some materials of our own on ICT and IWBs and are running modules such as "How Children Learn" as "enhanced"

75	There are certain times of the year when recruitment is lower than at other times eg. summer term

78	Cost of supply cover costs especially for those who are working with children who have a statement of special needs

79	Planned dates for central training cancelled due to lack of take up. Reduced numbers of teaching assistants due to budget shortfalls in schools leading to insufficient numbers of new teaching assistants to warrant central training for all induction modules. New approach devised – targeted at school co-ordinators and school induction processes. As a small LA we have had to devise creative ways of delivering centrally created training packages to respond to specific needs. Aspects of some modules have been incorporated within other training opportunities targeted at new/inexperienced teaching assistants and support staff. Further aspects incorporated in modular training or within school centred

training delivered by primary/secondary consultants/remodelling adviser or within termly teaching assistant network

80   Some schools concerned about (our) suggestion of lengthening the course to include optional modules. Take-up remaining steady, however

82   More and more schools are wanting to send teaching assistants as a career structure in schools is being offered

83   Head teachers are not always aware of the opportunities available to them and the importance of the training particularly for new staff. This is in spite of continuous methods of myself giving information, sending flyers, e-mails and running information sessions. However, many of our sessions are run in schools for parents and volunteers as well as staff and this appears to have been successful. The content, with the new units is quite detailed for the time scale available. My tutors report that it is a very "tight" course to deliver

86   Schools find it difficult to release staff

88   Affected by HLTA Status – schools would like to see a link also how it can be more closely linked to NVQ standards

92   Schools (primary) state difficulty releasing teaching assistants when they are also midday meal supervisors. In … 58% of teaching assistants are midday meal supervisors

93   We aim to run courses on days other than Monday, which is the busiest day of the week and teaching assistants are needed in school. Head teachers have also reported a preference for teaching assistants to attend courses in the school day

94   Single status going on in authority, which has delayed employment of new staff. Getting staff released from school has always been a problem

97   Cost

101   Head teachers are reluctant to release teaching assistants in school time

102   Other demands on schools re: literacy, numeracy, primary strategy training, single status

103   Schools releasing candidates

105   Release by schools, backing of training

106   We have middle school system – therefore KS1/2 teaching assistants from middle schools are critical of literacy materials and videos as inappropriate

        ISSUES REGARDING SPECIAL SCHOOLS
9   They are developing additional SEN and foundation stage units for all colleagues to extend the basic programme if they work in specialist areas

10   We have only one special school. Teaching assistants join the general teaching assistant training where necessary

15   Same as primary/secondary teaching assistants, but little take-up

27   Some special schools send their teaching assistants to the general induction, others provide their own induction.

32   They are invited, as are PRU and centrally employed staff. We also invite people on supply list

37   No separate arrangements for teaching assistants in special schools – issues and responsibilities are generic

44   At an arranged venue with main stream schools

50   Not delivered

66   No take-up from Special Schools

73   We have only one special school and one PRU. (the special school is accredited as a training provider with another special school in a neighbouring LA and are involved in providing good staff development, as well as using courses we run)

81   Teaching assistants from our one special school attended as part of our other groups

98   All schools in the LA are invited to send teaching assistants for the training

104   School led induction also undertaken

15   Primary/secondary – little take-up

50   Not delivered

52   Primary and secondary together in locality groups

54   Not phase specific

63   Not delivered

64   Schools delivered their own induction programmes

68   None attended

103   Included with primary/secondary – very little up-take

        FUTURE TRAINING MATERIALS
9   As we see more specialism develop – it would be helpful if the delegate packs could be core material in one book & then supplementary optional booklets unless altogether approach is cheaper

59   ICT additional module (primary teaching assistant) materials are repetitive. Trainer changed/rewrote whole session & adapted DfES materials to provide a more interactive & interesting approach

63   Have several queries regarding teaching assistant induction – and accreditation to new VQs; the need to train 'experienced/long service TAs' in new primary strategy messages

94   Child protection section in teaching assistant training is quite alarming in parts. These materials should definitely be reviewed

106   The induction training is excellent. My main criticism is the videos – KS1/2 should have more 9,10,11 year olds (years 4,5,6)

        FUTURE TRAINING DELIVERY

21   The induction programmes have been invaluable to TAs and their schools – I'm not sure that the uptake will be as positive when standard fund comes to an end

24   I feel very strongly that those are good/worthwhile materials and this is a good course to run. We do not get many mentors now as schools have 'done it'. New approach to getting school involved might be helpful – eg. Senior TA as a mentor evident from some of our feedback that secondary TA need more general literacy/numeracy training & particularly guidance on differentiation for SEN pupils. Concerned that we may not be able to run soon as numbers who have not done it in our authority is small, we are generally talking about new TAs. We only have 85 schools so this can be limited. 2 full days & six $^1/_2$ days, total 5 days. We do EAL module as standard to course & give whole day to the behaviour module

25   NVQ 2 pilot £600 employer compensation has hugely enhanced number for 2005-6 cohort. Science secondary needs a greater emphasis on practical skills

49   Having run the induction materials for a number of years & the introductory modules last year we have merged the two. We will run 2005-06 2 core days (primary/secondary) consisting of Behaviour Management, SEN Inclusion & Disabilities, The N.C & EAL, Risk Reflection. Teaching assistants/support staff may then attend a range of optional sessions (detailed below) as appropriate for their role.

Primary Numeracy/Literacy	2 days	HCL	½ day
Secondary Literacy	1 day	ICT	½ day
Secondary Maths	1 day		
Secondary Science	½ day		

79   This LA is a small local authority and the target audience for this training has become progressively more limited over time – partly due to reduction in TAs due to budget shortfalls. We are having to adapt out approach to fit varying school specific request so have not run specific cohorts for training this year. Some modules may run more specifically during 2005/6 in response to school requests

102   Despite the good reputation that this training has accrued over the several years we have been delivering it, I am concerned about what will happen if central

funding is withdrawn. Heads are very positive about the value of the training but would find it very difficult to afford/justify funding numbers of staff for 4 whole days from within their school budgets. (We) are the lowest funded LA

SUPPORT STAFF INTRODUCTORY TRAINING

CURRENT TRAINING MATERIALS

15   The TA file was improved and more user friendly. The SS could do with a similar file

19   ICT support staff introductory training module is not generally useful for this group. It is too general for those who work in admin and too unrelated for, for example, lunchtime supervisors or cleaners! I did not run it this year

66   It was disappointing that we did not receive the support staff training materials last year – even though we asked a second time. Looking forward to attending a TTA/DfES organised support staff event in October

69   Support staff introductory book difficult to negotiate

100   We have delivered these 2 courses across (the LA) over recent years and have received very good feedback about the content and delivery from both the candidates and their schools. The teaching assistant induction is particularly well received, some aspects of the support staff introductory are thought to be at a very low level for a few candidates

CURRENT TRAINING DELIVERY

73   We have found – as I gather from a TTA meeting other LAs have done – that it has been advisable to use the modules and amend as necessary to meet course participant needs. Some aspects have needed less time and some much more (eg. ICT). As a small LA we have fewer new support staff than other LAs will have each term, but have found an enthusiasm among schools and teaching assistants for the teaching assistant training, and a keen interest and uptake on the support staff introductory course geared at lunchtime staff, especially the behaviour management section. These courses have given us a good opportunity to remind participants of other professional developments available, such as NVQ2 and 3 and 'basic skills' in Literacy and Numeracy, and to raise the self esteem of support staff in general through the way in which we deliver the training

80   I am disappointed by the lack of interest from schools in the support staff introductory training and do not intend to offer it again. The rather nebulous group of people who form the support staff audience (still tending to be defined by what they aren't rather than what they are) have not, however, already been the subject of any great discussions, spending and development in (this LA). There is no historic/customary baseline of training expectation from which to develop. As a contrast, teaching assistant development was already a major issue in the county before induction training materials were available so the materials were adopted very easily and successfully as part of a much larger scheme of activity. Hence, the county's great shortage of other trainers at HE and FE levels is a

contributing factor – there is no framework of established successful training for school support staff for which the introductory training can serve as a route of entry

ISSUES/BARRIERS REGARDING INTRODUCTORY TRAINING

1 Schools have not responded well to this course. We have had very little take-up of all the course. Some modules have been adapted and delivered as part of other training provision

2 Communication – information arrives in school but does not get passed to relevant personnel. Some senior managers do not understand the importance of the course

3 No issues/barriers – although take-up for support staff training is vastly less than teaching assistant training

5 Needs to be delivered at school rather than centrally

6 Difficulty releasing staff. Staff who work very short hours (eg. midday supervisors) or unusual hours (such as cleaners) would be training in time they are not paid for. Some head teachers do not understand the relevance/importance of the course – not seen as a top priority

7 Despite very clear course information, schools did not feel that this training met the needs of staff

9 Needed to be more local – much incorporated into school induction – will be made further use/better use of the material as workforce reform settles down and more whole school approach to staff development

10 The training would be more effective if specific support were identified

12 Difficult in trying to get support staff to attend

13 Release from school. Understanding of value

15 Being released from school. Marketing information doesn't always get all the way through CPD system in school

19 Travel re venues can be a problem. Anxiety re 'LA training': literacy/self esteem low levels

24 No interest although information circulated /offered free/offered as set course or could be put on in schools – profile of this not high

27 Schools feel they do not have enough people in this category e.g. premises officers already get training from the town hall and admin staff

28 Still some confusion about who should attend

29   Convincing support staff (e.g. admin, technicians etc) that the training is relevant to their roles in school. Also convincing some school managers

30   The role of support staff isn't always main priority

31   Some schools had difficulty releasing their support staff to attend training sessions. No backfill available to support this

32   Lack of understanding/commitment to school support staff training and development. Not always a person responsible for school support staff CPD. Information not passed on

35   Course cancelled due to low numbers. Many staff unwilling to attend and schools reluctant to release/pay overtime for attendance. Other priorities

39   We did not run the 05/06 support staff training due to low enrolment numbers

40   Release time from school – some schools reluctant to let support staff have time to attend

41   Some schools find it challenging to release support staff on training re. capacity and cover issues, and part-time working issues

48   Schools allowing staff to attend and acknowledges of importance of attending

49   Distance and sessions have to be well within school day

51   Release time from school if during school time. Job evaluation – new pay and grading issues

52   Schools do not want to send support staff out of school to central training so we provide it in school for locality groups of schools at a good price

54   Perceptions that modules are not relevant to their roles in school

56   Very small cohorts/interest – we are re focusing/remarketing for 2005 /6

57   Schools find it difficult to release some of these staff during the school day. I am told that some of these staff are reluctant to attend training events

60   Schools arranging individual training so expect numbers to rise

61   Releasing support staff for a large number of modules. Getting information to the right contacts in school (and support staff themselves) about availability of course

62   Lack of motivation within schools. Training too patronising

65   Release time from school is an issue. Other qualifications, which are site-delivered, such as the NVQ level 2 are now available and compete for the same clients

66   LA did not receive ordered materials to enable us to deliver

68   Slow take-up as this group is not used to receive this form of training. Lots of awareness-raising was needed. Primary school admin were usually the only ones in the office so found it hard to attend

69   Release of support staff seems to be only barrier but is a persistent one for some heads

71   We found it difficult to recruit – possibly because we have such a lot of existing training for support staff

72   School are reluctant to release support staff for external training and prefer to organise their own internally, most of the staff are employed on a part-time for a small number of hours or they may be the sole postholder and schools needs come first

73   We are offering behaviour management modules as "bespoke" in school for staff

74   No one in LA available to co-ordinate this training

77   Less popular than teaching assistant training – maybe it is too generic. Role specific options might help

78   Need to be done for smsa's on a school by school basis as they often have more than one job and are not able to travel far

79   Planned dates for central training cancelled due to lack of take-up/interest. No demand from schools for this training to be run centrally. Responses indicate that training should be school policy specific/part of school induction processes. Many school support staff have been in post for some time – some modules are at too introductory a level to be purposeful for central delivery. One school requested introductory overview from remodelling adviser – delivered within school to 34 staff

80   Schools not seeming to consider the disparate members of their non teaching assistant support staff as a single group for training purposes. Very little interest in the training

81   Not offered within the authority

82   Our LA has restructured over the last year and responsibility for delivering training for other support staff (not teaching assistants) lies with other sections

83   Head teachers are not always aware of the opportunities available to them or the importance of the training particularly for new staff. This is spite of continuous methods of myself giving information, sending flyers, e-mails and running information sessions. However, many of our sessions are run in schools for parents and volunteers as well as staff and this appears to have been successful. The emphasis on discussion appears to be well received by learners

88   Run course 9.15 – 1.30 in schools in locality

90   A high percentage of the candidates registered for the training sessions (all candidates did not opt to do all the modules – candidates selected the modules they wanted to attend) were pulled from attending mainly due to having to stay and cover in the school because of other staff absences

92   Many schools initiate training for support and see no reason to send them out of school

93   Six people put their name down for a course organised for May 2004. Course was cancelled as we need at least ten to make course viable.

94   Single status going on in authority which has delayed employment of new staff. Getting staff released from school has always been a problem

97   Cost

98   This has been left to individual schools to implement due to the difficulty of providing central funding

102   Have these sessions as twilights

103   Many schools express interest but find it difficult to persuade staff to attend outside their normal working hours. Also, a tendency for schools in predominantly white areas to recognise the value of EAL session. Nevertheless, the wide range of staff who did attend gave very positive evaluations of all elements covered, including EAL, and especially Child protection.

104   Availability for training at specific times of day

105   Release by schools

        ISSUES REGARDING SPECIAL SCHOOLS
15   Primary/secondary – little take-up

50   Not delivered

52   Primary and secondary together in locality groups

55   Not phase specific

63   Not delivered

65   Schools delivered their own induction programmes

68   None attended

104   Included with primary/secondary – very little up-take

        FUTURE TRAINING MATERIALS

61   Would like to see development of a core of modules that are suitable for all support staff (eg. general role & context, behaviour management, SEN, child protection, ICT) with then a selection of modules for people to choose according to their role, eg. supporting literacy, supporting numeracy, supporting science. To support this, would be helpful if materials were separate for each module but these could be put together in one ringbinder as sessions are attended

        FUTURE TRAINING DELIVERY

42   Some support staff attended the TA induction – some training from role & context given in school as in-house work along with 'How effective do you work with your TA's' training. Many support staff have dual roles e.g. lunchtime supervisor & TA. 2003/4 Ran support staff training but v low take up – 6 people only. So combined groups this year

57   Because of poor take up of the support staff introductory training events, we are changing the way it is delivered in the coming year. We are using trainers from neighbouring LA who will deliver it in a cluster of schools in a school over 5 x ½ days

60   3 attempts at offering support staff training all together were unsuccessful. This training is now being tailored to meet individual school needs and aspects of it are included in network meetings

66   Support Staff – from Sept 05 –undertaking the VQ training for SS – hoping to use DfES materials

67   I am currently planning to run the induction training for support staff on:
        15th September, 26th September, 7th October, 17th October, 3rd November
        The fifth day consists of optional and core units
        The LA is also piloting with our special schools and will feed back in January 2006, to the TTA as requested

68   I will be handing over this work to the workforce remodelling team

Annex 4 phase 2, part 1 questionnaire, organisation
PART 1

ORGANISATION – PRIMARY & SECONDARY TEACHING ASSISTANT (TA)
INDUCTION TRAINING MATERIALS 2004/5

1. In results from our Phase 1 Questionnaire, some LEAs indicated that they favoured a different title to that of teaching assistant induction training.

Have you changed the name?   Yes   ☐   No   ☐

If you have/were to change the name what do you/would you call it?
_____

Recruitment

2a. How did you publicise the training?
Website   ☐
Noticeboard   ☐
Flyers to schools   ☐
Flyers to Head Teachers   ☐
Flyers to teaching assistants   ☐
Included with C.P.D. course details   ☐
Other   ☐
If other, please give details:

b. When targeting 2004/5 teaching assistant induction training were:

Newly recruited teaching assistant names given to the LEA?
Yes   ☐   No   ☐

Newly recruited teaching assistants informed of the availability of this training?
Yes   ☐   No   ☐

c. Was the induction training only offered to teaching assistants who joined schools in the academic year 2004/5?
Yes   ☐   No   ☐

d. Did you think that take up for teaching assistant induction training within your LEA during 2004/5 was:

Strong ☐   Moderate ☐   Weak ☐

Please explain your answer:

_____

_____

_____

e. What factors fostered take up?

_____

_____

_____

f. What factors inhibited take up?

_____

_____

_____

g. Data from our Phase 1 Questionnaire indicated that proportionally less Secondary School teaching assistants were sent on training than primary teaching assistants.

If this applied to your LEA please give the reasons why you think this was so.

_____

_____

_____

If this did not apply to you, why do you think that this was not an issue?

_____

_____

_____

3. What feedback have you had from schools/teaching assistants concerning the impact which the teaching assistant induction training had in the year 2004/5?

_____

_____

_____

_____

_____

4. Did your LEA offer any follow up after teaching assistants attended induction training, for example, additional training at a later date, school visits.

No ☐

Yes ☐   **If yes, please give details:** _____

_____

Qualifications

5a. Did teaching assistant induction training for 2004/5 link to any formal awards/ qualifications within your LEA?
No ☐
Yes ☐   **If yes, please give details:**

b. How helpful would this be/is this? Please indicate below)

Extremely valuable ☐
Valuable ☐
Somewhat valuable ☐
Not very valuable ☐
Not valuable at all ☐

Please explain your answer
_____
_____

c. Did feedback from teaching assistants indicate a need for this?   Yes ☐   No ☐

d. Did teaching assistant induction training 2004/5 link in with any other training you offered teaching assistants?
Yes ☐   No ☐

If yes, please give further details:

Funding Issues

6a. Did you get any feedback from schools regarding funding issues, for example, cover costs, travel costs, course costs?

b. Did schools state lack of funding as a reason for non-attendance?
Yes ☐   No ☐

c. Did your LEA pay additional costs for training–for example, cover, travel?

Yes ☐   No ☐

If yes, please give further details

_____

_____

_____

d. What impact would reduction/cessation of the Standards Fund have on your delivery of the teaching assistant induction materials?

_____

_____

_____

_____

_____

e. Please estimate roughly how much the costs were to your LEA for providing teaching assistant induction training? Please include things such as venue costs, staff time (administration & training), travel.

Estimated total   £   ,000

If possible please provide an estimated breakdown

                                             £   ,000
                                             £   ,000
                                             £   ,000
                                             £   ,000

Thank you for completing this section.

Annex 5 phase 2, part 1 comment bank, organisation

1. In results from our phase 1 questionnaire, some LAs indicated that they favoured a different title to that of teaching assistant induction. If you have/were to change the name what do you/would you call it?

35 DfES training for primary/secondary teaching assistants

3   Introductory training for teaching assistants primary/secondary

I61 Initial training for primary teaching assistants/Initial training for secondary teaching assistants

63 Need to find name that does not use words 'basic' or 'induction', so that all teaching assistants, even those with experience feel that it applies to them

106 We indicated that induction training was suitable for all teaching assistants, not just new ones

41 TA training level 1

32 Introductory training for primary/secondary teaching assistants

2a. Please list additional ways in which you publicised training.

2   Included in workforce development talks and in talks to schools about career progression for support staff

13 Electronic newsletter

32 E-mail, newsletter - copies to PRUs and Supply Service, training booklet sent to head teachers and teaching assistants

40 Teaching assistant support meetings

46 Letters to named contact teaching assistant in each school

35 I-point

61 CPD file containing flyers for all school staff. School CPD co-ordinator gets one copy (details of all courses are also put on website).If take-up of course is low we fax/e-mail schools. We require names of new teaching assistants from HR and send them their own copy of flyer

82 Information sessions about training available in LA

42 CPD co-ordinator networks/teaching assistant network meetings

63 Teaching assistant news letter

58 Through SENCO, heads of English and through day to day contact with schools

90 Periodically in school weekly bulletin

75   Teaching assistant booklet

2d. Did you think that take up for teaching assistant induction training within your LA during 2004 /5 was strong, moderate or weak? Please explain your answer.

13   More people need it. There are blocks to access for support staff for a long course

2   run centrally by LA - good reputation/high quality 'lecturers/deliverers'

39   Secondary teaching assistant induction had very low numbers. Plans for different cost scheme for 2006/7

3   No previous offering of induction for teaching assistants, hence the take up being strong

32   No accurate measuring, no information as to how many teaching assistants have been appointed or to which schools

40   30 places a year offered for primary induction training, we have been oversubscribed

46   Strong for primary, weaker for secondary

27   Each of three terms' induction courses were full

35   Primary course cancelled, secondary course run as pick and mix course

8   Meeting capacity of 20.In the past we were oversubscribed, had to operate a waiting list

52   Number of training programmes for primary/secondary has reduced. Our best numbers are in autumn term

65   Secondary programme ran, primary strand was not viable as only three candidates applied despite repeated advertising

61   Secondary course offered in autumn but did not recruit enough in time for viable course. Demand for spring/summer secondary course was as expected. Primary course recruited as expected for autumn but sessions had variable numbers for spring/summer course

16   Small percentage of new teaching assistants attended training

75   Good response to training each year with responses from existing and new teaching assistants

9   Some schools choose not to use because of time out of classroom

82   Yes as we had over 70 who applied from primary schools & 24 from secondary schools

62   Take up has not dropped over years and all courses are well attended if not full. We run 3 sessions in autumn, 2 in spring and 2 in summer

63   Publication of CPD booklet for teaching assistant and support staff 'sold' induction as necessary requirement to underpin all future CPD

51   We are small LA. Majority of our teaching assistants has gone through teaching assistant induction. Only small amount of newly appointed teaching assistants

92   There is a permanent difficulty with schools releasing teaching assistants in numbers, as many are also midday meal supervisors

88   We fill all courses

19   We have run training since Pilot (1998?) and turnover has reduced – therefore numbers not trained has been on slow decrease. Some groups now being run by 'clusters'

106   Take up for primary is always stronger than secondary

58   Tradition of high take-up in this LA. Course links in with new definition of roles and pay scales

28   All courses were well attended

41   Many teaching assistants already through the training-now only taking newly – recruited teaching assistants through

90   Courses have been run in the summer term in the academic year 04 so the demand for the autumn term was limited

2e. What factors fostered take up?
2   Very strong encouragement from LA. Each section of the courses is considered vital for the range of support staff. Attitude of head teachers/efficiency of school inset co-ordinator assisting LA in publicity etc

7   Information sent to all schools. Course has good reputation, schools ensure that new teaching assistants benefit from it

13   Weak, enthusiastic staff, strong CPD leaders

12   Previous evaluations positive

3   DfES funding meant training was free to schools. No previous offering meant demand was great

32   Prior experience, schools continue to send their newly appointed teaching assistants. Commitment/support of head teachers/senior managers for training teaching assistants

40   Letters to head teachers, CPD site on intranet

46   Well published programme, national programme that covers a wide variety of
        teaching assistant roles and responsibilities

27   Publicity. Commitment to induction by SENCOs and heads

35   Secondary course ran successfully as pick and mix for experienced teaching
        assistants, with new teaching assistants attending all sessions

8   Senior school staff wanting induction for new teaching assistants

52   Stable team of teaching assistants who have been on induction training. They
        spread word to new teaching assistants. Also training was promoted via head
        teacher updates as part of workforce reform agenda

65   CPD leader who is very active in ensuring that her colleagues gain access to
        training opportunities

61   Faxes/e-mails to schools, telephone calls to CPD co-ordinators/teaching
        assistant line managers

16   Publicity

75   Good reputation of training /provided free of charge/good venues, well promoted

82   Publicity and information that some of the tasks completed could be mapped
        against NVQ for teaching assistant units

62   Offered free to schools, recruitment of new teaching assistants due to extra
        positions and also turn over, slightly reducing length of afternoon sessions to
        accommodate parental requirements, running course over 4.5 days to better
        accommodate school needs

9   Open promotion – quality material

42   Word of mouth. Standard fund paid is no cost to school budget. Advertising
        course in CPD bulletin SENCO awareness. Cover costs paid by standard fund

63   Advertising course as prerequisite to all other training. Remodelling training for
        head teachers – made more aware

51   Any teaching assistant who hasn't had teaching assistant induction applies in
        time and school permit

92   Personal contact by me with head teachers and teaching assistants

88   Word of mouth. Induction training becoming 'norm' for schools to send new
        teaching assistants on

19   DfES training re 'status'. Excellent reputation after year 1. Schools do not have time/funding to organise. Moved to Childrens' Services agenda and core curriculum

33   Standard funding, Perception that training is good

106   Good schools continue to send all their teaching assistants for training

28   Probably schools' previous experience of the usefulness of the course. Also, being held in different locations around the county

90   Promotion of the course to schools including the introduction of the new modules offered to all teaching assistants not just those undertaking the four full days training

41   Programme available each term. No direct cost to schools

2f. What factors inhibited take up?

2   Inefficient INSET co-ordinators. Regarding publicity, negative attitude by senior management, occasionally lack of funds by schools for 'cover' Cost to secondary schools. Time out of school for teaching assistants (6 day course)

13   Heads/CPD leaders/SENCOs too busy to look at information. Too much time out of school. Unproven course – locally

12   Cost. Release time from schools

3   Not that restricted teaching assistants from attending

32   Lack of commitment/prioritisation of head teachers /senior managers to training teaching assistants. Unwillingness to release teaching assistants from school

40   Oversubscribed

46   Letters, flyers, not getting to member of staff responsible for teaching assistant CPD

27   Where some heads generally were not very proactive with CPD

35   Previously offered free/nearly free but charge imposed this time. Primary induction course and two day version for experienced teaching assistants run successfully since 2000 and schools no longer taking this up. Time commitment a factor, with many more teaching assistants in FE/HE than before. Highly successful induction course for ESAs already run annually by SENSS

8   Has not been an issue up until now although, teaching assistants covering PPA time will have difficulty being released now, still too early to say

52   Fewer new teaching assistants coming into post. Funding for all training programmes is devolved to schools and many do not choose to use money for

this purpose. Teaching assistants cannot be spared from class. Not a priority for many schools with so many other initiatives coming at them all the time

65   In addition to misleading title, 4 day duration of programme appears to deter heads from releasing staff who are needed to support implementation of PPA time

61   Flyers not on website, course start dates only 3 weeks after start of autumn term, CPD co-ordinators not passing on details to teaching assistants, no direct communication with teaching assistants, schools unwilling to release teaching assistants for large number of sessions (especially if they also work as mid-day supervisors)

16   Lack of encouragement from schools to teaching assistants to take up training. Schools did not always want their teaching assistants out

82   This current year that take up has been less because of some teaching assistants taking PPA time for teachers

62   Release/cost of supply cover/number of sessions to attend

9   Concern about time needed to be away from pupils-not sufficiently focused for AEN

42   Lack of awareness by SMTs or CPD co-ordinators poor communication channels in large schools

63   Lack of funding, lack of capacity to deliver-trainers not available

75   Pressure of people being out of school/cover sometimes

51   Release time, no funding for cover

92   Many teaching assistants are also midday meal supervisors. There is only central funding for course but no cover for attending teaching assistants

19   Teaching assistants out of school/distance in a few cases/schools not recognising 'need'

106   I was dissuaded from 1, contacting schools who had not sent teaching assistants 2, sending flyers

41   Teaching assistants having to take 5 days out of school. Not available at other venues

90   Resignation of secondary consultants meant that the offer to teaching assistants in secondary schools was suspended

28   Possibly individual teaching assistants having own transport to venues. Possibly schools unable to release teaching assistants

2g. Data from our phase 1 questionnaire indicated that proportionally less secondary school teaching assistants were sent on training than primary teaching assistants. If this applied to your LA please give the reasons why you think this was so

2   Less teaching assistants in secondary schools, secondary schools are much less efficient about informing teaching assistants of training programmes

7   Secondaries employ less teaching assistants than primaries. Communication difficulty in ensuring that information reaches appropriate person. We address letters to heads, CPD Co-ordinators and SENCOs

35   Cost to secondary schools. Time out of school for teaching assistants (6 day course) Few appointed last year. This year it is reversed

3   More primary than secondary schools. Secondaries often have structured in-house provision

40   Few secondaries willing to send teaching assistants

46   Information did not get to SENCOs/ teaching assistants-schools lacked commitment

27   Not many teaching assistants recruited and sometimes secondary schools think their own induction is sufficient

8   Less of tradition of teaching assistant attending training and development in secondary schools but this is changing

52   Not releasing teaching assistants for such a long training programme. Cost is too high or fail to pass information along to CPD co-ordinators in time. There are fewer new teaching assistants in secondary than in primary schools

61   Secondary schools usually have new teaching assistants each term, cannot release them all at the same time, communication more difficult in larger schools

16   Secondary schools do not perceive teaching assistant role as important so feel training is not necessary

75   Secondary sector do not demonstrate that they value the professional development of teaching assistants in same way as primary colleagues do. It is also possible that more are working with individual pupils and they do not want to lose support, course information is not always made readily available to secondary colleagues

82   Secondary teaching assistants do need some subject specific training as most are now attached to departments

62   Velcro' relationship with SEN pupils prevents release. Materials can be more remote/less realistic to secondary experience

9   Move to do their own thing on training and until recently they were very few in number and difficult to provide sufficient local opportunities with effective groups size

63   No publicised in CPD materials, no capacity to deliver, no advertising of course

51   We only have 1 secondary, 3 academies again most teaching assistants have accessed teaching assistant induction. Very few newly appointed

92   2004-5 only two secondary schools employed teaching assistants in any numbers and those had already induction training or received in school training

88   Some secondary schools provide their own induction training

19   Secondary schools much 'larger' (refunding, etc.) and can run own induction. Also have a 'group' from within

106   We have only 5 high schools, 2 have never sent teaching assistants. We did try 'twilight' sessions of 2 hours, but the impact was not good

58   Possibly more stable staffing in secondary schools

28   Fewer new teaching assistants in secondary schools?

41   Not encouraged by their management to attend. Difficult to leave the child/unit they are attached to

90   This is not the case. More secondary teaching assistants are undertaking the induction training than primary

42   Possibly less recruitment of new teaching assistants

2g. Data from our phase 1 questionnaire indicated that proportionally less secondary school teaching assistants were sent on training than primary teaching assistants. If this did not apply to your LA please give the reasons why you think this was so

32   Secondary schools have larger teams with allocated team leaders and value offered training. Positive impact of well-trained staff and actively encourage them to progress from introductory training through level 2, 3, 4 qualifications to HLTA Status

35   Focus was on primary before 04/05, with few secondary teaching assistants receiving training

51   Academies don't access LA training

33   Healthy demand for both

3. What feedback have you had from schools/teaching assistants concerning the impact which the TA Induction Training had in the year 2004 /5?

2   Anecdotally/evaluation sheets – training was very well received. Courses continually monitored & sharpened up to ensure high quality

7   Very good feedback. Course evaluations are extremely positive and course is always popular, especially in primaries

13   Not much in some cases. Some have leapt ahead-expressed confidence and enjoyment

12   Positive

3   Feedback from delegates has been extremely positive. We evaluate all training days and respond accordingly. These days are informative and helpful.

32   We do not send out questionnaires on impact, it has been orally through School Improvement Officers to whom head teachers express their appreciation of training and mentors who attend courses. Teaching assistants themselves both in their evaluations and discussions with trainers express their value of the training. It raises their confidence and self-esteem. Having been on 5 day introductory training they come on other training courses and many go on to take qualifications. We especially promote acquisition of L2 literacy and numeracy qualifications during the 5 day training. Ofsted reports are monitored and those schools where teaching assistants are encouraged and supported in training usually receive favourable comments. Issues, if any, are usually around deployment. Records show correlation between schools in serious weaknesses/special measures and little/no participation of their staff in teaching assistant training offered

40   Not much, however, roughly 75% of the cohort signed up for NVQ2 (one year course) the following September and have all started this with me very enthusiastically

46   The feedback has been excellent. heads/line managers have commended the training saying their teaching assistants are more motivated in their role, they have new skills and knowledge and are using them effectively, asking for more – when will the training run again. The teaching assistants involved contact me for further CPD advice and a number have gone on to do a range of qualifications – QTS – HLTA – NVQ – they feel more confident, able to ask questions and use the knowledge they gained

27   Very positive from both schools and teaching assistants themselves for preparing teaching assistants for their role

35   Secondary -positive feedback from teaching assistants, Primary. - N/A

8   Positive feedback, teachers comments that support was improved as result of induction, particularly numeracy and literacy

65   Initial feedback very positive. Delegates felt valued and indicated that they had gained understanding of broader context of their work

61   Impact received via course evaluation forms. Some anecdotal feedback from schools via CPD co-ordinators /LM who have commented on how teaching assistants who attend come back with increased confidence and skills which has then allowed school use teaching assistant for more challenging work

75   No additional formal feedback to that collected in 03/04 which was very positive. Informal feedback is positive about training and quality, it appeared to be valued by schools. Many schools send teaching assistants each year as new ones are appointed

9   Very pleased

42   Introduction to role very useful and to curriculum (primary) & secondary strategy. Viewed as '1st step' on career pathway. Linked with school induction training

82   Feedback has come from schools where teaching assistants have applied for NVQ courses where it is stated that tasks teaching assistants did for induction have given them background familiarity with some of knowledge & awareness needed for NVQ training. Teaching assistants on other courses said that it was from attending induction that they were made aware of career structures and other opportunities for teaching assistants with regard to jobs and training

63   Very positive, schools are aware of confidence and competence of teaching assistants being improved. Training has led to a rise in standards within schools

51   Teaching assistant induction is always very well received, this has instant impact when teaching assistants go back to school, asking questions, finding out about issues brought up at training. Always leads to further training for at least half the teaching assistants that attend

92   Anecdotal evidence suggests that training has been helpful and impacted on teaching assistants' ability to support teaching and learning. Teaching assistants reported benefit of meeting teaching assistants' colleagues from other schools. Teaching assistants have put into practice strategies they have learned on course

19   Teaching assistants are more confident, effective and more able 'to ask' re. work and support-more growth coming with ideas and suggestions. Strong link with career progression established. Use of aspects of behaviour management to good effect. Specific topic niches in maths have been good. Phonics knowledge useful in taking ELS group. Gaining confidence of teaching assistants

106   Our feedback is generally very good and has been for the past 6 years. Literacy training for years 6/7 – teaching assistants felt it was not relevant

58   Positive feedback from teaching assistants-they feel it gives them recognition. Still concerns about how this translates into changing practice amongst teachers

28   Evaluation forms from course indicated helpfulness of course. Teaching assistants telling me how useful it was. Schools sending teaching assistants again

41   Teaching assistants more informed. Teaching assistants perform more effectively. Teaching assistants have required new skills. Teaching assistants more confident

90   Look up evaluations. Schools value this training and regard it as the essential first step to engaging teaching assistants on their CPD programme

4. Did your LA offer any follow up after TAs attended induction training, If yes, please give details

2   Lots of career & personal development sessions at individual schools + additional training at Level 2,& 3 (equated to NVQ levels)

7   We established links with AES and local colleges, who offer NVQ&CACHE courses. Promoting Skills for Life programme also delivered by AES. Training is available through primary and secondary strategies relating to intervention programmes delivered by teaching assistants. Also HLTA programme organised centrally. Schools request school based training, particularly literacy and numeracy training, delivered by primary and secondary consultants

39   School visits to monitor impact

12   In training package we offer a range of modules on core programme followed by additional modules

32   Wide range of introductory training, newsletters at least one per term, information meetings, school visits and telephone advice. Liasing with other training providers and sign-post people to most appropriate next step qualifications

40   From level 2 to follow to level 3

46   An event for both primary and secondary. Good speaker talked about excellence and enjoyment

27   Range of other courses available to teaching assistants such as basic literacy and numeracy, ICT as NVQs that are promoted

8   Teaching assistants who attend induction are given both accredited & non-accredited courses. We also add a ICT full day training to all induction participants and this is followed by an intermediate ICT course

75   But they do have access to other TA courses offered by LA

82   LA offers NVQ 2,3 for teaching assistants, behaviour management., reading Strategies, HLTA assessment and other training on request

62   Stand alone teaching assistant training courses

9   Induction plus seminars in AEN & core curriculum area

42   Rolling programme of teaching assistant training both centrally or as requested by schools (using standard fund retained by LA to run this)

63   Suite of CPD courses geared to supporting learning across KS1, 2 & Foundation stage. Subject specific courses offered. We offered a follow on for behaviour management and literacy intervention

92   Teaching assistants are given a half session on induction course to explain in detail whole LA CPD offer for teaching assistants. They are given CPD framework. Clear suggestions are given as to most appropriate next step in training and/or gaining experience in school. Some secondary teaching assistants are graduates and need individual advice and guidance. I am endeavouring to develop close links with CPD managers in both primary and secondary schools to help this process

19   Information re. NVQs, skills for life , HLTA etc. Time spent on day one on CPD issues

33   Optional modules, short courses on curriculum issues, behaviour, EHWB (Educational Health and Well Being) aspects, etc

106   Although we have thought of offering writing as a follow up

58   However, we do offer a certificate for completion of activities in the file

28   Apart from usual teaching assistant courses as available

41   Offer a varied programme of further detail on similar modules

90   Teaching assistant NVQ Level 2 and 3, behaviour management - 1 day training

51   We offered a follow on for behaviour management and literacy intervention

5a. Did TA Induction Training 2004/5 link with any other training you offered TAs?

2   We ask for a certificate of attendance of the induction course as a pre- requisite of further courses

7   Links with AE and colleges for formal qualifications

3   NVQ L2 for teaching assistants. Evidence from induction can be used towards t his qualification

35   Accreditation towards NVQs

8   Only in the form of a certificate of completed training

16   Each participant received attendance certificate

75   They are able to gain accreditation in conjunction with university of …

82   As a precursor to NVQ 2,3 but it was not entry criterion for these.

62 Work done for induction tasks can count towards portfolio for teaching assistant NVQ

63 Certificate of attendance awarded to be used within personal development portfolio

92 For secondary teaching assistants induction course attendance can be used as for runner to Certificate of Professional Practice with university of ….

88 Applied to NVQs

19 Link made with national occupational standards-LA certificate awarded

106 Certificate of completion (including activities)

90 Teaching assistant induction level 1 - for attendance and 4 days. Teaching assistant induction level 2 - to complete tasks and assignments for moderation

5b. How helpful would it be for TA Induction Training to link to formal awards/qualifications?

2 It is a good starting point for further development across a range of issues

7 Teaching assistants feel that there is qualifications framework, which supports career progression. We have undertaken NAPTA audit to support performance management of teaching assistants in school

13 All training should have formal accreditation-raises status and provides more incentive progression to further qualifications would help development

32 It would very clearly set their experience of introductory training within context of learning journey and opportunity for personal and professional progression

40 Giving out attendance certificate offered level 2&3 NVQ's separately

46 Mapping to NVQs would be good

27 Teaching assistants value awards as these are often their first opportunity to have achieved any-they are very proud of their certificates

35 Few attendees completed follow up tasks which could be accredited

52 We encourage all those who have completed teaching assistant induction portfolio to continue with CPD. Official certificate for all those who complete induction portfolio would be very good incentive for them both to finalise all work and to move on to other qualifications

65 Cost considerations and level of commitment required to complete demands of qualification would need to be considered

61   Would be useful for induction materials to indicate clearly how sections of the course and activities carried out in school, can contribute to providing evidence for teaching assistant NVQs

75   Teaching assistants feel that they have got acknowledgement of their work when they gain accreditation and it helps towards …. professional qualification for teaching assistants

82   It is useful for other training if teaching assistants have done tasks in induction training

62   Likely to encourage more teaching assistants to undertake tasks if it counts towards further professional development, rather than just induction

9   It is only induction and must not deflect from real development at level 2, 3 or 4

42   Enable teaching assistants who wished to gain qualification that could advance their career

63   Would raise profile of training, particularly if it was as part of further training, e.g. as means of accessing NVQ/VQ training

51   If this were a route we could take we would. Unfortunately we don't have resources/man power to do this

92   We are only just building up this linkage and trying to attract secondary teaching assistants currently on induction training

88   As long as it is linked to national qualifications

19   Re. Progression - NVQ, etc

33   Many do NVQ or follow up anyway (+HLTA)

106   Teaching assistants are now building up a portfolio of experience, etc

58   If teaching assistants completes activities, this could be submitted as evidence for new VQ course (we are piloting)

28   Teaching assistants would find it valuable

41   Need to tie it in with the teaching assistant NVQ

90   The work undertaken can be used in NVQ portfolios and teaching assistants have a great sense of achievement

5d. Did TA Induction Training 2004/5 link with any other training you offered TAs?

7   As a career progression into NVQ s/VQs and further CPD

8   Particularly to accredited qualifications promoted locally

11   Extra training

12   Induction course helps with NVQ level 2 for teaching assistants

13   Behaviour training (behaviour support service) ICT training

15   Module on further development has proved useful for informing attendees of inset/FE and opportunities

16   ICT

17   It links into our Adult. Ed. NVQ2 & 3 for teaching assistants

21   EAL module-which linked with literacy and numeracy

22   Guidance about LAs advisory career structure & aspects of Workforce Remodelling, especially statutory regulation 133 about teaching assistants taking cover lessons or undertaking specified work, plus range of posts now available to teaching assistants

23   Behaviour management training - induction provided the first tier of 3 tiers of training offered by LA

24   Precursor to other action-it is induction-introductory work

25   Further training on supporting Literacy, Numeracy Speaking and Listening, Learning Styles, Thinking Skills, Grammar, ICT, Brain Gym

26   Used as prerequisite to access further training, due to demand for courses provided

27   … offer extensive training programme which leads on or links to teaching assistant induction

28   Teaching assistant training available through LA CPD - the induction course acting as base level of training on which they build. Clear progression routes can be worked from this. There is linkage to teaching assistant levels and pay scales and academic qualifications required at any particular stage

30   Skills for life/NVQs/HLTA etc

31   Induction modules, short courses, NVQ, HLTA, cover supervision training

32   When we offered NVQ qualification, induction training was a requirement

33   Teaching assistant induction training seen as a bit 'stand alone' - needs to be viewed as the foundation stone of CPD continuum as more qualifications for support staff become available

35   Offer a varied programme of further learning opportunities

36 As a prelude to the teaching assistants NVQ level 2 in which their course work could be accredited to their NVQ portfolio

6a. Did you get any feedback from schools regarding funding issues, for example, cover costs, travel costs, course costs?

2   Schools would of course like to be reimbursed with the costs of cover

13 Worried about cover not cost

12 Cost is high from schools point of view, but from LA it is not

3   Courses funded centrally. No other issues

46 Don't charge school for the training. We pay half day for mentors cover

35 Cover and course cost issue, lack of transport

52 Schools prefer to have training in their locality groups and we are offering this for 05/06 so that teaching assistants from range of schools can work together and share cost. Many small schools do not have funding for training package

65 LA paid for course delivery and accommodation but the fact that support for cost of cover was not available may have influenced low response from primary sector

61 Not funding issues-more logistical issues, ie. problems of releasing teaching assistants

16 Some schools requested cover costs

75 Some schools reluctant to pay for teaching assistants to be out of school (not course costs). Some not covering teaching assistants when they are out of school

62 Cover costs are big issue for all teaching assistant training, and course costs are issue with regards to other teaching assistant training offered by LA. Some teaching assistants ask about travel expenses

42 Standard fund (grants 32 508 now part of Grant I) was used by LA (retained part) and school to cover costs for all training, venues, etc

63 No. Schools/heads told teaching assistants that funding is not available

51 We fully fund teaching assistant training

92 One special school for pupils with autism explained their difficulty in that teaching assistants were essential to ongoing support and any teaching assistants on training would need to be covered. LA were able to accommodate this from Standards Fund Grant 1 for support staff training

88 Schools would always link supply costs, but courses are very heavily subsidised

19	No (not formally)
33	Appreciated that it is free, thought this reasonable as they pick up a lot of cost in terms of cover/travel
58	We offer the course free of charge
28	Not directly… the course is at no cost to schools, but they have to provide cover, travel costs, if these are needed
90	Costs of course met by LA, schools asked to invest the time

6c. Did your LA pay additional costs for training – for example cover, travel?

2	Exceptional times cover paid. e.g a school where no teaching assistants were trained
46	Mentors half day cover. HT half day cover (guest speakers)
8	We are considering this
9	LA provided tutors free and only charged for venue and hospitality
63	Teaching assistants claim through schools
51	We fully fund training not travel

6d. What impact would reduction/cessation of the standards fund have on your delivery of the teaching assistant induction materials?

2	Huge. I do not believe the courses could run. Central funding and training ensures the courses happen and that high quality is maintained
7	We would be unable to deliver this training free of charge and schools would need to bear the costs
39	It would not take place
13	Potentially catastrophic
3	Would have to charge for these courses to cover costs. Impact on uptake.
32	It would end it
40	Could not pay trainers to deliver modules
46	Big impact-teaching assistants deserve lovely venue/experts trainers/good food
27	More difficult to offer training for free
35	Take up very likely to be minimal

8   Induction would cease as member of staff responsible is funded by this and venue, lunch costs

52   None, because we already devolve it all to schools. If training budget for teaching assistants ceased, schools would not have enough money for training

65   It would not be possible to run course because LA pays external trainers and funds costs of accommodation/meals at commercial rates

61   If we had to charge for teaching assistant induction I don't think we would ever get enough people to run a course

16   Make it more difficult to provide training as we would not always be able to fund it to the same level

75   Huge. As this training is so well received and we are able to provide it free of charge, it also highlights need and importance of teaching assistant training. Motivates teaching assistants to look for further opportunities. Also being able to have mentors out with teaching assistants enables us to highlight effective management issues

82   Schools, as with their development grant would subsume money into school's budget and not earmark it for teaching assistant training. We have over 80 people wanting to undertake NVQ 3 as this was qualification criterion (or its equivalent) on advisory teaching assistant career structure for teaching assistants taking cover lessons and/or applying for HLTA status

62   Huge. If schools had to pay for this then attendance would plummet

9   A further reduction in the county service to schools-more would do their own thing, if at all-there are economics of scale that LA can and do offer-allowing the teachers and school staff to work with children

42   It would be difficult and disastrous to the continuation of the training programme. Schools have very tight budgets and teaching assistant CPD although high priority would not be top of head teachers' programme due to pressures of work

63   Would be difficult to encourage schools to support training of teaching assistants. Still not seen by many as 'profession' that needs to be trained in primary national strategy messages.
        We would have to put costs out to schools

51   SFG centrally funds all our teaching assistants training. Without this there would be none unless schools were prepared to pay??

88   We would have to charge full costs
        We use standards fund to reduce cost of course to absolute minimum. Increase in cost may deter?

33   Considerable decrease in number of teaching assistants made available for induction course

106   I think it would be disastrous. Schools find it difficult enough to manage without their teaching assistants, whilst attending the course

58   Would not be able to continue delivery

28   Huge impact! I doubt whether many schools would be able to fund their teaching assistants themselves

41   Huge impact - we would not be able to offer the range or amount of training that we do at present

90   If standards fund was reduced then the courses would probably still run. It would be other qualifications that were withdrawn but if it ceased then the induction courses would not run as there would be no funding for venues or consultants

6e. Please estimate roughly how much the costs were to your LA for providing teaching assistant induction training? Please include things such as venue costs, staff time (administration and training), travel.

7   £28,000
Venue costs £17,000
Staff time £11,000
Resources £100

39   £11,000
Room hire/refreshment £4,000
Trainer cost £6,000
Admin £1,000

13   £7,000
Trainers £5,000
Venue £1,500
Admin, Marketing £500

3   £25,000–30,000 /annually

46   £26,000
Staff time £9,000
Venue £17,000

27   £1,500
Trainers £650
Food/beverages £250
Admin/Registration £590

35   £3,600
Tutoring/Staff time £2,500
Venue/beverages £1,000
Admin £100

8   £10,000

65   £4,000/day
      Preparation/delivery £3,000
      Admin/Accommodation/Meals £1,000

61   £14,658
      Venue costs £2,818
      Trainer costs £8,250
      Cover for mentors £2,465
      Admin/marketing £1,125

16   £9,050
      Venue costs £2,050
      Delivery £6,000
      Travel £1,000

75   £45,659
      Venue costs £41,644
      Admin £4,015

82   £5,000
      Venue/refreshment £1,500
      Trainers £3,500

62   £32,000
      Venues £20,000
      Trainers £11,765

9   £25,000
      Venue/refreshment £15,000 (£1,500/per event) delegate fees
      Delivery £20,000 (2,000/per event) LEA provides
      Admin/promotion £5,000 (£500/per event) consultants provide £2,500/per event
      during the year. We did ten programes in total

42   £7,000 (×2 Secondary, KS3)
      Venue £1,000 (×2)
      Training £5,000 (×2)
      Admin £1,000 (×2)

63   £100,000 (total for TA training within county. Difficult to extrapolate figures)
      Venue £15,000
      Admin/Training £45,000

51   £4,000
      We pay for venue, lunch/refreshments, consultants

92   £12,000 (7 day Induction course offered by LEA)
      Venue/admin/catering £4,500
      Course management £2,500
      Consultants-time/prep £5,000

88   £12,000

18   Approx. £3,400 per group of 30(I will run 2×primary and 1 secondary this year –
        5CLPS running own)

33   £24,000
        Venue costs £13,000 hire of venues
        Staff cost £9,000
        Admin/copying £2,000

106   £10,000
        Trainers £9,100
        The venue belongs to the LEA
        Travel costs minimum

58   £9,000
        Consultant time £4,500
        Admin support £1,000
        Venue & facilities £2,500

28   £100,000

41   £29,000
        Trainer fees £20,000
        Admin £2,000
        Venues £1,000
        Hospitality £6,000

90   £2,800
        Consultant costs £1,875
        Admin cost, preparation £125
        Venues £800

Annex 6 phase 2, part 2a questionnaire, primary

PART 2

A. CONTENT & IMPACT OF PRIMARY TA INDUCTION MATERIALS

Pre-course

1a. Do you request teaching assistants to complete pre-course activities?

Yes ☐   No ☐

b. How did you make use of the pre-course activities?
Used as ice-breakers   ☐
Used within course   ☐
Not used at all   ☐   Please explain why _____

c. Would you recommend that they are continued?   Yes ☐   No ☐
Comments:

_____

_____

_____

Mentor

2a. What proportion of teaching assistants had a mentor that attended the course with them?
<25% ☐   25%-50% ☐   51-75% ☐   >76% ☐

b. In your experience did you find that mentors who had already attended induction training did not attend again with future teaching assistants?
Yes ☐   No ☐

c. Was this an issue in your opinion?   Yes ☐   No ☐
Comments:

_____

d. What contribution, in your opinion, did having a mentor attending the course make?

_____

_____

_____

e. Would you recommend that the use of mentor during teaching assistant induction is continued?

Yes ☐   No ☐

Trainer materials

3. How would you rate the contents of the trainer materials?

	Very Poor	Poor	Average	Good	Very Good
CDs					
Quality	☐	☐	☐	☐	☐
Usefulness	☐	☐	☐	☐	☐
Trainer booklets	☐	☐	☐	☐	☐
Course programme	☐	☐	☐	☐	☐
Information for Heads	☐	☐	☐	☐	☐
Information for Mentors	☐	☐	☐	☐	☐
Pre-course Information for T.A.s	☐	☐	☐	☐	☐

Additional Comments:

TA induction materials

4a. When ordering additional materials how efficient was the service?

Very Inefficient	Inefficient	Fair	Efficient	Very Efficient
☐	☐	☐	☐	☐

b. How would you rate the teaching assistant induction materials folder under the following headings?

	Very Poor	Poor	Average	Good	Very Good
Quality					
Folder	☐	☐	☐	☐	☐
Paper Quality	☐	☐	☐	☐	☐
Durability	☐	☐	☐	☐	☐
Clarity					
Font Size	☐	☐	☐	☐	☐
Use of Dividers	☐	☐	☐	☐	☐
Use of Colour	☐	☐	☐	☐	☐
Appeal	☐	☐	☐	☐	☐
Usability					
Navigation	☐	☐	☐	☐	☐
Contents Page	☐	☐	☐	☐	☐
Bulk	☐	☐	☐	☐	☐

Additional Comments:

_____

_____

_____

_____

Delivery of TA induction materials

5a. Did you adapt the materials to meet your specific needs?

Yes ☐   No ☐

b. If yes, please advise in what way they were changed/added to –giving full reasons:

_____

_____

_____

_____

_____

_____

_____

_____

_____

c. **When considering the teaching assistant induction materials, please advise as fully as possible your views concerning whether sections require changes to be made to future teaching assistant folders.**

Section	Leave unchanged	Or please indicate how you would Add/Expand/Remove/Decrease each section:
Notes about the course and this file	☐	
Personal Profile	☐	
Finding Out about the School	☐	
Review or Appraisal	☐	
Behaviour Management Module	☐	
Literacy Module	☐	
Literacy (Reception) Module	☐	
Mathematics Module	☐	
Mathematics (Reception) Module	☐	
General Background Notes	☐	
EAL Module (Optional)	☐	
Understanding How Children Learn Module (Optional)	☐	
ICT in Teaching & Learning Module (Optional)	☐	

d. Please identify three strengths and three areas for improvement when considering the teaching assistant induction training materials for 2004/5:

Strengths:
1. _____
2. _____
3. _____

Improvements:
1. _____
2. _____
3. _____

Impact

6a. How would you rate the teaching assistant induction training materials 2004/5 under the following headings:

	Very Poor	Poor	Average	Good	Very Good
Impact on TAs' Knowledge	☐	☐	☐	☐	☐
Impact on TAs' Competencies	☐	☐	☐	☐	☐
Teaching of New Strategy	☐	☐	☐	☐	☐
Value for Money	☐	☐	☐	☐	☐
Fit for Purpose	☐	☐	☐	☐	☐

b. Did the induction materials appear to be relevant for:

	Yes	No
Special Schools	☐	☐
PRUs	☐	☐
Specialist Units e.g hearing impaired	☐	☐

If no, what themes need to be added in order to include these teaching assistants?

_____

c. Were teaching assistant induction training materials 2004/5 relevant for new teaching assistants?

Yes ☐   No ☐

If no, please advise the type of training/information required for new teaching assistants:

_____

_____

_____

d. Were teaching assistant induction training materials 2004/5 relevant for experienced teaching assistants?

Yes ☐   No ☐

If no, please advise the type of training/information required for experienced teaching assistants:

_____

_____

_____

e. Do you consider that teaching assistant induction training could be delivered through other modes of delivery, for example, e-learning?

Yes ☐   No ☐   Partially ☐

Comments:

_____

_____

_____

Annex 7 phase 2, part 2a comment bank, primary

Some of the following comments may be duplicated in the phase 2, secondary induction training materials comment bank. This duplication occurs when an LA has indicated that their comment relates to both primary, and secondary, induction training materials.

<u>ID no:</u>

1b. If yes, how did you make use of the pre-course activities?

7   TAs were asked to complete pre-course tasks and these were followed up during the training. The benefit of this was that TAs had had the opportunity to observe lessons and search for Statutory documents, job descriptions and school policies before attending the training

39   We asked them to bring it with them on the first session

13   Integrated into the programme as suggested

40   Not all as it is a bit heavy, we required them to carry out Numeracy, Literacy and research the questions relating to EAL pupils at their school

46   Generally looked at Job descriptions – caused some discussions! Some TAs did not have one

61   No information received from trainers where pre-course activities used

75   To feed into discussion in the sessions

9   Posted to and built into the 4/5 days of the programme

62   Trainers incorporated them into the session activities. We always ask if anyone has completed the task and discuss their findings

63   Referred to during the sessions to start off discussion

92   They are given out on the first day less the course outline as we have altered the session timings considerably.

88   Explained to TAs those activities can be used to support NVQ levels 2 and 3

19   Refer to issues/ideas on days

106   We referred to them on the first day, of the course, e.g. reading/job description not all did though!

58   We adapted and incorporated all the tasks (pre/during/post-course) into a booklet for TAs to use and later submit, if they wish. The tasks, which are optional, are completed either during or after the course has finished

89   Reference to activities in discussions as preparation for literacy/numeracy modules. Participants who had done pre course tasks were more confident especially on Day 1

1c. Would you recommend that they be continued?

2   It proved impossible to get accurate information about who was coming from what school in time for them to be done. There are always so many late applications. We found that even with very forward planning and at our most efficient only some people would have received the pre-course materials, only some would have done them and there were always people that appeared for the course that were not on the register

13   Develops engagement prior to start but needs to be staged more and much simpler guidance for everyone – far too much paper

32   They can be used at any time and help to underpin the learning of those who do use them. They can be used in preparation for qualifications

40   Could reduce workload a bit as it is rather over the top for a 5/6 day course

52   It is much better to do them as you go along on course so everyone is working together at the same pace with a schedule and deadlines and feedback

46   I was able to highlight the importance of job descriptions and in the last Role & Context session we reviewed the LA model and some TAs went back after the 1st session to discuss their job description and were now involved in the writing of their own job descriptions

61   Helpful to prepare people for the course and get them to start thinking about their role in school

82   They help to give value to training and make TAs think about their role in school. They are useful as start of professional TA portfolio

16   Yes but it needs to be made clearer to TAs that they need to do them to gain max benefit

75   Useful to aid discussion

62   It is good for TAs to know how many EAL pupils are in their school, and which languages are spoken

9   The pre-course thinking research is helpful – not all do adequately but it is better than nothing

63   Many do not complete – no time given in school to this. Many are not given the pre-course info pack before the first days training and are not aware of the tasks. Pre-course tasks become course tasks and that they are part of the total package, i.e. need to be completed by TA within school time so that they do experience the situations and experiences required. Enhances role of Line Manager/Mentor/CPD co-ordinator in school to ensure completion

51   Need to be completed really to help the day smoothly and to keep it in context

92   Not in current form. A simple explanation of the intention of the course would be sufficient and the broad content, but not a detailed course outline

88   It sometimes scares TAs. We would recommend having the materials as part of the course

19   Useful background

106   It prepares the TA for the course, gives a focus to the pre course briefing, familiarises TAs with the course materials

58   Not in their current format – some are too wordy and inadequately explained, which can be off-putting. The Observation tasks are more focused and helpful, but these are better done during the course. It is, however, useful for TAs to 'find out about the school' at the outset – as per the task

90   Reading tasks indicate worthwhile cause; also means in theory the mentor/school are aware of the demands of the training on TAs

2c. What contribution, in your opinion, did having a mentor attending the course make?

2   Difficult to ascertain. The Mentors are mostly teachers and it is almost impossible to get them released to attend

7   Mentors attend for the first morning only. Inviting mentors provided the opportunity to discuss issues raised during the training and to ensure that TAs future CPD needs were identified. The mentors heard the same messages as the TAs first hand and TAs did not need to go back to school and try to explain this to mentors

39   Excellent support for the TA but not essential

13   Got them started well, raised the status

12   None attended even though they are encouraged to

3   Can be useful, but there is possibility the individual may not participate or speak as freely if shadowed by mentor

32   Can give confidence and relate info back to their own school setting, but can also inhibit

40   None, they found it rather baffling why they were there

27   It is very difficult to get mentors out of schools to attend. Sometimes their feedback was positive, but sometimes their presence makes TA's more reticent about talking about real issues in schools

52   Mentors are vital and we offer them free places. Even so, many still do not attend. It makes all the difference to the sense of value the school places on this training if the mentor attends. It also ensures the TA is given in school support linked to the training and trainers can ensure information gets back to the TA line managers about e.g. Job Descriptions and CPD

46   It stressed the importance of the mentor's role in the process and made the TAs feel more valued and understood! Although this year I aim to run a session for mentor training prior to the training

61   Mentors are aware of whole course and so able to support TAs – many TAs who don't have a mentor attending, also don't have a mentor back in school so there is limited interest in the course they are doing. Some activities of course use mentors to discuss and explain material, e.g. national curriculum terms – would be less interesting (and less contextual) for TAs if trainer did all the 'explaining'

82   Only three attended last year but 7 came this year

75   Very important that the mentor has the same message as the TAs, we also invite them to the behaviour management session

42   Very useful – raises TA profile, puts importance on TA training, raises issues for teaching staff

62   Mentors are only asked to attend the first half of the first morning, otherwise attendance would be much less. Their attendance demonstrates support for their TA and is useful for providing the school context. However, mentors use activities as useful time they are able to spend with their TA and use it to discuss what they want. They also enjoy networking with other mentors. It is useful for mentors to appreciate the scope of the training TAs receive but I don't think this is achieved by their limited attendance

9   Mentors want to support the TA as well as get the knowledge. They made the post course review more meaningful. Perhaps new mentors need to attend day 1 and day 5 and old hands only day 5

63   Positive impact on course participants. Attached value to their position in school. Raised awareness of mentor to the role of the TA. Highlighted future CPD opportunities to mentors that would benefit TA/school

51   Makes them aware of issues that need to be addressed back in school to explain TA induction to other teaching staff

92   TAs all know who their line manager/mentor is and verbal feedback indicates that they do get help and support for the course albeit on a patchy basis

88   Certainly boosted the TA having a mentor to support them and to contribute to the course from the mentor's point of view. Mentors are asked to complete an activity

19   Very little

33   Very useful time working with mentee initial part of Roles and Context. Many expressed how valuable discussions were

106   Every school is different, having a mentor gives SPECIFIC advice and support to the TA: in the past mentors have taken good practice e.g. Appraisal/Behavioural Management back to school to inform staff other TAs! Also mentor/TAs build up a relationship during the course.
        The mentor does not necessarily need to be a teacher – senior TA is an excellent substitute. Also some schools send all their TAs, so have a good mentoring system set up in workplace, so not so necessary to send a mentor

58   None. Schools found it difficult to release mentor with TA, so we hold a pre-course mentor meeting prior to start of each course, giving an overview of course content, and the contribution/support needed from them for the tasks, professional guidance etc. back at school. This raises awareness of the scope of the course and the role of the mentor in the training and development of TAs. Occasionally mentors will attend again when someone new enrols

28   TA felt valued, lots of discussion between TA and mentor was very helpful. The course was the beginning of an on-going in-school relationship

41   None – we did not invite them this year

90   Very positive, shows school intent to support TAs, also 'settles in' TAs who are unfamiliar with training and course expectations. Many mentors make valuable contributions to discussion

2d. Would you recommend that the use of mentor during TA Induction is continued?

58   Yes, but no requirement to attend course. The discussion they used to have on day one is now irrelevant. (job descriptions have now been defined in …LA, following lengthy discussions with all parties involved)

61   But perhaps restructure course slightly so that they only have to attend the first session – so that they get overview of course and have opportunity to discuss how will support TAs during the course (and how they support TAs more generally)

3.How would you rate the contents of the trainer materials?

2   I do not think the information to mentors or pre-course information for TAs are needed. Some of the materials in the pre-course information are better incorporated into the actual sessions or as homework between the sessions

7   It is difficult to fast forward using the CDs. Pre-course information we have extended our training to 6 days so a covering letter is sent to schools with amendments to the pre course information

13   Too much, too complex, poorly organised paperwork especially numbering system. CD must become DVD & be updated

32   Although we made alterations, materials provide good and consistent starting point for trainers. The information is updated annually, ensuring accuracy and relevance

40   All trainers say there is too much to be delivered in the time frame for each module – everyone has had to trim it down somewhat to allow for discussion time

27   Pre course materials are too dense and result in information overload for some TAs who have no formal qualifications and who end up being daunted about attending

52   CD clips need updating and linking to new primary curriculum focus. It would be useful to include some group work development activities and teaching and learning strategies. Literacy module needs a complete revamp. Induction checklist for mentors and TAs to discuss would be good and links to DfES 2000 booklet. Working with your TAs would be helpful for mentors. Handbook for mentors might help? But not too wordy and very user friendly. A link to working with your class teacher for TAs and mentors in school discussion/task for use with their class teachers would be good

61   Comments frequently made by TAs that the videos are not realistic enough as the children the TAs work with are not 'challenging' enough in terms of their SEN of behaviour. PowerPoints – would be more helpful to have a single PowerPoint for each module rather than split into sessions. Slides are a bit dull in terms of presentation

      Trainer booklets very comprehensive, although timing for sections is often inaccurate (activities usually take a lot longer than the timings given). Course programme is OK but I would imagine not very helpful for many LAs as each one tends to structure course differently. Information for heads and mentors is very useful but probably too comprehensive – needs to provide the key points in a clear but brief way so that they are not put off reading it because of the length! Pre-course information for TAs is also too bulky – a bit daunting for many TAs to receive this before the course. EAL pre course activities are in the TA file, this is very inconsistent if would be helpful if this was in the pre course information. Structure of primary material should be same as for secondary (i.e. with separate materials for SEN module)

75   OHTs for all slides in participants pack – as they are for secondary

42   Video clips on CD should be re-done to enable video to be shown on full screen.
      Information to head teachers/mentors-content useful but too much.
      Course programme-days have been re-organised – content needs updating, now especially Role and Context, Literacy and Numeracy, inline with primary/secondary strategy

62   I only use the CD for the video clips but this is really inconvenient when using power point slides, and only a small aspect of the whole image is relevant. Also the clips don't resonate with the TAs' experience, but are held up as best practice.
      We have adapted the training materials for our own use

9   CDs are good as long as they run on a computer with XP

63   Pre-course tasks become course tasks and that they are part of the total package, i.e. need to be completed by the TA within school time so that they do experience the situations and experiences required. CD-ROM Video clips need to be made into full screen

51   Video clips need to stay separate from PowerPoint presentations, could possibly allow local authorities to amend PowerPoint to suit own agendas

19   Would like to run video full screen

106   Videos/CDs too much emphasis on younger age range in both KS1/2 and KS3/4 Materials

58   Information for TAs is too wordy – bullets are more readable. We have found that rewriting the information for heads/mentors/TAs makes it more accessible for them and ensures that they all receive the same message about the course. Trainer booklet should be more specific e.g.: bullets rather than "now tell the TAs that…" Content of CDs is good but needs to be more varied in format, e.g.: colour – as there are so many!

28   More video material would be helpful – to update what we have. Don't like secondary SEN video materials.

90   The video clips in the CDs/DVDs are not used as they don't show full screen – this should be changed

4a. When ordering additional materials how efficient was the service?

75   To wrong person and wrong place, contents not as requested, numbers of items not as stated on box, labelling contents non existent in some case, delivery too late for course delivery

9   Rather erratic service and unfortunate that most boxes not labelled with contents-a lot of time wasted in hunting for specific items

58   Order form easy to complete, and copies of it were received etc. but the delivery schedule is often chaotic and an annual source of anxiety. It is often very difficult to contact the person in charge of this to get information. The promised delivery dates are rarely met, and this puts great pressure on presenters, who need to prepare in advance. The earlier the better!

4b. How would you rate the TA Induction Materials folder under the following headings?

2   It might be a bit wordy. There is probably too much information

7   Page and document references are confusing for TAs

32   Good quality and relevant information. Can be used to underpin knowledge for accredited qualifications. Secondary file easier to use than primary. Numbering system is very confusing

40   Folder is in a strange order. For instance 'Role and Context' is the first module delivered but is the last module in the folder. Also there is lots of stuff for the TAs to fill in sectors 1,2,3. This is rather a waste of their time, feel they would be better off completing the pre-course materials instead

27   Numbering of pages is confusing

52   Page numbering is confusing. With pre course tasks taken out, there is often confusion about where they then fit in again. Colour for each section would be good. Presentation of new phonics file is good role model. Tick/check list of tasks colour coded would be useful at the front. An idea of knowledge and skills gained in each chapter (linked to Nat. Occupational Standards in some way?) would make very useful links to NVQs/VQs and start giving TAs a notion of how to move on to other qualifications from Induction

61   Content of folder very useful but presentation could be improved, e.g. by using some colour (though appreciate this may not be possible because of cost implications), using icons in text to indicate different types of material (e.g. info, activities, tips/strategies, etc.), using a ringbinder which allows TAs/schools to insert additional information. Our course is modular so would be useful if the full folder could be broken down so that there were separate TA materials for each module (would also be less daunting for TAs rather than receiving thick file at start) – perhaps booklets could be provided for each module which had wire loops on spine so that they can be inserted into a TA ring binder. Not sure that text is big enough for those who may have visual difficulties or if is available in alternative formats, e.g. for hearing impaired. Would be helpful to make some parts of the file (e.g. action plans, observations form, etc.) available electronically in a format that can be edited so that TAs/schools can easily adapt these.
A 'role and context' section/booklet would be useful (rather than separate general notes, etc) to show which parts of file related to this module. Would also be helpful to have a separate SEN module (as exists for secondary) rather than this being part of role and context

46   Sometimes confusing/difficult to find slides in TA handbook/folder-don't always match the trainer book, etc

82   They requested fewer video clips

75   Improve page numbering

9   The folder was replaced by the spiral bound and that was much better and far less bulky

63   Go back to the ring binder folder so that additional training materials provided to support specific sessions at local level can be added in

51   Did prefer hard folders page numbering difficult for TAs to sort through

92   Every TA comments how difficult it is to find sections, information and course documents in TA file. Numbering system is very user-unfriendly!

88   Systems not easy to use. Better numbering system

33   Presentation – needs pictures. Ease of use/accessibility – specifically
        commented on by many TAs who found the file difficult

106   Much improved since last change – page references much easier now, still a bit
        confusing

58   Very confusing numbering of pages – difficult for TAs to navigate. Why do page
        numbers not tally with section-headings and bullets? (Time-waster).Overall, a
        ring-binder is better than spiral binding – it accommodates all supporting hand-
        outs, file-tasks, info, etc. Tasks not easy to access, and sometimes explanation
        seems at variance with other information given. We have taken time to produce a
        task booklet which includes all the suggested tasks, forms and tables provided,
        and also included our own for some. This has facilitated task completion and is a
        presentable piece of evidence for a TA to keep. The additional materials are very
        useful for TAs, especially The Good Practice Guide, which we use extensively.
        Also, the Maths Vocabulary Book, which seems to be a little used resource in
        schools. Will there be any suggestions on use of Playing with Sounds, included
        this year for the first time? This could be flagged up in training like PIPS (which
        sometimes is being used either)

41   Primary format should be same as secondary format

90   The original materials in a ring binder were more user friendly. TAs could put in
        extra information and trainer handouts. Some activities have answers in TAs
        books (OHPs) which make it difficult for trainer, whether not to use OHPs or not
        to do the activities in depth

**5b. Did you adapt the materials to meet your specific needs? If yes, please explain
why.**

2   It varies from course to course a little bit but the lecturers find that some really
        good sections take longer than the planned time and they therefore reduce the
        time allowed for other sections. Some sections are more interesting than others.
        E.g. in the role and context section there is overmuch time spent on the various
        components of the curriculum

7   SEN module has been modified to ensure that local issues are addressed. New
        SEN video is not as appropriate to our needs as the old video. We include
        information about future CPD opportunities from induction through to HLTA and
        QTS, including Skills for Life-Level 2 Literacy and Numeracy. We are considering
        including an modern foreign language module for the primary course

39   To include a 6 day course

13   Must suit individual training style - nothing pre-prepared, slides often poor, very
        poor design, language at times far too complex, local material must be added

12   Additional modules added into programme

3   We expanded the sessions to enable TAs to gain as much as possible from the days. They were also adapted to suit the individuals, schools and circumstances

32   Day 1 am Role & Context (merged Day 4s in this), Day 1 pm Child Protection, Day 2 Behaviour Management (full day), Day 3 Numeracy, Day 4 Literacy, Day 5 am SEN/Inclusion/Disabilities, Day 5 pm ICT
Role and context – too much – behaviour module needed full day - child protection needs full session – SEN needs full half-day session – ICT is a crucial part of education and should be compulsory and linked to personal skills for life. How children learn and EAL have been extended to full days using additional materials

40   All trainers had to reduce context of their module to make it fit the suggested time frame. We do not use video clips for primary behaviour management module or the role and context module as we feel they are of poor quality and of little use

27   We add practical activities particularly with literacy and maths

52   Materials have not kept up to date with curriculum changes and local initiatives and our own support staff CPD agenda and information. We evaluate their usefulness as a team and make changes in light of the evaluations of TAs and our own discussions. Individual subject specialists feed in to our TA trainers and provide up to the minute information and documentation to support the induction training. Where CD video clips are rather dated or not as inspiring as we would like we use other more useful clips from other places to illustrate the point being made or to stimulate discussion e.g. from the new DfES Literacy and Numeracy materials for TAs

61   Some of the material is a bit 'dry' so trainers have substituted alternative materials which are more participative. Behaviour management is a key concern for TAs so we use DfES materials as basis but spend 2 half-days on this module. Generally each trainer will adapt material to deliver it in their own style

46   Adapted certain aspects in all modules to suit local level. Extended the ICT module, ran session at e-learning centre for 'hands on' with white boards. Lap tops and extensive range of software experience – I day in all. Generally stuck to the materials – trainers edit own slant to the training

82   TAs were always asking about strategies of support for pupils and the teacher and they found the inclusion of 'teaching' or support strategies very useful. All trainers adapted the materials to include some useful strategies

75   Some modification to local needs and the need for presenters to own materials – main messages not lost. Literacy and numeracy not up to date

42   Order of delivery changed due to availability of trainers. Certain sections in most training days shortened with some activities (practical ones) cut. This has been done as trainers have become more experienced. Too much to deliver in SEN & behaviour module in 1 session

62   To keep them fresh, current and local. Trainers follow the prescribed programme for each session but adapt and include their own materials to improve the overall training

62   We have included more collaborative activities to support the understanding of EAL issues

9   Extended day 1 to 2 days:
Day 1: Role and Context, Day 2: Behavioural Management, Day 3: Literacy, Day 4: Maths, Day 5: very similar but more attention about action planning

63   ICT module – TAs found information too 'legislation-based' and wanted more hands-on training, to demonstrate the use of ICT to support children, teachers and the curriculum. Role and Context module-amalgamated sessions relating to role, job description and appraisal/CPD into first mornings input to enable mentors to attend for one session only. Understanding how children learn – added information from Excellence and Enjoyment focussing on assessment for learning
Literacy element – needed much more time to deliver guided reading/guided writing element. These are areas that TAs are working in for a great deal of the time, across subject areas as they support the whole curriculum. Provided TA with Spelling Bank or Playing with Sounds as appropriate to the key stage that they work in to supplement the Progression in Phonics booklet. Maths – have made use of ITPs from Standards website to illustrate ICT and Maths link. SEN, Inclusion and Disabilities – included session on Wave 3 provision and the purpose/ implementation of intervention strategies. On occasions, have modified materials to suit Specialist TAs attending the course. Behaviour Management – have extended to a full day course on occasion … to meet needs of school-based training

51   Child protection – only use certain slides child protection officer uses local material. Behaviour Management – again behaviour management specialist delivers using a lot of her own material. We make the sessions more hands on and interactive which suits most TAs when training is practical and not all PowerPoint this does impact better

92   Literacy/numeracy are brought together on one day for coherency of delivery on one theme. We extract EAL and child protection because these are high profile issues in our LA. A whole day is devoted to behaviour management because of feedback from TAs about the importance of this to them. Our CLC provides and excellent differentiated ICT one-day course based on the skill audit in ICT module

88   LA progression/training available is explained on day 4. SEN use of a lotto game Behaviour management use of an activity. EAL delivered in 1 full day Specialist staff are used to deliver certain sections e.g. behaviour/attendance consultant delivers behaviour section

19   Reduce second half of role and context to include skills for life content. Made ICT more practical

33   Time issues. Difficult to fit some stuff in whilst allowing for the participation in discussions that was appropriate. Maths adapted to include a lot of different materials of modern/easy/fun methods

106   I think the materials are excellent. However, can be a bit daunting to a new TA – which is why I think materials are suitable for experienced TAs too. I am an ex head teacher and therefore I have 2 experienced TAs working alongside me – one primary, one middle school. I refer to them as I deliver the materials, for concrete examples. We also have copies of their job descriptions, a Special Needs pupil from each school (anonymous) to discuss etc. I find this gets the TAs discussing issues more easily – more dialogue and involvement. Because we have a middle school system here, I frequently refer to the fact that middle schools operate differently etc. It is a problem that all the people involved in delivery find especially Literacy module

58   Sometimes difficult to follow so have adapt/clarify as needed. We have provided clear instructions/expectations for the activities, and added formats for recording where these were not provided. This was so that TAs would make the best use of the learning opportunities, and to facilitate/encourage completion of the tasks, which we feel are valuable. Though comprehensive and relevant in coverage, some aspects and slides are too repetitive – especially in Literacy module. Some elements can be boring to deliver – they are best punctuated by hands-on games and activities, or paired discussions, for the TAs to take back into school. Trainers need to be selective, and replace as needed

28   I am an experienced trainer (as are my colleagues) so we change things to improve. Not major changes just adaptations to give them more of (our LA) 'flavour'

40   All our trainers use the induction materials as a base for their courses. They supplement it with lots of local good practice and experiences within school

5c. When considering the TA Induction Materials, please advise as fully as possible your views concerning whether sections require changes to be made to future TA folders

General comments:

61   Have assumed that all sections will be generally updated to take into account relevant changes, e.g. common core, TDA remit, etc. Sections relating to a module of the course should include all the PowerPoint slides for that module so that notes can be made beside these

106   I have heard nothing either pro or against for TA folder

29   Overall, the modules are OK, but need updating. Also, as long as we can adapt the materials to suit our own TAs, and to suit our trainers, this is OK.

46   Why is this different (referring to the first 4 sections) to secondary file? Could it be sectioned as the secondary?

Notes about this course and file:

13   File needs complete rethinking. Course is valuable but must be customised to trainers & local needs

61   Perhaps provide these pages as a template which LAs can amend to suit their own structure of the course

9   Needs presenting in 2006 plus educational/extended school speak ,i.e. team-working, teacher as leader

51   Enlarge text, TA course activities page 1.4 to handout separately

92   Most LAs change the course programme and this section too specific. Perhaps space for LA insert would be helpful to outline the particular LA programme and it would also personalise the document too

19   Relate to Children's Services

58   LAs need to decide on own schedule for delivery – i.e.: no of days, frequency and not regard the suggested timetable as prescriptive

41   Leave out re-course and between courses work

Personal Profile:

13   Out of date – needs rethinking

52   This is good and well used. Could this and other proforma be put onto a CD-rom and put into the back of the file?

61   Must be in format where TAs can add pages (e.g. job description, CV, etc.)

8   Personal ownership of learning is a vital concept to be encouraged within all

63   Include CPD mapping to enhance individual profile. Provide this on CD so that it can be linked to CPD development framework. Complete 'A day/week in the life of … 'activity prior to course

51   To perforate to enable TA to place in own CPD portfolio

92   I don't see the relevance of this section. Leave it out.

58   Useful activity – provides good starting point for building up a PDF, etc. and is a helpful framework to use

Finding out about the School:

9   Too basic – better to leave to the school to cover

63   To complete as a pre-course task – would help with initial discussion/icebreaker activity

92   By the time TAs get on the course they have found out most of this information already. Many of the topics are covered during the course and the personnel and agencies are covered. But perhaps it is a useful checklist

58   Useful activity – generates useful information, especially for new TAs/school

Review or Appraisal would change:

7   More information about CPD opportunities and qualifications routes

13   Out of date – needs rethinking

27   Topic is sometimes difficult to discuss because of varied practice in schools – some schools are more organised in terms of support staff appraisal than others

46   Perhaps need to change/remove word "appraisal" to "professional development review". Reference to document "working with teaching assistants" – as in Secondary file

61   Include other examples of formats for self-review

75   More like secondary materials

42   Maybe expand – using National Occupational Standards checklist

9   Now a general part of the county offer to all

63   Participants to provide job description/appraisal documentation

51   Secondary is better. Needs to be more detailed to vague especially for new TAs or TAs who don't have appraisal

92   These issues are covered in our Role and Context morning with HR so we do not use this section as it is

88   We promote (our) own appraisal system

58   Useful taster – should be expanded now, as more and more TAs are involved in Performance Management cycle. Could include some ideas for appropriate personal targets

Behaviour Management Module

7   Make this a longer module to include more practical strategies

52   Needs to take more account of emotional literacy and the triangle between the child, Teacher/TA and home. This unit is very behaviouristic in approach e.g. here is the behaviour and here are the strategies to manage it but more notice needs to be taken of feelings of the TA and the child and the interaction that takes place

41   Could be timed if module was reduced in size

82   Needs some helpful strategies included in the advice

62   Video clip. More specific resources on effective language – more practical

9   Make more detailed

63   Extend to full days provision … very rushed if time is allocated to discussion

88   Materials very theoretical, there is a need for more practical examples. Videos
        not very helpful

19   Include update re new agenda (SEAL, etc.)

58   Some of video is more relevant to secondary and clips are a bit 'tired'

28   Good material, but too much here for the time allocated

Literacy

13   Used largely as written with minor adjustment

52   As the literacy hour no longer exists in its original form this needs totally updating
        in line with cross curricular work and creativity. Other activities are good still need
        to be a bit more lively. The phonics introduction works well. Supporting pupils
        other than those with SEN would be a useful addition e.g. gifted and talented.
        There is a move to take TAs away from constantly working with SEN pupils

75   Updating

42   Update – particularly KS3 (secondary)

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for
        trainers to include their own materials

9   Update on the national strategies

63   Strengthen and amalgamate the two (literacy and literacy –reception modules).
        TAs in KS1/2 need to be aware of foundation stage issues … Provides continuity
        of provision, and enables differentiation

92   We use LM (Literacy Module) for all primary TAs

88   We are trying to tailor this day more towards the TAs. At the moment it is very
        'teacher' bias

19   Update re PNS

58   Should be updated to included ideas for Playing with Sounds and for using the
        recent materials for Speaking and Listening

90   Much of the material is outdated and needs to reflect current strategies

Literacy (Reception) Module:

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for trainers to include their own materials

9   Update on the national strategies

61   We don't deliver this module

58   Could be incorporated into above module

89   Much of the material is outdated and needs to reflect current strategies

64   Strengthen and amalgamate the two (literacy and literacy – reception modules). TAs in KS1/2 need to be aware of foundation stage issues … Provides continuity of provision, and enables differentiation.

Mathematics Module:

13   Not used in this format – took the ideas & did our own thing

52   TAs need to be taken through addition, subtraction, multiplication and division in their activities. Numeracy curriculum also needs addressing. Mentioning advantages of gaining Level 2 Maths and English in these sections would be useful as well with a web site to log onto to practice

42   Update

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for trainers to include their own materials

9   Update on the national strategies

63   Strengthen and amalgamate the two (mathematics, and mathematics – reception modules). TAs in KS1/2 need to be aware of foundation stage issues… Provides continuity of provision, and enables differentiation

92   We use MM (mathematics module) for all primary TAs

88   Delivery has been adapted to meet the needs of TAs

58   Good module – could incorporate more activities, such as for starters – which TAs could then practise with groups

90   Change KS3 strategy to secondary strategy. Could include intervention or catch up. Not practical enough

Maths (Reception) Module:

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for trainers to include their own materials

9   Update on the national strategies

61   We don't deliver this module

58   Could incorporate into main maths module

89   Much of the material is outdated and needs to reflect current strategies

63   Strengthen and amalgamate the two (mathematics, and mathematics – reception
        modules). TAs in KS1/2 need to be aware of foundation stage issues … Provides
        continuity of provision, and enables differentiation

General Background Notes:

32   SEN/disabilities and child protection should have much greater prominence and
        sections of their own. There is too much info lumped together under 'general
        background notes'

40   Need to be at the front as relates to role and context module which is delivered
        first

46   Could child protection have its own module or section in file?

61   Put information re: SEN into a separate SEN section. Information on EAL should
        be in EAL section (if not already repeated there). Further development section
        needs a lot more information, e.g. could give brief information on NVQ's, FdAs,
        VQ for support staff etc. The reading list (8.67) needs updating – most recent
        book is from 2001. Could also include references to useful web sites, e.g. TDA,
        skills4schools, teachernet, etc

63   Needs to be updated add common core/every child matters materials

92   These materials are covered during different days on our adapted induction
        course

19   Relate to children's services

33   Use term "senior designated person" in child protection. Replace TTA with TDA.
        Replace LEA with LA. Refer to new Ofsted implementation framework. Refer to
        SIP differences (SIP now=School Improvement Partner)

90   Some 'grids' are exemplars. TAs often try to fill them in – needs to be clear. SEN
        notes are very good

EAL Module (Optional)

82   Needs some school case studies on how the teachers tackled the integration and
        teaching of some EAL pupils

75   We made adaptations to suit local needs

62   Allow capacity for trainers to include their own materials

9   Give more examples

63   Provide material that will support at a more challenging level

88   Delivered as a full day

19   Not used

58   Useful for awareness raising especially in LAs with a small number of ethnic groups

90   This material is used widely in training, not just with TAs

Understanding How Children Learn (Optional)
7   This was the least popular module with TAs. Too much video material. Quality of video is poor

52   Needs to be broadened out to include risk taking, thinking skills, creative engagement, presentation skills, active listening and analysing the experience and the feelings

42   Could be expanded

62   Have not delivered this

9   Could this be handled by an interactive CD?

63   Need to link to national curriculum, schemes of work, planning and progression

88   We are in the process of delivering this

19   More on 'learning' re brain gym etc

28   We have changed this significantly, as we have an excellent trainer, who provides lots of activities etc

42   Put into role and context and all other sections

90   Module not yet delivered but materials seem appropriate

ICT in Teaching and Learning (Optional)
7   TAs need more 'hands on' courses. This needs to be addressed

46   Strongly believe TAs need some hands on – interactive white boards etc, also software available and how to access websites available for children, also as a resource for TAs

82   This needs some practical examples of programs, which can be used to support learning, not the reasons, why ICT is used

75   Made adaptations as we run a separate course which is longer

62   Have not delivered this

9   Good development but we have added it to an induction plus element on ICT – is it too basic?

42   Could be expanded

63   Needs to be upgraded and include practical examples for TAs to work with e.g. interactive teaching programmes from primary strategy maths website. Provide CD-rom with exemplar material for each participant

51   This is too basic for a lot of TAs – not sure how to change

88   We have not yet delivered this

19   Update

33   Needs a re-vamp

58   Generally boring content, with few practical ideas to use. Needs revitalising – e.g. include ideas for using IWB and programs pupils use

41   Put into role and context and all other sections

90   Evaluations show that more in depth materials and longer training session would be valuable

5d. Please identify three strengths and three areas for improvement when considering the TA Induction Training Materials for 2004/5:

7   Strengths: very good introduction for new TAs, course provides new ideas, clarifies issues for TAs who have been in post for several months, provides an opportunity to share ideas/good practice.
Improvements: review Understanding How Children Learn Module, include MFL module, video material for SEN/Inclusion More information about how to address the needs of pupils with moderate learning difficulties

39   Strengths: excellent programme covering all aspects of class work, networking, nationally recognised programme
Improvements: more advertising direct from DfES/TDA, could be made into a VQ level & for support staff, updated as required

13   Strengths: principles are OK-just needs modernising
Improvements: must have much better reflection/action planning for future session which includes input on available CPD, more on working with teachers who are less willing to enter into partnership with TAs, much better DVD material & better slides, re write the TA book & number it sensibly & make it match the trainer materials

3   Strengths: central funding, course materials, structured programme
Improvements: accreditation, continuation training to move onto

32 Strengths: breadth of materials, annually updated info, TA files
    Improvements: sections in the files, numbering on the file

40 Strengths: covers main TA support areas, excellent coverage of Maths and
    English Strategies, gives TAs opportunities to think about the work with EAL
    pupils and their use of ICT with classroom.
    Improvements: Modules need timing down to allow for discussion time. New
    video clips for primary for Role and Context and Behaviour Management. TAs
    files need to be rearranged

27 Strengths: good overview of the role, good coverage of basic concepts for
    literacy and numeracy, very helpful info on a range of special needs
    Improvements: make the pre course material more inviting, use of DVD clips is
    sometimes difficult to manage. Preferring the old videos

52 Strengths: very comprehensive-range is just right for the time allowed, tried and
    tested and valued as a resource for teaching TAs, user friendly CD-rom links well
    to file for TAs
    Improvements: better and more up to date video clips, regular updates to ensure
    the trainers do not have to completely revamp materials themselves so need to
    get them well in advance of September, less linked to time and more focus on
    key points to get over

61 Strengths: comprehensive information for trainers and TAs. Activities for TAs to
    do in school to support 'taught' sessions
    Improvements: Presentation/format needs to be looked at. Make materials as
    participative as possible. Restructure teaching assistant and support staff
    courses so that all have a set of core modules which all support staff should do
    with optional modules for people to take depending on their role

46 Strengths: National initiative – materials are professionally produced – consistent.
    Materials are prescriptive but easy to adapt – local level, new initiatives. Covers
    range of TAs roles and responsibilities.
    Improvements: video links, not easy to access

82 Strengths: plenty of content in every module, good TA file, up to date info
    Improvements: more variety with the videos showing some recalcitrant pupils,
    better ICT module, better EAL module

16 Strengths: clear, easy to use, logical
    Improvements: reduce the bulk

75 Strengths: immediate impact on participants, breadth of coverage of materials –
    useful reference file
    Improvements: keeping up to date, delivery of materials

42 Strengths: values TAs as important members of school team, provides V. useful
    information for TAs around their role – clear advice and information, raises self-
    esteem

Improvements: update video clips – particularly some literacy ones around literacy hour, video clips on CD to be full screen

62   Strengths: Its scope and depth.
Improvements: Video clips – content and image display.
Content – demonstrate best practice through more realistic, meaningful examples
Display – bigger image and better ease of use for trainers switching between the CD and PowerPoint

9   Strengths: it is a good standard that has been set and not changed too often-people learn to respect and value the materials and the concept it embodies-stability
Improvements: Blended approach to learning – less time away from children – some distance learning approach

63   Strengths: Improving confidence of TAs, enhancing subject knowledge/skills, chance to network/reflect on practice
Improvements: needs to be compulsory for all TAs delivering PNS messages, tie into CPD framework to raise profile/link to HLTA standards, add session to support TAs delivering PPA time

51   Strengths: very intense 4+days, hits key areas
Improvements: to be accredited, to update a year down the line, ICT to address own TAs' needs too/ further training
TAs who attend come together a year later for further updates

92   Strengths: thorough and detailed resource for TAs future reference, broad coverage of major themes and issues relevant to new TAs, trainer manuals are thorough
Improvements: bulky to store before delivery of courses. Provide quality downloads of all materials or printable from supplied DVD/CD, greater clarity of presentation in trainer manuals and TA file, personal CD/DVD for each TA containing all materials to print off in school or view on screen

88   Strengths: role/context, the fact there are 4 days to cover all the materials, subsidised courses
Improvements: more practical activities would be useful, more up to date CD clips, more information to schools and supply cover to encourage mentors to attend

19   Strengths: TAs given 'taster' – often left wanting more! Gave good grounding of curriculum support. Encourage career progression.
Improvements: Materials need updating especially re children's services. Strategies need updating. New videos? (different clips?)

33   Strengths: Comprehensive, perhaps that can be picked up easily for delivery.
Improvements: put in pictures, put in proper page numbers

106   Strengths: Behavioural Management + videos
Opening activity role and context – cartoon of TA – excellent icebreaker!
Maths – TAs enjoy activities

Improvements: less emphasis on job description – they all have one now! Less emphasis on further training, 10 minutes would suffice. Literacy – more emphasis on writing. Also more materials for 9–11 age range (Y5 and 6)

58   Strengths: content appropriate – good generic background material, for developing transferable skills across KS1 and 2. Gives TAs time to familiarise themselves with materials, and prompts them to ask basic questions in a supportive context.
Confidence – building (especially Maths module) – and is an enabler for TAs. Promotes partnership with teacher – could include even more on this.
Improvements: Bullet points for trainer notes – too wordy at present. PowerPoint slides need to have phased bullet points. Too much on screen to digest at once! Include more hands-on examples for TAs to take back to school. Include good strategies for improving Speaking and Listening (often a priority for schools). Include section on IEP personal targets/strategies for Special Needs. Re-write ICT module. Include something on assessment – a growing part of the TAs role

41   Strengths: Good basis for assessing their skills and knowledge. Well structured. Good depth of information in pack.
Improvements: Primary format should be same as Secondary. Dull text – needs colour

90   Strengths: Language section in maths, focus on developing strategies. Range of activities, discussions in role context, behaviour. Observation activity using video.
Improvements: More practical exercises in Maths. Explanation of progression (maths)

6a. Please make any additional comments that you may think helpful concerning the imact, or lack of impact, of these materials

7   The impact of the materials is difficult to measure as this is largely dependent on the organisation within each school i.e. whether or not TAs are given the opportunities to use there new skills/knowledge

32   It raises TAs' confidence and skills, gives them the confidence to discuss issues in school and prevent challenges from turning into stresses

40   It could be delivered in schools to smaller audiences but this would be difficult to organise as trainers would need to be timetabled accordingly

52   These materials are good for a generalist TA but for those with a specialist role there needs to be a different focus or an additional training day. Many TAs are employed to support pupils with Special Educational Needs and need some additional training for this role. Some induction materials are relevant to them but they need more in depth support and could do this instead of or in addition to EAL module

61   Some additional materials to help develop the impact of the course would be useful, e.g. materials to use in follow up sessions 1–2 terms after course, materials to use with teachers and TA line managers so that they are aware of what the course covers and how they can best work with and deploy TAs this would be very useful

46   I have always questioned the newly qualified TAs undertaking this training. A level 3 NVQ is much more challenging/higher level and they would have covered much of this programme. New to the post, is much more relevant. Suitable for people 'coming back' in to schools, update new initiatives/practices

42   Reception Modules not delivered. Need to consider links to 'Children and young peoples services' in future. ICT module linked to LA basic ICT skills course

88   There would be more uptake if the course were retitled as 'update' because experience shows that all TAs find the course beneficial

106   I would really like alternative videos – some are not that good, and then we could have a choice, particularly role and context videos

58   Needs a better title! Its remit goes beyond inductees. Good introduction to the role of a TA – is an enabler for them. Involves TAs in professional dialogue with the teacher/other staff and encourages teamwork. Further paired activities would promote networking beyond their own school, which is another positive outcome of the course. Raises awareness of other intervention programmes – more could be included here. TAs do not want to be labelled as the ;ELS' TA for life, and need to know what is going on in adjacent key stages

6b. If no, what themes need to be added in order to include TAs from Special Schools?

7   TAs from these settings attend the training and they adapt the information to suit their own circumstances. Separate materials/modules for TAs working. In these settings would be useful

39   SEN

27   Not sure this could be managed in a general induction programme

46   TAs in these categories attended our training and felt it was valuable – enjoyed working with other TAs – developed relationships across the 6 days. Felt that the training was generic but would have liked more input on specific things such as strategies in behaviour module – specialist equipment to enable equal access

61   Materials are relevant to some extent but might be useful to include more examples/discussion of TA work in these settings into the materials

82   Maybe run a separate optional module with different specialist impairments such as autism, covered in more detail as in behaviour module

75   Limited for SPLD and SLD school but ok for others. Maybe some materials specific to special schools would be helpful

42   More activities around small group teaching and 1–1 support. Less class based information and videos. Videos from HI unit or PRU or Special

62   The general themes were relevant to special schools, but not as relevant. Have separate session or group of TAs from special schools?

9   They use the material to understand what the norm is but have more specific and in-depth AEN needs. The specialist schools use an abridged edition of the main material but a lot of depth in their specialism

51   We find that TAs from these areas have a good basic awareness but they do add other dimensions to the training. This is where deliverers adapt /change

33   Reasonably relevant - having TAs from these areas adds to interest of discussions.

106   Unless you design materials specifically for these courses, the SEN element is bound to be adequate

58   The content of the materials is too generic – very few representatives from Special Schools have attended so far, and they found the content too general. Strategies would need to address the specific needs of these pupils and successful approaches to use

28   For all these settings adaptations needed to be made – but the basic materials are relevant

90   Some issues for SEN TAs in doing appropriate observations e.g. Y7 Springboard.
        Trainer has SEN background and able to ensure TAs from SEN were fully involved, mixed with mainstream and shared information. Course materials would however benefit from information about 'P' levels for example so mainstream can appreciate differences

6c. If you do not consider that the materials are relevant for all TAs please make any additional comments which you may think helpful.

52   If training was put into units with guidance as to audience, then it could be useful across the range. It would then provide add on units once TAs had completed the basic training and wanted a more specialised session e.g. SEN, ICT or Teaching and Learning. Each unit could have links to Level 2 qualifications and national occupational standards so there is a sense of continuity from induction to Level 2 and beyond. A map showing progression would also be useful

46   As I commented earlier after undertaking an NVQ Level 3 the induction programme would feel very basic. But it would be relevant for a qualified TA who is returning to work

75   We have found that they are well received by all TAs but have explained that there may be some overlap with what they already know and that this will reaffirm aspects, e.g. Literacy

63   Some TAs attend intervention strategy training and may feel they do not need to have Literacy/Numeracy training, but this is always good to re-awaken existing knowledge

42   It would be useful to have a stand alone module for TAs working in special schools around care and health issues and how they support school in this area as well as curriculum

62   The training is introductory

9   We must remember that this is TA induction. We should also note that best practice would suggest there is in school induction and also a programme for experienced people moving schools via local provision

51   Maybe have other units TAs from specials, PRU + could dip into more specific to their own area

106   I had TAs who had worked in schools in excess of 15 years, who found the materials very relevant

58   The materials give TAs the opportunity and information to engage in professional dialogue as a para-professional, which is a positive outcome. For many, it is the first CPD they receive, and the scope of the course is good – and could broaden still further

90   Materials relevant for newly appointed TAs and those in the job for about 12 months. However experiences TAs have attended, contribute well to discussion, share experiences therefore self-esteem is boosted

6e. Do you consider that TA Induction Training could be delivered through other modes of delivery? Please explain your answer.

39   e-learning

13   Customise package to suit specific audience e.g. numeracy and literacy different for early years and special

4   Course to be well structured and organised. Follow up within school with mentor is essential

7   ICT module needs to be practical, therefore needs to be delivered at a venue with ICT facilities and in small groups

32   It is very effective to have consistency of trainers with the right expertise. TAs have the opportunity to meet with TAs from other schools

46   ICT module needs aspects of 'hands on'

27   It is nice to have a structure and then to adapt and add to it

52   Many TAs and schools find it hard to enable them to have time out of school. E learning package would suit many

61   Some aspects of the course could be delivered through distance or online learning methods but the aspect of the course that TAs most frequently say is

most useful is the opportunity to discuss ways of working with TAs from other schools so some face to face elements would need to be maintained

82   By staff in schools if they have the time, but within our LA the schools seem to want the LA to deliver this training

16   This seems the best way

75   Good for TAs to come out of school and mix with others

62   There is great benefit in TAs coming together and sharing their experiences. Also, having set dates for TAs to attend ensures schools release them. But some of the learning might be possible individually/electronically. The content of the course could be delivered in school inset days. However, the benefit of interaction and discussion with TAs from a range of settings would be lost

9   Some whole day – another school visit – distance learning material – discussion/tutorials – good use of mentor

63   School based, tailored to the needs of the school/individual, on the basis of a self-review. Twilight sessions- e.g. 2hrs per week over a term would provide more time for tasks and follow-up and opportunities to measure impact of training in school. As part of NVF – a level 1, providing entry into level 2 of scale

51   Needs to be delivered by specialist related to the key areas, i.e. literacy consultants, child protection officer, etc

88   We have offered 2 days training omitting the literacy and numeracy for TAs who have had extensive training already in lit and numeracy

19   Important that TAs feel they are 'worth' training – opportunity for them to share good practice and be treated as professionals

106   I have delivered the training to 2 specific schools, to all their TAs – 5 x 2 hour sessions – adapted from induction training, not using your materials e.g. videos, disk, etc. It was very successful

58   ICT could be a stand-alone module. Behaviour module could possibly be incorporated into a more in-depth course. Central delivery (as now) ensures that everyone hears the same baseline messages which is very important in developing partnerships

41   A lot of the learning comes from interacting and networking with other course participants

90   Need to be trainer delivered, could be a series of half days – it depends what schools find most convenient. It is important the modules are done during the school day – confirms importance/status

Annex 8 phase 2, part 2b questionnaire, secondary
PART 2

B. CONTENT & IMPACT OF SECONDARY TA INDUCTION TRAINING MATERIALS

Pre-course

1a. Do you request teaching assistants to complete pre-course activities?

Yes ☐   No ☐

b. How did you make use of the pre-course activities?

Used as ice-breakers ☐
Used within course ☐
Not used at all ☐   Please explain why _____

_____

c. Would you recommend that they are continued?   Yes ☐   No ☐
Comments:

_____
_____
_____

Mentor

2a. What proportion of teaching assistants had a mentor that attended the course with them?
<25% ☐   25%-50% ☐   51-75% ☐   >76% ☐

b. In your experience did you find that mentors who had already attended induction training did not attend again with future teaching assistants?
Yes ☐   No ☐

c. Was this an issue in your opinion?   Yes ☐   No ☐
Comments:

_____
_____
_____

d. What contribution, in your opinion, did having a mentor attending the course make?

_____

_____

_____

e. Would you recommend that the use of mentor during teaching assistant induction is continued?

Yes ☐   No ☐

Trainer materials

3. How would you rate the contents of the trainer materials?

	Very Poor	Poor	Average	Good	Very Good
CDs					
Quality	☐	☐	☐	☐	☐
Usefulness	☐	☐	☐	☐	☐
Trainer booklets	☐	☐	☐	☐	☐
Course programme	☐	☐	☐	☐	☐
Information for Heads	☐	☐	☐	☐	☐
Information for Mentors	☐	☐	☐	☐	☐
Pre-course Information for T.A.s	☐	☐	☐	☐	☐

Additional Comments:

_____

_____

Teaching assistant induction materials

4a. When ordering additional materials how efficient was the service?

Very Inefficient	Inefficient	Fair	Efficient	Very Efficient
☐	☐	☐	☐	☐

b. How would you rate the teaching assistant induction materials folder under the following headings?

	Very Poor	Poor	Average	Good	Very Good
Quality					
Folder	☐	☐	☐	☐	☐
Paper Quality	☐	☐	☐	☐	☐
Durability	☐	☐	☐	☐	☐
Clarity					
Font Size	☐	☐	☐	☐	☐
Use of Dividers	☐	☐	☐	☐	☐
Use of Colour	☐	☐	☐	☐	☐
Appeal	☐	☐	☐	☐	☐
Usability					
Navigation	☐	☐	☐	☐	☐
Contents Page	☐	☐	☐	☐	☐
Bulk	☐	☐	☐	☐	☐

Additional Comments:

_____

_____

_____

_____

Delivery of teaching assistant induction materials

5a. Did you adapt the materials to meet your specific needs?

Yes ☐   No ☐

b. If yes, please advise in what way they were changed/added to –giving full reasons:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

c. When considering the teaching assistant induction materials, please advise as fully as possible your views concerning whether sections require changes to be made to future teaching assistant folders.

Section	Leave unchanged	Or please indicate how you would Add/Decrease/Expand each section:
Role and Context	☐	
Behaviour Management	☐	
Literacy	☐	
Mathematics	☐	
Inclusion: Special Education Needs & Disabilities	☐	
EAL (Optional)	☐	
Science (Optional)	☐	

d. Please identify three strengths and three areas for improvement when considering the teaching assistant induction training materials for 2004/5:

Strengths:
1.
2.
3.

Improvements:
1.
2.
3.

Impact

6a. How would you rate the teaching assistant induction training materials under the following headings:

	Very Poor	Poor	Average	Good	Very Good
Impact on TAs' Knowledge	☐	☐	☐	☐	☐
Impact on TAs' Competencies	☐	☐	☐	☐	☐
Teaching of New Strategy	☐	☐	☐	☐	☐
Value for Money	☐	☐	☐	☐	☐
Fit for Purpose	☐	☐	☐	☐	☐

Please comment on how teaching assistant induction training impacted on teaching assistant confidence

_____

_____

b. Did the induction materials appear to be relevant for:

	Yes	No
Special Schools	☐	☐
PRUs	☐	☐
Specialist Units e.g hearing impaired	☐	☐

If no, what themes need to be added in order to include these teaching assistants?

c. Were teaching assistant induction training materials 2004/5 relevant for new teaching assistants?

Yes ☐   No ☐

If no, please advise the type of training/information required for new teaching assistants:

d. Were teaching assistant induction training materials 2004/5 relevant for experienced teaching assistants?

Yes ☐   No ☐

If no, please advise the type of training/information required for experienced teaching assistants:

_____

_____

_____

e. Do you consider that teaching assistant induction training could be delivered through other modes of delivery, for example, e-learning?

Yes ☐   No ☐   Partially ☐

Comments:

_____

_____

_____

Annex 9 phase 2, part 2b comment bank, secondary

Some of the following comments may be duplicated in the phase 2, primary induction training materials comment bank. This duplication occurs when a LA has indicated that their comment relates to both primary, and secondary, induction training materials.

ID no:

1b. If yes, how did you make use of the pre-course activities?

7   TAs were asked to complete pre-course tasks and these were followed up during training. Benefit of this was that TAs had opportunity to observe lessons and search for Statutory documents, job descriptions and school policies before attending training

39   We asked them to bring it with them on the first session

35   Discussed them and referred to them during the course

52   Asked to complete before the sessions started but this was difficult for those who applied late. Also depends on whether they have supportive mentor who speaks to them before the course starts

65   Pre-course materials were sent to candidates to confirm their place and with request to read and reflect on the materials before Day 1. An explanatory letter was also sent to head teachers asking them to forward to mentors a copy of the programme with an initiation to attend the first day of TR

61   No information received from trainers where pre-course activities used

46   Generally looked at job description – great discussion, some did not have one!

75   To feed into discussion in the sessions

62   Trainers incorporated them into the session activities

8   Posted to and built into the 4/5 days of the programme

92   They are given out on the first day, less the course outline as we have altered the session timings considerably

88   Related them to NVQ level 2 and 3

106   We referred to them on the first day, of the course, e.g. reading/job description not all did though!

58   Focus for discussion

1c. Would you recommend that they be continued? Please explain your answer.

2   It improved impossible to get accurate information about who was coming from what school in time for them to be done. There are always so many late

applications. We found that even with very forward planning and at our most efficient only some people would have received the pre-course materials, only some would have done them and there were always people that appeared for the course that were not on the register

32 They can be used at any time and help to underpin the learning of those who do use them. They can be used in preparation for qualifications

35 They are useful introduction to course and provide the opportunity for discussion

65 With heads/mentors encouragement, candidates had read materials and were better prepared in order to benefit from Day 1

61 Helpful to prepare people for the course and get them to start thinking about their role in school

46 I was able to highlight the importance of job descriptions and in the last Role & Context session we reviewed the LA model and some TAs went back after the 1st session to discuss their job descriptions and were now involved in the writing of their own job descriptions

75 Useful to aid discussion

9 The pre-course thinking research is helpful – not all do adequately but it is better than nothing

51 Need to be completed really to help the day smoothly and to keep it in context

92 Not in current form. A simple explanation of the intention of the course would be sufficient and the broad content, but not a detailed course outline

88 It sometimes scares the TAs. We would recommend having the materials as part of the course

106 It prepares the TA for the course, gives a focus to the pre course briefing, familiarises TAs with the course materials

58 Issues getting materials to candidates. Not all candidates complete the activities anyway

2c. What contribution, in your opinion, did having a mentor attending the course make?

2 Difficult to ascertain. The Mentors are mostly teachers and it is almost impossible to get them released to attend

7 Mentors attend for the first morning only. Inviting mentors provided the opportunity to discuss issues raised during the training and to ensure that TAs future CPD needs were identified. The mentors heard the same messages as the TAs first hand and TAs did not need to go back to school and try to explain this to mentors

39   Excellent support for the TA but not essential

12   None attended even though they are encouraged to

3   Can be useful, but there is possibility the individual may not participate or speak as freely if shadowed by mentor

32   Can give confidence and relate information back to their own school setting, but can also inhibit

27   It is very difficult to get mentors out of schools to attend. Sometimes their feedback was positive, but sometimes their presence makes TA's more reticent about talking about real issues in schools

52   They are absolutely vital if the TAs are to gain maximum benefit from course. A few mentors were very supportive but few take up the offer of a free place on the first half-day of the course

65   Candidates felt valued, there was greater likelihood of continuity of support for the rest of the programme and the course presenters could use mentors as resource

61   Mentors are aware of whole course and so able to support TAs – many TAs who don't have a mentor attending, also don't have a mentor back in school so there is limited interest in the course they are doing.
Some activities of course use mentors to discuss and explain material, e.g. National Curriculum terms – would be less interesting (and less contextual) for TAs if trainer did all the 'explaining'

75   Very important that the mentor has the same message as the TAs we also invite them to the behaviour management session

62   Mentors are only asked to attend the first half of the first morning, otherwise attendance would be much less. Their attendance demonstrates support for their TA and is useful for providing the school context. However, mentors use activities as useful time they are able to spend with their TA and use it to discuss what they want. They also enjoy networking with other mentors. It is useful for mentors to appreciate the scope of the training TAs receive but I don't think this is achieved by their limited attendance

42   Very useful – raises TA profile, puts importance on TA training, raises issues for teaching staff

8   Mentors want to support the TA as well as get the knowledge. They made the post course review more meaningful. Perhaps new mentors need to attend day 1 and day 5, and old hands only day 5

51   Makes them aware of issues that need to be addressed back in school to explain TA induction to other teaching staff

92   The TAs all know who their line manager/mentor is and verbal feedback indicates that they do get help and support for the course albeit on a patchy basis

88   Certainly boosted the TA having a mentor to support them and to contribute to the course from the mentor's point of view. Mentors are asked to complete an activity

33   Very useful time working with mentee with initial part of Roles and Contexts

106   Every school is different, having a mentor gives specific advice and support to the TA: in the past mentors have taken good practice e.g. Appraisal/Behavioural Management back to school to inform staff other TAs! Also mentor/TAs build up a relationship during the course.
        The mentor does not necessarily need to be a teacher – senior TA is an excellent substitute. Also some schools send all their TAs, so have a good mentoring system set up in workplace, so not so necessary to send a mentor

58   Valuable

28   TA felt valued, lots of discussion between TA and mentor was very helpful. The course was the beginning of an on-going in-school relationship

41   None – we did not invite them this year

2d. Would you recommend that the use of mentor during TA induction is continued?

61   But perhaps restructure course slightly so that they only have to attend the first session – so that they get overview of course and have opportunity to discuss how will support TAs during the course (and how they support TAs more generally)

3.How would you rate the contents of the trainer materials?

2   In relation to my previous answers I do not think the information to mentors or pre-course information for TAs are needed. Some of the materials in the pre-course information are better incorporated into the actual sessions or as homework between the sessions

7   It is difficult to fast forward using the CDs. Pre-course information we have extended our training to 6 days so a covering letter is sent to schools with amendments to the pre course information

32   Although we made alterations, materials provide good and consistent starting point for trainers. The information is updated annually, ensuring accuracy and relevance

27   Pre course materials are too dense and result in information overload for some TAs who have no formal qualifications and who end up being daunted about attending

65   We tried to obtain video version of CD material without success and the trainers found it necessary to create their own activities 'to bring some of the materials to life'

61   Comments frequently made by TAs that the videos are not realistic enough as the children the TAs work with are not 'challenging' enough in terms of their SEN or behaviour. PowerPoints – would be more helpful to have a single PowerPoint for each module rather than split into sessions. Slides are a bit dull in terms of presentation. Trainer booklets very comprehensive, although timing for sections is often inaccurate (activities usually take a lot longer than the timings given)

     Course programme is OK but I would imagine not very helpful for many LAs as each one tends to structure course differently. Info for heads and mentors is very useful but probably too comprehensive – needs to provide the key points in a clear but brief way so that they are not put off reading it because of the length! Pre-course info for TAs is also too bulky – a bit daunting for many TAs to receive this before the course

42   Video clips on CD should be re-done to enable video to be shown on full screen. Information to head teachers/ Mentors-content useful but too much. Course programme-days have been re-organised – content needs updating, now especially Role and Context, Literacy and Numeracy, inline with primary/secondary strategy

62   I only use the CD for the video clips but this is really inconvenient when using PowerPoint slides, and only a small aspect of the whole image is relevant. Also the clips don't resonate with the TAs' experience, but are held up as best practice

9   CDs are good as long as they run on a computer with XP

51   Video clips need to stay separate from PowerPoint presentations, could possibly allow local authorities to amend PowerPoint to suit own agendas

106 Videos/CDs too much emphasis on younger age range in both KS1/2 and KS3/4 Materials

28   More video material would be helpful – to update what we have. Don't like secondary SEN video materials

4a. Did this impact on the delivery of the materials?

52   It would help if the materials were available to LAs well before the end of previous summer term. This would enable us to share more effectively with colleagues who contribute to the secondary programme. Some of our courses start early in Autumn term and we need time to disseminate materials to colleagues

9   Rather erratic service and unfortunate that most boxes not labelled with contents – a lot of time wasted in hunting for specific items

4b. How would you rate the TA Induction Materials folder under the following headings?

2   It might be a bit wordy. There is probably too much information

7   Page and document references are confusing for TAs

32   Good quality and relevant information. Can be used to underpin knowledge for accredited qualifications. Secondary file easier to use than primary. Numbering system is very confusing

27   Numbering of pages is confusing

35   Page numbers and document number is confusing. Coloured dividers linked to contents would be helpful

52   Huge amount of material – might be useful to produce a series of separate booklets in a lunchbox – more likely to refer to at a later date in school. They could also add materials to the box

46   Sometimes confusing/difficult to find slides in TA handbook/folder – don't always match the trainer book, etc

61   Content of folder very useful but presentation could be improved, e.g. by using some colour (though appreciate this may not be possible because of cost implications), using icons in text to indicate different types of material (e.g. info, activities, tips/strategies, etc.), using a ring binder which allows TAs/ schools to insert additional information

           Our course is modular so would be useful if the full folder could be broken down so that there were separate TA materials for each module (would also be less daunting for TAs rather than receiving thick file at start) – perhaps booklets could be provided for each module which had wire loops on spine so that they can be inserted into a TA ring binder. Not sure that text is big enough for those who may have visual difficulties or if is available in alternative formats, e.g. for hearing impaired. Would be helpful to make some parts of the file (e.g. action plans, observations forms, etc.) available electronically in a format that can be edited so that TAs/schools can easily adapt these. Contents page would be more helpful if it had a breakdown of the contents of each section. The EAL pre course activities would be more helpful if they are in the pre course information

9   The folder was replaced by the spiral bound and that was much better and far less bulky

51   Did prefer hard folders, page numbering difficult for TAs to sort through

92   Every teaching assistant and trainer comments how difficult it is to find sections, information and course documents in the TA file. The numbering, system is very user unfriendly

88   Systems not easy to use a better numbering system is needed

72   A ringbinder would be more useful, so that extra pages can be inserted

106   Much improved since last change – page references much easier now, still a bit confusing

58   Page numbering

41   Primary format should be same as secondary format

5b. Did you adapt the materials to meet your specific needs? If yes, please explain why.

2   It varies from course to course a little bit but the lecturers find that some really good sections take longer than the planned time and they therefore reduce the time allowed for other sections. Some sections are more interesting than others. E.g. in the role and context section there is overmuch time spent on the various components of the curriculum

7   SEN module has been modified to ensure that local issues are addressed. New SEN video is not as appropriate to our needs as the old video. We include information about future CPD opportunities from induction through to HLTA and QTS, including Skills for Life-Level 2 Literacy and Numeracy. We are considering including a Modern Foreign Language module for the primary course

39   To include a 6 day course

12   Additional modules added into programme

3   We expanded the sessions to enable TAs to gain as much as possible from the days. They were also adapted to suit the individuals, schools and circumstances

32   Day 1 am Role & Context (merged Day 4's in this), Day 1 pm Child Protection Day 2 Behaviour Management (full day), Day 3 Numeracy, Day 4 Literacy, Day 5 am SEN/Inclusion/Disabilities, Day 5 pm ICT

27   We add practical activities particularly with literacy and maths

35   Tutors adapted their sections a little to suit local needs & issues

52   Also our subject specialists provide up-to-date info and documentation, e.g. reference to Level 2 Foundation Units, Behaviour Management, EAL. Some of video clips need up-dating and although we wish to present an ideal situation we sometimes have clips from other sources we wish to include. We also provide secondary TAs with induction checklist for when they are in school, e.g. Health and Safety policy, Child Protection Policy, Behaviour Management policy, etc

65   Note, the absence of a separate code number for video version of CD materials meant that I was unable to obtain some of them from Prolog despite six attempts. (I gave up in despair in the end). This was particularly frustrating because the DfES presenters who launched the new version of the induction programme at (a Conference in November 04) recommended the use of the video version in preference to the smaller image obtained from CD version

61   Some of material is a bit 'dry' so trainers have substituted alternative materials which are more participative. Behaviour management is a key concern for TAs so we use DfES materials as basis but spend 2 half-days on this module. Generally each trainer will adapt material to deliver it in their own style

46   Adapted certain aspects in all modules to suit local level. Extended the ICT module, ran session at e-learning centre for 'hands on' with white boards. Lap tops and extensive range of software experience – I day in all. Generally stuck to the materials – trainers edit own slant to the training

75   Some modification to local needs and the need for presenters to own materials – main messages not lost. Literacy and numeracy not up to date

42   Order of delivery changed due to availability of trainers. Certain sections in most training days shortened with some activities (practical ones) cut. This has been done as trainers have become more experienced. Too much to deliver in SEN & Behaviour module in 1 session

62   The behaviour course identified language as a key part of the training session – yet there was little that was specific or practical. Tutor added language resources to augment those aspects of the training.
        Literacy materials have been adapted massively because they have become out dated. Tutors used their knowledge of the English materials to extend and develop the understanding of what literacy is and how TAs can support the development of literacy skills.
        Pre-course activity as stated in the Literacy materials was expected to be done – not many of TAs in fact do it. Use the experience of those that do it in discussions

9   Extended day 1 to 2 days: Day 1: Role and Context, Day 2: Behavioural Management, Day 3: Literacy, Day 4: Maths, Day 5: very similar but more attention about action planning

51   Child protection – only use certain slides child protection officer uses local material. Behaviour Management – again behaviour management specialist delivers using a lot of her own material. We make the sessions more hands on and interactive which suits most TAs when training is practical and not all PowerPoint this does impact better

92   Literacy and numeracy are brought together on one day for coherency of delivery on one theme. We extract EAL and Child Protection because these are high profile issues in our LA. A whole day is devoted to behaviour management because of feedback from TAs about the importance of this to them. Our CLC provides and excellent differentiated ICT one-day course based on the skills audit in the ICT module

88   LA progression/training available is explained on day 4, SEN use of a lotto game, Behaviour Management use of an activity, EAL delivered in 1 full day, Specialist staff are used to deliver certain sections, e.g. behaviour/attendance consultant delivers behaviour section

72   Having used the secondary TA materials since they were first published, and having much greater insight into how TAs are deployed in (our) secondary schools. I felt there was a need to adapt the mathematics module to suit local circumstances and needs, and to make references to the SNS Intervention programme for KS3. I deliver one half day of mathematics across the curriculum which all TAs attend and one half day of mathematics intervention for TAs who support only in mathematics or regularly support pupils in mathematics lessons

33   Time factor – too much content to fit with delivery plan of four full days, taking account of many TAs need to deal with own children at start/end of day maths. Out of date, e.g. springboard, CD showed some examples of poor practice rather than good practice

106   I think the materials are excellent. However, can be a bit daunting to a new TA – which is why I think materials are suitable for experienced TAs too. I am an ex head teacher and therefore I have 2 experienced TAs working alongside me – one primary, one middle school. I refer to them as I deliver the materials, for concrete examples. We also have copies of their job descriptions, a special needs pupil from each school (anonymous) to discuss etc. I find this gets the TAs discussing issues more easily – more dialogue and involvement. Because we have a middle school system here, I frequently refer to the fact that middle schools operate differently etc. It is a problem that all the people involved in delivery find especially Literacy module

58   Time constraints. To make full use of the expertise of our trainers

28   I am an experienced trainer (as are my colleagues) so we change things to improve. Not major changes just adaptations to give them more of our LA 'flavour'

41   All our trainers use the induction materials as a base for their courses. They supplement it with lots of local good practice and experiences within school

5c. When considering the TA Induction Materials, please advise as fully as possible your views concerning whether sections require changes to be made to future TA folders
General comments
61   Have assumed that all sections will be generally updated to take into account relevant changes, e.g. common core, TDA remit, etc

28   Overall, the modules are OK, but need updating. Also, as long as we can adapt the materials to suit our own TAs, and to suit our trainers, this is OK

Role and Context
46   Liked the information from working with teaching assistants (needs to be in primary)

52   Include reference on school self evaluation, monitoring teaching and learning, short Ofsted inspection and place of TA. Impact of workforce remodelling

51   Excellent some of which should be included in the primary

33   Take out references to LEAs – now LAs. Need stuff about "Every Child Matters", umbrella of childrens' services, etc. School Improvement Plan (SIP) is not going to be a good term as SIP will be acronym for School Improvement Partner (1.23, 1.25). Child protection – should use term "Senior Designated Person"(OHT 2.7). Update stuff about KS3 Strategy (1.29). About your school (1.48) – find out about other types of support staff, who should be considered equally valuable!

Behaviour Management

7   Make this a longer module to include more practical strategies

52   Pupil voice strategies. Links with Teaching and Learning need developing

62   More specific resources on effective language

9   Make more detailed

51   TAs want hands on practical advice – comes from the specialist

92   This is an excellent module

88   Materials need to be more practical. Videos not very helpful

33   OK – but some realistic video footage would be good

29   Good material, but too much here for the time allocated

Literacy

52   Include reference to Level 2 Foundation Units. Many TAs involved in delivery

61   Very technical for non-English specialists & non-teachers. Good material in Maximising Progress (DfES 0104-2005 G). Making best use of additional support in classroom. Need more discussion time built in. We have 4.5 hours max. of delivery time (cannot do longer sessions due to TA family commitments or need to get back to school for lunch supervision duties) and materials have 5hrs 20 mins (but would be difficult to deliver materials given even if had that time)

75   Ensure updated to be in line with strategies

42   Update – particularly KS3

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for trainers to include their own materials

7   Update on the National Strategies

51   Too much on Progress Units more needed on practical strategies for in-class support

88   Needs to be more tailored to TAs rather than teachers

58   Rethink Literacy Progress Units section

Mathematics

75   Ensure updated to be in line with strategies

62   Re-structure so it can be delivered in 5 hours on one day. Allow capacity for trainers to include their own materials

42   Update

8   Update on the National Strategies

88   Delivery adapted to suit the needs of TAs

72   References must be made to the SNS KS3 intervention materials produced since 2002 and to 'Teaching mental calculation strategies to level 5'. It must be acknowledged that some TAs are employed to run KS3 intervention programmes in schools

51   Good section

33   Update

Inclusion: Special Education Needs and Disabilities

52   Organisation of materials do not need to start with areas of need. Up-date: Every Child Matters, Children Act, etc

62   Too much to get through in the time and they would prefer more time on specific needs. Overload. The video clips are inappropriate (previous were better). They try to show that students with quite severe disabilities and learning needs can be included but the clips don't reflect most mainstream schools where TAs have a number of students with less severe needs but there is still a challenge to access the curriculum to them. To include working with children with ASD and ADHD would have looked at the need and how the TA addresses that need. So, to combine TA role and specific needs with some video clips and scenarios would be better. There is a great need to look at accessing the curriculum and TAs are expected to have strategies so an introduction to this would be useful

88   We use a practical activity. TAs want more time spent on particular SEN eg ADHT

33   Refer to Triad of Impairments

51   Good section

English as an Additional Language (Optional):

35   More discussion time needed

61   The EAL pre course activities would be more helpful if they are in the pre course information

62 Allow capacity for trainers to include their own materials

9   Give more examples

Science (Optional)
62 Not delivered

51 Good

5d. Please identify three strengths and three areas for improvement when considering the TA Induction Training Materials for 2004/5:

7   Strengths: very good introduction for new TAs, course provides new ideas, clarifies issues for TAs who have been in post for several months, provides an opportunity to share ideas/good practice.
    Improvements: include MFL module, video material for S.SEN/Inclusion. Many schools do not have the facilities for disabled pupils shown in the video. More information about how to address the needs of pupils with moderate learning difficulties

39 Strengths: excellent programme covering all aspects of class work, networking, nationally recognised programme
    Improvements: more advertising direct from DfES/TDA, could be made into a VQ level & for support staff, updated as required

3   Strengths: central funding, course materials, structured programme
    Improvements: accreditation, continuation training to move onto

32 Strengths: breadth of materials, annually updated info, TA files
    Improvements: sections in the files, numbering on the file

27 Strengths: good overview of the role, good coverage of basic concepts for literacy and numeracy, very helpful info on a range of special needs
    Improvements: make the pre course material more inviting, use of DVD clips is sometimes difficult to manage. Preferring the old videos

35 Strengths: materials, content, service
    Improvements: participants' files could be more user friendly

52 Strengths: well-constructed programme, content generally, conveys importance of induction to role of TA and CPD etc.
    Improvements: role and context: up-date implications Children Services Authority, short Ofsted inspections and judgements, school self-evaluation, etc. Behaviour Management could be whole day but would schools pay extra?

61 Strengths: comprehensive information for trainers and TAs. Activities for TAs to do in school to support 'taught' sessions
    Improvements: presentation/format needs to be looked at. Make materials as participative as possible. Restructure teaching assistant and support staff courses so that all have a set of core modules which all support staff should do with optional modules for people to take depending on their role

46   Strengths: National initiative – materials are professionally produced – consistent. Materials are prescriptive but easy to adapt – local level, new initiatives. Covers range of TAs roles and responsibilities.
Improvements: video links, not easy to access

16   Strengths: clear, logical, easy to use
Improvements: reduce the bulk

75   Strengths: immediate impact on participants, breadth of coverage of materials – useful reference file
Improvements: keeping up to date, delivery of materials

42   Strengths: values TAs as important members of school team, provides Very useful information for TAs around their role – clear advice and info, raises self-esteem
Improvements: update video clips – particularly some Literacy ones around literacy hour, video clips on CD to be full screen, more secondary examples in departments (e.g. departmental TA)

62   Strengths: Its scope and depth.
Improvements: Video clips – content and image display.
Content – demonstrate best practice through more realistic, meaningful examples
Display – bigger image and better ease of use for trainers switching between the CD and PowerPoint

9   Strengths: it is a good standard that has been said and not changed too often-people to learn to respect and value the materials and the concept it embodies-stability
Improvements: landed approach to learning – less time away from children – some distance learning approach

51   Strengths: very intense 4+days, hits key areas
Improvements: to be accredited, to improve practical literacy strategies maybe to look at Literacy across the curriculum

92   Strengths: thorough and detailed resource for TAs future reference, broad coverage of major themes and issues relevant to new TAs, trainer manuals are thorough
Improvements: bulky to store before delivery of courses. Provide quality downloads of all materials or printable from supplied DVD/CD, greater clarity of presentation in trainer manuals and TA file, personal CD/DVD for each TA containing all materials to print off in school or view on screen

88   Strengths: Role and Context. The fact there are 4 days to cover all the materials. Subsidised course
Improvements: more practical activities useful. More up to date CD clips. More information to schools and supply cover to encourage mentors to attend

72   Strengths: Mathematics – open and closed questions activity, mathematical vocabulary booklet

Improvements: Include the mathematics glossary (Annex in the NAC file). Include 'Teaching written calculation strategies' and 'Teaching Mental Calculation strategies level 5' – key documents for TAs trying to support pupils to overcome gaps in their mathematical understanding

33   Improvements: colour/accessibility to file, cut out some background noise on some CDs, more 'active learning' please, behavioural session – some more realistic videos footage

106   Strengths: Behavioural Management + videos/SEN+videos Opening activity Role & Context – cartoon of TA – excellent icebreaker! Maths TAs enjoy activities Improvements: less emphasis on job description – they all have one now! Less emphasis on further training, 10 minutes would suffice. Literacy – more emphasis on writing. Also more materials for 9–11 age range (Y5 and 6)

58   Strengths: Interactive, accessible, enjoyable

41   Strengths: Good basis for assessing their skills and knowledge. Well structured. Good depth of information in pack

6a. Please make any additional comments that you may think helpful concerning the impact, or lack of impact, of these materials

7   The impact of the materials is difficult to measure as this is largely dependent on the organisation within each school i.e. whether or not TAs are given the opportunities to use their new skills/knowledge

32   It raises TA's confidence and skills. It empowers them to take an active role in their personal and professional development and gives them the confidence to discuss issues in school and prevent challenges from turning into stresses

46   TAs here in secondary have a range of qualifications and experiences to bring to the post and are very different to primary. We have a high percentage of TAs qualified with early years qualifications, some work in secondary. Many TAs in secondary are unqualified, that is without relevant TA level 3 qualification, but may have degree! So the induction training has been perfect for them!

61   Some additional materials to help develop the impact of the course would be useful, e.g. materials to use in follow up sessions 1-2 terms after course, materials to use with teachers and TA line managers so that they are aware of what the course covers and how they can best work with and deploy TAs would be v useful

42   Science difficult to deliver and not wanted on whole…. Need to consider links to 'Children and young peoples services' in future

88   Title needs to be changed to update for TAs

72   Mathematics – there was no change to the mathematics module for the 2004/05 edition! I rewrote the module in 2004 to bring it up to date

33   A bit 'death by PowerPoint'. Would benefit from some 'active learning' – other than discussion. Need to gear towards year 10/11 as well as younger people. Show less 'ideal' scenarios to be more realistic

106   I would really like alternative videos – some are not that good, and then we could have a choice, particularly Role and Context videos

6b. What themes need to be added in order to include TAs from Special Schools?

7   TAs from these settings attend the training and they adapt the information to suit their own circumstances. Separate materials/modules for TAs working in these settings would be useful

39   SEN

27   Not sure this could be managed in a general induction programme

46   TAs in these categories attended our training and felt it was valuable – enjoyed working with other TAs – developed relationships across the 6 days. Felt that the training was generic but would have liked more input on specific things such as strategies in behaviour module – specialist equipment to enable equal access

52   This assumes that they are accessing induction from within in their specialisms – and they are not always able to do that. We try to signpost them to other training straightaway in addition to DfES induction. E.g. monitoring pupil progress and use of P scales

61   Materials are relevant to some extent but might be useful to include more examples/discussion of TA work in these settings into the materials

75   Limited for SPLD and SLD schools but ok for others. Maybe some materials specific to special schools would be helpful

42   More activities around small group teaching and 1–1 support. Less class based info and videos. Videos from HI unit or PRU or Special

62   The general themes were relevant to special schools, but not as relevant. Have separate session or group of TAs from special schools?

9   They use the material to understand what the norm is but have more specific and in-depth AEN needs. The specialist schools use an abridged edition of the main material but a lot depth in their specialism

51   We find that TAs from these areas have a good basic awareness but they do add other dimensions to the training. This is where deliverers adapt /change

72   Only TAs from mainstream secondary schools have attended my mathematics training. Use of P levels for special schools

106   Unless you design materials specifically for these courses, the SEN element is bound to be adequate

28   For all settings adaptations needed to be made but the basic materials are
      relevant

**6c. If you do not consider that the materials are relevant for all TAs (ie. new and
experienced) please make any additional comments which you may think helpful.**

7   TAs need this information within the first year of taking up their posts

3   Certainly relevant for new TAs. Some useful parts for those with up to 2 years
      experience

52   If training was put into units with guidance as to audience, then it could be useful
      across the range. It would then provide add on units once TAs had completed the
      basic training and wanted a more specialised session e.g. SEN, ICT or Teaching
      and Learning. Each unit could have links to Level 2 qualifications and national
      occupational standards so there is a sense of continuity from induction to Level 2
      and beyond. A map showing progression would also be useful.

65   As they are relevant to all TAs, I believe that the inclusion of the word induction in
      the title is misleading and deter more experienced candidates from applying for
      the programme

75   We have found that they are well received by all TAs but have explained that
      there may be some overlap with what they already know and that this will reaffirm
      aspects, e.g. Literacy

42   It would be useful to have a stand-alone module for TAs working in special
      schools around care and health issues and how they support school in this area
      as well as curriculum

62   The training is introductory

9   We must remember that this is TA induction. We should also note that best
      practice would suggest there is in school induction and also a programme for
      experienced people moving schools via local provision

51   Maybe have other units TAs from specials, PRU + could dip into more specific to
      their own area

72   TAs who work only in mathematics departments need a greater insight into how
      children learn in mathematics. How to identify gaps in mathematical
      understanding and how to plug the gaps. They also need an awareness of how to
      track pupils' progress ensuring that areas of weakness are revisited

34   Even experienced TAs have felt that content and delivery of training has been
      beneficial

106   I had TAs who had worked in schools in excess of 15 years, who found the
      materials very relevant

**6e. Do you consider that TA induction training could be delivered through other
modes of delivery? Please explain your answer.**

7   ICT module needs to be practical, therefore needs to be delivered at a venues with ICT facilities and in small groups

39   e-learning

3   I believe the course to be well structured and organised. Follow up within school with mentor is essential

32   It is very effective to have consistency of trainers with the right expertise. TAs have the opportunity to meet with TAs from other schools. It is often their first experience of 'return to learning' since they were at school (which for some was not a happy experience). It is very important to make them feel welcomed, valued and confident

27   It is nice to have a structure and then to adapt and add to it

35   We deliver in weekly half day sessions and offer the whole course for new TAs but as a pick and mix for experienced TAs

52   Based in locality groups – it may be helpful to combine primary and secondary TAs for some elements e.g. Role and Context, Inclusion

61   Some aspects of the course could be delivered through distance or online learning methods but the aspect of the course that TAs most frequently say is most useful is the opportunity to discuss ways of working with TAs from other schools so some face to face elements would need to be maintained

65   We deliver several modules from the programme at weekend residential conference for TAs in order to reach a wider audience. They were well received

46   ICT – hands on, with interactive white boards, etc

16   This is the best way

75   Good for TAs to come out of school and mix with others

62   There is great benefit in TAs coming together and sharing their experiences. Also, having set dates for TAs to attend ensures schools release them. But some of the learning might be possible individually/electronically

9   Some whole day – another school visit – distance learning material – discussion/tutorials – good use of mentor

51   Needs to be delivered by specialist related to the key areas, i.e. Literacy consultants, Child Protection officer, etc

92   Electronic delivery

88   We are also offering the science module

72   The centrally–provided training should be followed up with school-based activities run by the schools, throughout the TAs' first year

106   I have delivered the training to 2 specific schools, to <u>all</u> their TAs – 5 x 2 hour sessions – adapted from induction training, not using your materials e.g. videos, disk, etc. It was very successful

41   A lot of the learning comes from interacting and networking with other course participants

Annex 10 phase 2, part 3 questionnaire, support staff
PART 3

SUPPORT STAFF(SS) INTRODUCTORY MATERIALS 2004/5

If you have indicated in phase one that you were involved in support staff training, please can you fill out the following questions on support staff Introductory materials below. If not, you do not need to fill out the following section.

Introductory materials

1a. How were support staff materials given out in the academic year 2004/5 –

Centrally via LEA ☐
Direct to schools ☐
Other ☐ Please state: _____

b. When ordering additional materials how efficient was the service?

Very Inefficient	Inefficient	Fair	Efficient	Very Efficient
☐	☐	☐	☐	☐

c. How would you rate the support staff Introductory training materials 2004/5 wallet under the following headings?

	Very Poor	Poor	Average	Good	Very Good
Quality					
Wallet	☐	☐	☐	☐	☐
Booklet Quality	☐	☐	☐	☐	☐
Durability of Wallet	☐	☐	☐	☐	☐
Durability of booklets	☐	☐	☐	☐	☐
Clarity					
Font Size	☐	☐	☐	☐	☐
Use of Colour	☐	☐	☐	☐	☐
Appeal	☐	☐	☐	☐	☐
Usability					
Navigation	☐	☐	☐	☐	☐
Contents Page	☐	☐	☐	☐	☐

d. Do you think that it would be beneficial for support staff to receive their own wallet of Introductory materials?   Yes ☐   No ☐

e. Please indicate the support staff modules which your LEA/Schools used within Introductory training during 2004/5:

Introduction and ICT ☐

Behaviour Management ☐

Inclusion, Special Educational Needs & Disabilities ☐

The Curriculum and English as an Additional Language ☐

Risk and Reflection ☐

Modules not used/known ☐

f. Using your own perception please score these modules in terms of their usefulness. With 1 being very useful, and 5 not being useful at all.

Introduction and ICT ☐

Behaviour Management ☐

Inclusion, Special Educational Needs and Disabilities ☐

The Curriculum and English as an Additional Language ☐

Risk and Reflection ☐

☐

f. Was there a module/unit you felt was of less importance than some other local priority?

Yes ☐   No ☐

If yes, please state   _____
and give details   _____

g. Was there a module/unit which you felt was more relevant/you spent longer on, that may need to be expanded?
Yes ☐   No ☐

If yes, please state
and give details   _____

h. Did you consider that the materials met the needs of   Yes ☐   No ☐
a diverse range of staff?
If no, how could the materials be changed to meet these needs?
_____
_____
_____

i. Please identify three strengths and three areas for improvements when considering the support staff Introductory training materials for 2004/5:

Strengths:
1. _____
2. _____
3. _____

Improvements:
1. _____
2. _____
3. _____

<div align="center">Recruitment</div>

2a. How did you publicise the training?

Website	☐
Noticeboard	☐
Flyers to schools	☐
Flyers to Head Teachers	☐
Flyers to support staff	☐
Included with C.P.D. course details	☐
Other	☐

If other, please give details: _____

b. Did only new SS attend sessions or were experienced staff included?

New SS only (starting in 2004/5) ☐
Experienced SS only ☐
Both New and Experienced SS ☐
Information not known ☐

c. Please indicate the roles of support staff who attended:

Administrative Staff ☐
Technicians ☐
Midday Supervisors ☐
Caretakers ☐
Catering Staff ☐
Bursars ☐
Learning Mentors ☐
Librarians ☐
Other _____ Please list _____
_____

d. Please explain the LEAs strategy regarding implementing this training.
_____
_____
_____
_____
_____

e. Do you consider that support staff Introductory training could be delivered using other modes, for example, through e-learning?

Yes ☐ No ☐ Partially ☐
Comments:
_____

Qualifications

3a. Did support staff Introductory training 2004/5 link to any formal awards/qualification within your LEA?

No ☐
Yes ☐ If yes, please give details: _____

b. How helpful would this be? (Please indicate below, 1=low, 10=high)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Please explain your answer _____

**c. Has feedback from teaching assistants
    indicated a need for this?**   Yes ☐   No ☐

**d. Did teaching assistant induction training 2004/5 link in with any other training
    you offered teaching assistants?**

Yes ☐   No ☐

If yes, please give further details:

Funding

**4a. If your LEA organised support staff Introductory training, did the Standards
    Fund allow for additional costs to be paid – e.g. for cover, travel?**

Yes ☐   No ☐   N/A ☐

If yes, please give further details

**b. When support staff training was handled centrally, were schools asked to release
    funds from the School Development Grant 1 to cover costs?**

Yes ☐   No ☐   N/A ☐

**c. What impact would reduction/cessation of the Standards Fund have on your
    delivery of the support staff Introductory materials?**

d. Please estimate roughly how much the costs were to your LEA for providing support staff Introductory training? Please include things such as venue costs, staff time (administration and training staff), travel.

Estimated total cost	**£ ,000**
Or estimated breakdown	**£……,000**
	£…….,000
	£…….,000
	£…….,000

e. What factors within your LEA fostered take up?

f. What factors within your LEA inhibited take up?

g. Was take up affected by

	Yes	No	Unsure
Prior Experience by teaching assistants	☐	☐	☐
Head Teachers Attitude	☐	☐	☐
Staff's attitudes	☐	☐	☐

Other – please state

Thank you for completing this questionnaire

Annex 11 phase 2, part 3 comment bank, support staff

ID no:

1a. How would you rate the Support Staff Introductory Materials wallet under the following headings? Please make any additional comments which you may think helpful.

32   A file would be easier to use and store rather than the wallet provided. The quality is fine the design is cumbersome!

40   Would be good if they could receive a file like the TAs get

61   Wallet itself is a bit of a pain to put together and when given to support staff for them to keep handouts, etc. is not that helpful – small ring binder would be more useful

75   Would be nice for them to have their own course documents

9   Ease of use – for head + tutor. Pity there was not a small delegate booklet. They did get a wallet and mouse mat but professionally printed materials would also have been good

63   Some of the material implied that school support Staff (SSS) were not able to assimilate information except through playing a game. It was found that some SSS felt that they were being talked down to

92   We have put his training out twice in the LA CPD and have no take at all. I can not therefore make any further comment about the materials

88   We have added several customised documents to the literature

1c. Please indicate which Support Staff modules your LA/Schools used within Introductory Training during 2004/5.
        Risk and Reflection
61   The score of '1' (ie referring to a good evaluation score by attendees) is largely due to the child protection element

19   The Curriculum (and English as an Additional Language – not used)

1d. Were there modules/units you felt of less importance? If yes, please state and give details.
13   EAL – better delivered by other means

52   ICT was totally adapted as it was mostly irrelevant to support staff

75   ICT was seen as less important by participants

51   ICT – far too basic

19   ICT – too low for admin/not relevant to rest

90 The EAL module is delivered as a rolling programme to all schools anyway so there was little demand

9 Curriculum was least needed/attractive in our schools. All modules have limited county or district use

1e. Was there a module/unit which you felt was more relevant/you spent longer on, that may need to be expanded? If yes, please state and give details.

2 The support staff generally were particularly interested in the management of behaviour, and the child protection element of the risk and reflection module

3 We delivered ICT as a full day as it is paramount to the smooth running of schools and links with remodelling

32 Child protection in the context of (LA's) approach

40 The child protection part of 'risk and reflection' took twice the allocated time suggested

52 Behaviour management was requested for development which we did

41 All school support staff benefited greatly from our extended programme in behaviour management, as this is becoming increasingly problematic, so strategies for successful behaviour management were addressed in all our training programmes

61 We didn't spend longer on any of the modules, but I think would be helpful to have more time for behaviour management and SEN as several participants mentioned they would have liked longer on these areas

63 Behaviour management

88 SEN needs to be more users friendly. More interactive

19 Behaviour management

8 ICT could go further

1f. Did you consider that the materials met the needs of a diverse range of Support Staff roles? If no, how could the materials be changed to meet these needs?

2 They probably need to be adapted for either primary or secondary support staff particularly the management of behaviour module. The ICT section is too theoretical – in practice the tutor makes it far more 'hand on' and fun

13 Broadly yes – very dependent on audience!

41 The materials were too basic for some categories such as technicians, learning mentors, sports coaches, i.e. those with experience of working with young

people. We actually adapted and extended all the modules to half-day sessions to supply more in-depth information on the subject matter and we also devised group and interactive exercises to enhance learning outcomes and share practical ideas and strategies

61   There are issues in terms of pitching the course to both those who work directly with pupils for the majority of their time (e.g. cover supervisors, midday supervisors) and those with much less pupil contact (e.g. admin staff). Would be useful to combine the teaching assistant and support staff courses and make both very modular so that options are chosen relevant to the role. E.g. all support staff could do sessions covering roles in school, how schools use ICT, child protection and basic principles around SEN and behaviour management. Staff with pupil-contact roles could then do further SEN and behaviour training, TAs and cover supervisors could do curriculum modules, etc. There is a further issue around different levels of knowledge of those who attend the course, e.g. some secondary schools have had in-house support staff training, during whole school INSET time so arrive with significant background knowledge of their school and having already had training in certain areas, e.g. behaviour management so perhaps some differentiated materials for those with some experience would be useful

75   We think these are good foundation materials but may need to make adaptations if we get more staff with bursar type roles

63   Need to be able to access the units that are pertinent to particular roles. E.g. head teachers were willing for lunchtime supervisors to attend behaviour management sessions/risk/SEN, but not the ICT for instance provide a minimum English/Maths qualification for SSS (level 2 basic skills) to gain access to learning ladder

51   To have specialist units – basic awareness of school life is good but SS want more detail to their own areas

88   Customised for welfare staff

90   I also detailed SIMS system what it did .Key dates for MI G PLASC to help all attendees have a more overall view of schools and the importance and impact of the date as many (except admin) don't know anything about this

9   Are they too basic?

1g. Please identify three strengths and three areas for improvements when considering the Support Staff Introductory Training Materials for 2004/5.

2   <u>Strengths:</u> The video introductory and EAL sections. Inclusion SEN and disability. Behaviour element is good.
        <u>Improvements:</u> Child Protection needs a wider range of teaching strategies i.e. a video section. More case studies in all sections. They are the elements that make the information and learning 'come alive'. They embed the learning. Behaviour element would be supported by interesting video clips

39   <u>Strengths:</u> Networking. Induction for all school Support Staff a 100% priority. A national programme.

Improvements: Advertising – national required. Advertising – Get heads involved. Use teachers/heads/support staff for training e.g. working as a team

13   Strengths: Bringing people together and raising status of workforce. Behaviour unit with adaptations was very useful. CP unit with additions was very useful.
Improvements: Must have CPD section. Must have performance review section. Must have 'Finding out about your school' tasks in advance

3   Strengths: Centrally funded. Well structured. Good trainer support materials.
Improvements: Delegate course material would be very useful. Follow up/further structured courses linked to qualifications

32   Strengths: Sets their roles in the context of the school and their role as part of the school team. Gives them awareness of extremely important issues. Helps to underpin school policies esp. behaviour management, CP, SEN, Inclusion & Disability. Rights
Improvements: Sorry, can't think of any

40   Strengths: Good coverage of important areas. Inclusion &SEN was an area they all found useful. EAL Module was found to be invaluable in our … borough.
Improvements: Needs an accompanying file for support staff, like the teaching assistants get. Modules still difficult to fit into time frame – have to be trimmed down

52   Strengths: An excellent overview for all support staff. Pitched at the right introductory level. Just long enough for a short course but could be developed for longer session.
Improvements: The ICT is not at the right level at all. E.g. office staff found it below their level, and other staff did not find it of any interest to them. The risk and reflection is too packed in. We divided it into two sections – child protection, and health and safety done for two hours each. The focus on ICT was inappropriate for schools e.g. they need ICT suites were not available as a venue for training in general, and people preferred not to be based in an ICT suite when training

41   Strengths: clear aims and objective. Easy to use materials. Written in plain English.
Improvements: Far too basic – more in-depth information required for most categories of support staff, and the way some of it is written can come across as a little patronising to some staff. Not role specific enough – a lot found it hard to identify why it was relevant for them until we developed and adapted the materials significantly. More examples needed throughout so staff can identify their work with the subject matters importance – more group exercises and different learning styles need to be accommodated

61   Strengths: Good materials for trainers to work with – easy to use. Good overview of the basics for anyone working in schools
Improvements: Integrate with TA course into modular structure. Provide materials for participants – comprehensive reference information for each module (similar as for TAs) which they can then put into a ringbinder. Separate introductory information for head teacher, line manager and support staff

16   Strengths: Clear, Logical.

Improvements: Reduce quantity to cover in time available

75   Strengths: Good breadth to introductory materials, well produced
        Improvements: Participants file, reconsider ICT element

63   Strengths: Provides unity of message. Promotes development of school team.
        Improvements: To be delivered to school/network of schools as a package,
        tailored to their needs, and based on their schools philosophy/ethos

51   Strengths: Basic awareness raising. Good materials/resources.
        Improvements: More specialist areas. ICT needs to be hand on and more
        detailed

88   Strengths: Information packs. Delivery manuals.
        Improvements: Made more role specific

19   Strengths: Good general background. Risk well received. Behaviour
        Management well received.
        Improvements: Update re: children's services. Update re: some information.
        Something on 'Learning'?

90   Strengths: The trainer file is very comprehensive. Standardised training delivered
        nationally. EAL materials (also in induction) used considerably for all EAL
        training.
        Improvements: Pitched too low – more in depth even if it means longer training
        sessions

9   Strengths: That the support staff are being invited to train and develop.
        Improvements: More depth

1h.When ordering additional materials how efficient was the service? Did this impact on the delivery of the materials?
75   Made more work for the tutors

2a. How did you publicise the training? If other, please give details:
2   A part of the discussion re workforce remodelling

13   CPD Newsletter, Welcome meeting, CPD leaders and Bursars meetings.

61   We usually produce a CPD file containing flyers for all school staff – school CPD
        co-ordinator gets one copy (details of all courses are also put on website). If take-
        up of courses is low we fax/e-mail schools (CPD co-ordinator and support staff
        line manager where known) with course titles and dates and ask them to refer to
        flyers in file/on website. We now also sometimes request names of new support
        staff from HR and send them their own copy of flyer (again, if take-up is low). In
        04/05 we didn't send flyers direct to support staff and because of technical
        problems flyers were not available on website but otherwise did as above

63   CPD booklet

90   Periodically in schools' weekly bulletin

9   At seminars

2b. Did only new SS attend sessions or were experienced staff included?

9   The modules are too basic for experienced support staff.
Difficult to get effective cohort together of introductory level – may need to be tackled on distance learning/CD/Discussions/More of update sessions that could be offered to wider group

2c. Please indicate the roles of SS who attended. If other, please list:

52   TAs in a dual role. General TAs although we did not invite them to come along and clearly advertised it for support staff only. Schools saw this as 'cheap' training for their TA team

41   Cover Supervisors. Exam Invigilators

61   After school workers, voluntary staff, cover supervisors

63   Parent helpers

19   Cover Supervisors, cleaners

2d. Please explain how your LAs approached this training for all your support staff.

39   A two day training course

3   Same process at TA training. Structured programme throughout the year delivered by our advisers/consultants. Brochure produced and printed, sent to schools

32   Wrote to head teachers explaining value of training, promote through TA training and at all information events. We use subject specialist trainers for EAL, behaviour management and child protection and our teaching assistant and support staff specialist does the other modules and acts as the link/contact person during all training sessions. The sessions are 5 half days, one per week

40   Same as for primary teaching assistant induction. It was delivered at the teachers centre over 5 mornings with trainers found from different teams within the education department – SEN/ behaviour team, ICT team, child protection unit, etc

52   We sent out a flyer agreed by our workforce remodelling strategy team, to all head teachers and CPD co-ordinators and bursars. The offer was of a menu of modules of training for locality groups of schools at £275 per module. Schools could choose their timings and venue and we set up the training sessions with a maximum of 50 per session. Less if the ICT module was chosen. All training was located in a school or different schools within the locality for different training sessions. The EAL module was compulsory and offered free, which is our policy for all TA/SS training at present

41   We tried to attract all support staff no matter how long they had been in post and tried to raise the profile of all support staff making them feel more valued that this training had been devised for them. We ran lots of briefing sessions, held focus groups with all categories of support staff, sent out questionnaires before we delivered the materials to identify training needs etc., so we could be sure that we

were delivering to their needs and so that we could developed the materials beforehand

61   We offered this training at a central location for all non-TA support staff (encouraging new support staff to sign up for all modules and experienced staff to access any individual modules they felt would be useful). No course fees to encourage schools to allow people to attend and sessions were timed to finish by 11.30 so midday supervisors had time to get back to school

16   Support staff invited/encouraged to attend via individual leaflets. Also schools made aware of the training to allow them to encourage support staff to attend

75   Made information available to all/highlighted that this training was available when doing Workforce Reform training

63   Trialed materials in 2004 and had very limited response. Provided as part of consultancy available for schools on request. Very limited take-up

51   Twilight Sessions : 4pm – 6pm. Could choose which one they wanted to attend. Tried 2 days – schools wouldn't release staff – didn't work

88   Delivered in schools with cluster groups of schools. The focus was on specific roles e.g. welfare

19   Ran as consecutive half – days in central venue to area of county. Ran 4 area groups

28   5 x 2hr modules over a period of about 4 weeks mornings 9.15 – 11.30. Range of locations around the county

90   5 half day sessions, each session being delivered by a consultant relevant to that module from the LA

9   Encourage schools to use and to use clusters

2e. What factors within your LA fostered take up?

2   Very patchy responses. The senior staff who really understand and value the role of workforce remodelling are pro-active in encouraging staff development. They are able to see the wider implications of good training and development. They therefore foster the take up. We do have a good number of them

39   Advertising

13   This was a key priority to raise status and awareness. Those schools thinking about the issues saw the value

3   Central funding

32   Value given to support staff role, commitment to training

40   Letters to heads, CPD site on intranet, information passed on via teaching assistant support meetings

52	My communication with head teachers as part of the workforce reform training programme
41	By visiting schools and organising the training sessions to be delivered in schools and city learning centres, and offering flexibility wherever we could
61	Faxes/e-mails to schools to remind them of course details in CPD brochure. Phone calls to CPD co-ordinators/line managers to ask why new support staff had not been signed up for course. No charge for course. Relatively small number of sessions (compared to teaching assistant course)
16	Publicity
75	Helping schools to see it as an important part of school development as part of work force reform
51	Twilight sessions
88	Delivery in school settings 9.15 – 11.30 over 5 sessions, allowed welfare staff to access the course
19	Good reputation after first year. Good letter to schools relating to DfES agenda. Subsidised course
90	The breadth, choice and flexibility of training on offer. Midday supervisors would benefit but many only paid for work lunch hours and reluctant to invest the time and no money to fund

2f. What factors within your LA inhibited take up?

2	Much harder to recruit from the diverse group of support staff. It is very difficult for information about the courses to be passed to them. They often do not fully understand the need for elements of the training. Even some head teachers question why site supervisors etc. need behaviour management training or EAL or inclusion SEN etc. There is a lot of work to be done here. However, once on the training, participants really appreciate it and they realise the importance and relevance
39	Getting time out of school
13	Not understood seen as useful by many schools
3	Possibly hindered by the course information not getting through to the correct audience
32	Unwillingness to release, provide cover and lack of commitment to CPD for all staff
40	Schools reluctant to release support staff for whole mornings – more reluctant than for their primary teaching assistants
52	Lack of interest in training support staff – not a priority in the school development plan. Very few new support staff taken on as part of the workforce agenda – and

those already in post feeling the training was not at their level. Too many other priorities for schools to pick up on

41   Most support staff work part time and were being asked to attend this training in their own time and no cover was available through lack of funding. This is still the biggest barrier we are faced with. How can we expect people to develop their skills for our benefit (of course as well as theirs) but then not offer them the same as teaching assistants or teachers, i.e. they get paid to attend training as most work full time, so already they are not being treated the same which causes them and us attitude and does not enforce the whole school approach. More funding is needed so we can pay them cover to attend training as a minimum!!

61   Flyers not on web site, course start dates only 3 weeks after start of autumn term, CPD co-ordinators not passing on details to support staff and their line managers and encouraging them to book, no direct communication with support staff

16   Schools not wanting support staff to attend. Schools did not seem to appreciate the value of support staff attending

75   Uncertainty about what the purpose of the training. Some school not encouraging staff due to lack of understanding

63   Lack of knowledge of training available. Limited capacity to deliver. Lack of awareness of benefit to school support staff to attend training by head teachers/SMTs

51   Release time, cover/supply costs

88   None

19   Distance re: travel often too far. Some schools not accepting 'need' re: support staff status?

90   Releasing the support staff with no cover while they attended. Content pitched too low

9   Too basic until you actually got the support staff there talking and thinking

3a. Please make any additional comments that you may think helpful concerning the impact, or lack of impact, of these materials.

32   Has raised the profile of training for all staff who have a right to have access to quality training

40   Again, could do with an accompanying file for the support staff

52   Measuring impact is always difficult. Our evaluations were very positive in general, but some support staff were sent on the training when it was not suitable for them. Schools did not select their staff as carefully as we asked them too, wanting to tick boxes and say teaching assistants/support staff had had this training and cheaply

61   I think purpose of this introductory course is primarily to raise awareness of issues and general knowledge of schools and how support staff operate within them – it cannot be used to improve support staff competencies as there is such a wide range of roles

90   Content not in depth enough so it would not have enough impact on raising knowledge and skills to justify schools releasing them for half a day

9   Knowledge and understanding embodied within the work vital – method of delivery/presentation needs to react to change

3b. Do you consider that Support Staff Introductory Training could be delivered using other modes? If yes, please explain your answer.

39   One day event, one day e-learning.

13   Flexibility is all! Cherry picking modules to fit other training is useful

41   Rather than offering them as individual sessions, I think we will be looking at developing a full day induction training course for all new support staff, using all the modules and how we have adapted them, and including local strategies and more information on workforce remodelling and reforms, as most support staff have not been informed of any changes to expect from their schools, so I think it is our responsibility to make sure all our informed. We have recently devised a support staff newsletter on training and development opportunities and general important information, and we have sent named copies to all our 5000 support staff, and plan to do this on a bi-termly basis, to support the introduction of the (LA) guarantee, the framework of development opportunities for all categories of support staff in schools

61   Some aspects of the course could be delivered through distance or online learning methods but is very useful for support staff to feel valued and have time to reflect by coming out of school and discussing issues with people from other schools so some face to face elements would need to be maintained

75   Benefit to support staff to mix with those from other school and to have training in a venue away from school – new experience for some

63   As part of CPD available within school – on training days to all school support staff

51   On site – staff meetings

9   More varied, less formal lecture/presentations/ videos/DVDs/CD – interactive CD – group discussion including time with SMT

4a. Did Support Staff Introductory Training 2004/5 link to any formal awards/qualification within your LA? If yes, please give details.

2   We have introduced it as pre-requirement of the new VQ course for support staff

32   It isn't formally linked but dovetails extremely well with the new VQ for school support staff

88   Certificate then NVQ in Playwork New VQ

19   LA Certificate given. Discuss career progression/skills for life on 'Day' 4

90   It's marketed as a lead into the VQ level 2 for support staff

4b. How helpful would this be/is this? Please explain your answer:

39   Could it be built into the VQ for support staff – level 2

13   The link is the future and adds value and credibility. Must be part of the new school support staff VQ L2 course

3   If it could be linked to the national qualifications framework to provide evidence towards NVQs I feel the take up would be far higher

32   It would very clearly set their experience of the introductory training within the context of a learning journey and opportunity for progression, both personally and professionally

52   Perhaps a link to the new VQ for support staff would be useful. However, take up in our LA of that qualification has been poor too despite the LSC offering full funding for it here

61   Would be useful for materials to indicate clearly how sections of the course could contribute to the support staff VQ

75   Maybe helpful to consider link to OCR accreditation or similar. TDA support would be useful

63   Upskilling the workforce

51   Might encourage more to apply

90   Support staff prefer to go straight onto VQ

9   No it is only an introduction and very basic

4c.Has feedback from Support Staff indicated a need for this?

3   Because training provision for this group of people has not been provided

61   But VQ is still very new so there is not a large awareness of this yet amongst support staff

4d. Did Support Staff Introductory Training 2004/5 link in with any other training you offered Support staff? If yes, please give further details:

13   Part of a much bigger strategy

32   School support staff are invited to attend any of our other training and information meetings in which they are interested

61   Only to the extent that those attending are given info about further opportunities offered by LA or other providers. We now offer a behaviour management course for support staff (one primary, one secondary) which is for those who have done the behaviour session(s) of this course or the TA induction

19   Details given to support staff re: NVQ/Skills for life/teaching assistant work, etc

9   It was mentioned as part of the family

5a. If your LA organised Support Staff Introductory Training, did the Standards Fund allow for additional costs to be paid – e.g. for cover, travel? If yes, please give further details

88   Room hire, catering, travel, admin, presenters time

9   The general promotion was handled from a central standard fund bit of budget but mostly this was in school

5b. When Support Staff training was handled centrally, were schools asked for a contribution?

19   Very small – approximately £10 per module

5c. What impact would reduction/cessation of the Standards Fund have on your delivery of the Support Staff Introductory Materials?

2   Enormous. I do not think they would happened without standard fund

39   It would not run

13   Potentially catastrophic!

3   We would have to charge to cover costs. Numbers would reduce dramatically

32   It would cease

40   Would not be able to pay trainers to deliver the modules

52   N/A as schools have all standards fund money and buy back from the LA

41   It would be impossible for us to deliver the DfES modules as we currently do. We would have to work very differently and only run courses that we knew we could charge for and that schools would pay for, which would not be support staff training, as schools still do not see the importance or relevance of training some categories of support staff, sadly. We would also not be able to do all the important development work that we do to establish training needs, etc. as all our resources would have to go into delivery to make money, which I think will lower standards and spoil all the good positive work we have managed in creating and developing the (LA) guarantee, which the TDA are extremely interested in along other development work

61   Massive impact. Schools find it difficult enough to release support staff and we have so far only had demand to justify running one course a year – if we had to charge for this I don't think we would ever get enough people to run this course

16   It probably would not happen

75   We would need to charge and the take up would drop considerably

51   We would have to put costs out to schools

88   Dramatically reduced/or no take up at all

19   Schools may not pay full cost?

28   Major impact – I doubt whether many schools would be able to pay for the training from their own school's budget

90   A reduction would have no impact as most venues/consultant in house. Cessation would mean not even refreshments could be provided so training would probably cease

9   The central promotional work would stop – the notion of progression would be hard to promote

5d. Please estimate roughly how much the costs were to your LA for providing Support Staff Introductory Training? Pleae include thinks such as venue costs, staff time (administration and training staff), travel.

32   This is very difficult, we offer a range of support and introductory courses and support for both teaching assistants and school support staff by pooling the Standards Fund Grant, HLTA admin and money from SEN

9   Limited to promotional work – say £5,000.

19   Group usually 15/20 – cost per group about (per 4 x ½ days) approximately £1 300. Run 3/4 groups per year

Annex 12 phase 3, interview schedules
INTERVIEW SCHEDULE FOR PHASE 3

<u>**Head teacher or Senior Manager**</u>

Personal background

[Could we start with some general questions about yourself and the school staff?]

How long have you been a Head Teacher (Senior Manager) and how long have you been in the role in this school?

How many teachers are there in school? How many teaching assistants and can you explain their roles? How many support staff are there and again please could you specify their roles. [Approximate numbers will be fine]

Have the numbers of teaching assistants and support staff changed in this school in recent years? Have the roles changed for teaching assistants? And for support staff?
Probe: Please could you summarise the main changes

School arrangements to support training 1. teaching assistants

[Could I first ask you for some details about the school arrangements for teaching assistant training and the decisions about sending staff on the training?]

Have you sent any teaching assistants from your school on the induction teaching assistant programme
Probe: If yes, approximately how many? Have you sent staff over several years? If No, please explain why not

Do you only send staff who are new to the school on the training or do you treat this training as a Foundation training for all teaching assistants?

Do you offer teaching assistants other induction training within your school?
Probe: Can you give details. If you do not provide school-based induction, could you explain why not? If you do, what do you see as the advantages of doing so?

Were you able to allow a mentor for the teaching assistants to be released to attend?
Probe: If not why not?

School arrangements to support training 2. support staff

[Could I now ask you for some details about the school arrangements for support staff training and the decisions about sending staff on the training]

Are you aware of the support staff Introductory training? Did the school receive details of this training?

Has the school been involved in support staff training or supporting support staff training?
Probe: For example: Do you run the support staff Introductory training Modules within your school? If so, please give details

Do support staff attend at other venues – if so, how many staff have attended? Which venues, for example, at an LEA location or another school
Did you decide not to send support staff on this training and if so, what were the reasons?
OR
Do you only send support staff who are new to the school on Introductory training or do you use this training as Foundation training. How do you decide you to send on training?

Practical experiences of training – cost effectiveness

[We are interested in the perceptions of the school about the cost effectiveness of the training and any practical difficulties involved in supporting the training]

Were there any barriers or practical difficulties to your school in sending teaching assistants or support staff on this training. If yes, what were they? For teaching assistants; for support staff
Probe: From our Phase 1 questionnaire there were some problems identified with: release time, supply cover, most staff now completed induction; travel time and expense – were any of these an issue for your school?

Have you been you asked to contribute funding towards Teaching Assistant or support staff induction training?
Probe: If so how much and how was this funded?

Does the school provide cover for staff to attend training?
Probe: Was the issue of cover a problem for the school?

Does the school pay expenses for staff to attend training?
Probe: Do you feel it is appropriate to do so?

In the future, if you are required to pay/contribute towards this training would you be willing or able to send teaching assistants or support staff on this training?
Probe: If yes what would be a reasonable contribution? If no, why not?

Perceptions of relevance

[We would like to find out about your perceptions of the relevance of aspects of the training]

How relevant was the content of the Teaching Assistant training?
Probe: Can you identify specific aspects which were considered most useful by your staff and those which were not relevant [Course outline to be provided and option modules]

How relevant was the content of the support staff training?
Probe: Can you identify specific aspects which were considered most useful by your staff and those which were not relevant

Was the length of the training programme appropriate – for teaching assistants; for support staff.
Probe: If not what would be appropriate?

Does your school collect feedback from the teaching assistants and support staff who have attended the Teaching Assistant induction training/support staff Introductory training?
Probe: If yes, how do they rate it overall?

Impact on role

[We are particularly interested in the impact participation in the training has had on performance in school so we would appreciate some specific detail]

Have you, or your staff, noted any impact which the teaching assistants and support staff training has had on these Staff within your school?
Probe: If yes, please give examples/indicate evidence.
Can you identify any impact on:
The individual concerned e.g in confidence, in deciding to attend further training
Work and relationships with pupils
Work and relationships with colleagues
The school as a whole

If there has not been any noticeable impact, can you suggest why not

How do the teaching assistants and support staff feel it has impacted on their performance in school?
Probe: Can you be specific

Training materials

[Can we spend a few minutes reviewing your opinion of the training materials]
Have you seen the teaching assistants and support staff training materials?
Probe: If yes, what you think of the quality?

Are the training materials fit for purpose?
Probe: Please explain your answer.

Are the training materials made available to other staff? (e.g. Governors, NQTs., all staff)?
Probe: If yes, please specify.

Overall evaluation

[Now we are coming towards the end of our discussion and I would like to ask for your overall impressions of the training]

How important do you feel it is for teaching assistants to receive induction training programme that is offered nationally?
Probe: Why do you feel it is important? *or*
Why do you not feel it is important?
If necessary you could suggest as a probe: attending a programme with teaching assistants from other schools can provide an opportunity to compare experiences. Does the fact that the training is provided by the TTA show that the status of teaching assistants and the need to train them is now recognised nationally – does this matter?

How important do you feel it is for support staff to receive an Introductory training programme that is offered nationally?
Probe: Why do you feel it is important? *or* Why do you not feel it is important?

Should the training be linked with accredited qualifications? Is this important for the individual staff members?

How well do you consider that this training meets the school priorities and identified needs for the staff development and training of its teaching assistants and support staff?
Probe: What priorities has the school identified which the standard training does not address?

In what ways could the training or arrangements for this training be improved? For teaching assistants; for support staff?

Overall, when considering all the associated "costs" to the school of supporting this training for teaching assistants and support staff, do you consider that the outcomes mean that the training is cost effective for your school?

Will you send teaching assistants and support staff on this training in the future?

[Those are all my questions. But before we finish is there anything you would like to bring up that I have not directly asked you about, anything you think will help us to understand your views on the training that has not come up so far in our discussion]

INTERVIEW SCHEDULE FOR PHASE 3

Teaching Assistant

Personal details

1. Please would you tell me your age and how long you have been working in schools?

2. How did you first become involved in working in schools and what was your first position?
3. When did you start work at this school and what is your current role?

Teaching assistant experience of the TTA induction training

[I would just like to ask for some details about the practical arrangements for the training]

4. How did you find out about the induction training?

5. How long had you been working at the school when you attended the training?
   Probe: some teaching assistants attend the training in spite of being quite experienced

6. Have you attended other induction training within your school?
   Probe: Can you give details.

7. Were you required to attend the induction training or did you volunteer to attend?
   Probe: is there a school expectation that all new teaching assistants attend the training? Is there an expectation that teaching assistants who have completed relevant qualifications e.g. NVQs, do not need to attend?

8. Did you attend the training in your own time or were you released to attend? Was cover arranged for you during your absence?

9. Was the location of training convenient? How long did it take to travel to the venue?

10. Were your expenses met?

School support

   [Can we move on to practical implications for the school in supporting the teaching assistant training]

11. Have any other teaching assistants from your school attended the induction teaching assistant programme

   Probe: If yes, approximately how many? Has staff attended over several years? If No, can you suggest reasons why staff have not attended.

12. Did a mentor attend the training with you?

    Probe: If not why not?

13. How useful was it to have a mentor attend?

14. Were there any barriers or practical difficulties to your school in sending you on this training. If yes, what were they?

15. Did you feel the school was supportive of this training?

    Probe: did they provide you with school policies prior to attending; discuss the training with you?

    Personal evaluations of teaching assistant training

    [I would value your opinion on the usefulness of the teaching assistant training]

16. Did the content of the induction training help you to do your job better?

    Probe: please can you indicate specific aspects which were most useful [Course outline to be provided and option modules]

    17. Were there any aspects of the training which were not useful or not related to your job in school?

18. Some people have said they would have liked more time on the training programme but others feel it is too long. What is your view?

    Probe: what would you leave out? What would you like to spend more time on?

19. Have you discussed the programme with other teaching assistants in school – how do they rate the programme in general?

20. Were you asked to evaluate the training at the end of the programme? Are you aware of any changes made as a result of these evaluations?

Impact on role

    [We are very interested in the impact of the training on the way you do your job].

21. Did you feel you changed the way you carried out your role as a result of the training – can you give examples. Did you use any of the behaviour management techniques? Do you think that your support of pupils learning changed in any way? Did it affect your working relationships with colleagues?

22. Did you feel any differently about your role in school as a result of training, perhaps more confident in dealing with misbehaviour, more knowledgeable about literacy or numeracy?

23. What do you think of the quality of the training materials? Have you used them in any way since you completed the training? Are they well presented, durable, easy to understand materials? Please explain your answer.

24. Are the training materials made available to other staff? (e.g. Governors, NQTs., all staff)? If yes, please specify.

25. A school has many priorities. The senior management team have to make judgements about what can and cannot be done. How do you see the priority of the course you attended against other staff development needs that you have identified for yourself?

Probe: Invite the respondent to talk about whether they see training for the job as important at all for them as an individual. They may not.

26. Did your training link in with a qualification? Did you already have a relevant qualification for your role? What is it? Do you think that the TTA training ought to link in with some form of accreditation or qualification?

Overall evaluation

[Now we are coming towards the end of our discussion and I would like to ask for your overall impressions of the training]

27. In what ways could the training or the arrangements for training be improved as far as you are concerned?

28. Overall, when considering your own time in attending and the "costs" to the school of sending you and releasing you from your normal role, do you consider that the outcomes mean that the training is worthwhile? If not, why not? If yes, explain why

Probe: In what ways has your approach to your work changed as a result of going on this training

29. Would you recommend a friend who is a teaching assistant to go on this training?

Probe: What would you say to them about it to support what you recommend?

30. Do you feel that the TTA Teaching Assistant training has particular benefits or disadvantages which school-based induction would not have?

Probe: What are these? For eg. attending a programme with teaching assistants from other schools can provide an opportunity to compare experiences. Does the fact that the training is provided by the TTA show that the status of teaching assistants and the need to train them is now recognised nationally – does this matter to you?

[Those are all my questions. But before we finish is there anything you would like to bring up that I have not directly asked you about, anything you think will help us to understand your views on the training that has not come up so far in our discussion]

INTERVIEW SCHEDULE FOR PHASE 3

Support Staff

Personal details

1.Please would you tell me your age and how long you have been working in schools?

2.How did you first become involved in working in schools and what was your first position?

3.When did you start work at this school and what is your current role?

Teaching assistant experience of the support staff introductory training

[I would just like to ask for some details about the practical arrangements for the training]

4.How did you find out about the introductory training?

5.How long had you been working at the school when you attended the training?
Probe: some support staff attend the training in spite of being quite experienced

6.Have you attended other introductory training within your school?
Probe: Can you give details.

7.Were you required to attend the introductory training or did you volunteer to attend?
Probe: is there a school expectation that all new support staff attend the training? Is there an expectation that support staff who have completed relevant qualifications e.g. NVQs, do not need to attend? Are there some categories of support staff who are not expected to attend training e.g. mid-day supervisors who only work very part-time hours?

8. Did you attend the training in your own time or were you released to attend? Was cover arranged for you during your absence?

9. Was the location of training convenient? Was it based at your school? If not, how long did it take to travel to the venue?

10. Were your expenses met?

School support

[Can we move on to practical implications for the school in supporting the support staff training?]

11. Have any other support staff from your school attended the Introductory programme

Probe: If yes, approximately how many? Have staff attended over several years? If No, can you suggest reasons why staff have not attended.

12. Were there any barriers or practical difficulties to your school in sending you on this training? If yes, what were they?

13. Did you feel the school was supportive of this training?
    Probe: did they discuss the training with you?

Personal evaluations of support staff training
[I would value your opinion on the usefulness of the support staff training]

14. Did the content of the introductory training help you to do your job better?
Probe: please can you indicate specific aspects which were most useful. Do you feel that it is correct to train all support staff using the same materials or are their roles too different?
[Course outline to be provided and option modules]

15. Were there any aspects of the training which were not useful or not related to your job in school?

16. Some people have said they would have liked more time on the training programme but others feel it is too long. What is your view?
Probe: what would you leave out? What would you like to spend more time on?

17. Have you discussed the programme with other support staff in school – how do they rate the programme in general?

18. Were you asked to evaluate the training at the end of the programme? Are you aware of any changes made as a result of these evaluations?

Impact on role
 [We are very interested in the impact of the training on the way you do your job].

19. Did you feel you changed the way you carried out your role as a result of the training – can you give examples. Did you use any of the behaviour management techniques? Did it affect your working relationships with colleagues?

20. Did you feel any differently about your role in school as a result of training, perhaps more confident in dealing with misbehaviour, more knowledgeable about key parts of your job – can you give examples

21. What do you think of the quality of the training materials? Have you used them in any way since you completed the training? Are they well presented, durable, easy to understand materials? Please explain your answer.

22. A school has many priorities. The senior management team have to make judgements about what can and cannot be done. How do you see the priority of the course you attended against other staff development needs that you have identified for yourself?
Probe: Invite the respondent to talk about whether they see training for the job as important at all for them as an individual. They may not. Are there other training opportunities they would find more relevant to their role?

23. Did your training link in with a qualification? Did you already have a relevant qualification for your role? What is it? Do you think that the TTA training ought to link in with some form of accreditation or qualification?

Overall evaluation
[Now we are coming towards the end of our discussion and I would like to ask for your overall impressions of the training]

24. In what ways could the training or the arrangements for training be improved as far as you are concerned?

25. Overall, when considering your time in attending the training and the "costs" to the school of sending you/arranging the training, do you consider that the outcomes mean that the training is worthwhile? If not, why not? If yes, explain why
Probe: In what ways has your approach to your work changed as a result of going on this training

26. Would you recommend a friend who is a member of support staff to go on this training?
Probe: What would you say to them about it to support what you recommend?

27 Do you feel that the TTA support staff training has particular benefits or disadvantages which school-based induction would not have?
Probe: What are these? For eg. attending a programme with support staff from other schools can provide an opportunity to compare experiences. Does the fact that the training is provided by the TTA show that the status of support staff and the need to train them is now recognised nationally – does this matter to you?

[Those are all my questions. But before we finish is there anything you would like to bring up that I have not directly asked you about, anything you think will help us to understand your views on the training that has not come up so far in our discussion]

Annex 13 phase 3, comment bank

The letters in bold at the start of the quotes below are from the NVivo coding system. The following key indicates what the coding letters refer to (the number relates to the line number in the transcripted interview).

HT: Headteacher

TA: Teaching assistant

Jun: Junior school

Sec: Secondary school

Sen: SENCO

Fo: Focus group

Teaching assistant induction training materials

Current training materials
WJunTA 204: TA 1: It gives you a lot of strategies, a lot of knowledge in other areas of your work…lots of resources to read. I think if you were a new TA, it'd make you a lot more comfortable doing your job really.

WJunTA 112: TA 1: The bits that we found relevant were good, we could have spent more time on the community SATs and the things we weren't up to date with, but some of them were a bit stretched out and could have been half a day. Like the English as an additional language, and the games which I didn't really find relevant and the colouring in.

WJunTA 139: TA 2: It gave me more confidence to deal with Maths, it is difficult. I came out with year 2, so it was all new to me.

WJunTA 142: TA 1: Again, I think the special needs was useful to me, so made me a bit more knowledgeable, helped in that role.

WJunTA 124: TA 1: I don't feel I changed at all. I have looked on some websites, which were on the course, which have been quite useful for resources. I don't think I've changed my role at all.

DJunTA 72: They all felt … that there wasn't enough training to do with the computer side. And the literacy I think, that was very good. The numeracy … it's very hard to describe, it was very good as well but … there were a lot of different suggestions of games to play with the children and to … help them remember, but I expected there to be more things to learn about it.

DJunTA 101: TA: Yes, I feel more confident than I did before the training. I know there's still lots for me to learn, lots of improvements I can make, but all the time I feel a lot more confident and …I feel like I can initiate things, whereas before I was always questioning

and asking advice.

DJunTA 98: TA: Sometimes I've not been positive enough with the children, and I have to …I do remind myself sometimes, I was a bit too negative before on some things. Like today, for instance, one of the little girls, she's Somali and she hasn't been living in this country that long, so she struggles with her English anyway, but she really struggled with the fractions. And she got quite upset while doing it because she got a lot of them wrong, and … it was really difficult to make her see that it's not bad that she only got 1 out of 12 right, it's just that we know we need to work on that. …through all those classes, you know, the positive side of everything was brought to our attention and I know we need to be aware of it all the time.

LeJunHT 85: Well, behaviour management's a keeper. Because we do have a difficult school. It may seem more like a village school, but it isn't. …we're like a huge estate that's not welcome in the village at all. And it has its own problems, so we do use the behaviour … that's key. Because we've got to make people comfortable to deal with behaviour.

PrSecSEN 98: I think that the very least I recall is more confidence in dealing with the children…, certainly behaviour management decisions. I think they felt that some of the activities were good, that they could try out in school, and they're using those too…again I think that is good. I think the Mathematics one was quite interesting, it's changed so much since the start. The way it's taught, the way it's delivered, is so different from when they were taught in school. And again it was very useful to get that overview of what's been going on. We think those were pretty good. The inclusion CN and disabilities, we do a lot of those in school, anyway. I don't know if we would have given them any more insight. It's obviously perhaps a little bit more in detail. But I do a lot of that with them anyway. You know, they have to understand their roles in school and why they're here really. But yes, I think their impact in the classroom is that they're more confident. And I think anyone with more training is willing to go up and use some of those ideas, and share them.

PrSecSEN 101: I think they're able to relate better to adults in the classroom, to the teacher. They're aware of their role and what their role is. And my belief is that the role is shared. …if the teacher wants to work with the special needs children, the TA will work with … other groups in the classroom. But it's very much how they work together as a partnership. And I think if they are more able to suggest to staff that that may not be working well, that that may not be a good combination to sit together. That it might not be the right way to do that, is it possible to do it a different way? I think they're more confident to do that.

PrSecTA 21: TA1: And I especially like the Maths section. I thought the Maths section was very friendly and approachable, and that was a fun part. I still remember how to do the puzzles and I'd never done them before …so that was interesting.

WJunHT 107: Importance of national training: Yes. Very, very important. Because it does help to set standards, national standards, practice good practice. The results it gets well … it raises standards, and seeing what other people are doing. And the framework, it's there, it's a framework that they can add to, at least within school.

WJunHT 92: They're quite glossy, in presentation. Sometimes a bit daunting we feel,

initially … Just the size, and the … amount to look at initially. They could be …dividing it someway to make it bite-size rather than huge. More user-friendly.

WJunHT 70: They were very, very relevant, I thought. The Maths training was particularly good. And we also had the EAL … they could have had a bit more on that.

WJunHT 85: Greater confidence certainly when they come back from the courses. Improved knowledge, particularly in literacy, that sort of thing. Especially methods in Maths.

WJunHT 86: Knowledge and how they support staff. Helen, our assistant head, monitors and sees progress, said last week how she's definitely seen progress.

WJunHT 89: More confidence in the way they deal with the children as well, and particularly in Maths, how to deal with it, more independent, rather than having to go back to the teacher to ask for advice, they've got their own role, can cope. I think the relationship of colleagues is pretty good already because we've developed it well. We've raised standards, according to the teaching inspector.

WoSecSen 114: It's not immediately noticeable, that any impact was huge. But what I do believe, for them to go through this situation, all these teaching assistants, together from schools all over the county, that alone gives them a sense of identity, makes them aware that it's a proper career, so it gives them self-esteem really. I don't think the sort of knowledge they get from this training has had a huge impact on their behaviour in school.

WoSecSen 123: It's not very punchy … to be honest I think it puts them off at the beginning of the course. I think the material's actually poor. As I said before, it's the delivery that's important, and we have a good deliverer. But I don't think the material's very good. Teaching assistants by nature are practical, I think they need to have more practical examples. If they get more dry information, with no way of knowing the impact it has on a school. The deliverer uses a lot of examples in her delivery, but it's not in the material, not in the pack they get, and the material's off-putting.

WoSecSen 132: I think probably, as I said before, it's important that it's national training, and they do cover the legal bits, if you like, of working in a school, working with special needs. I think it's good for all teaching assistants to get that at the minimum.

WoSecSen 101: The first section which is called *Role and context*, I thought that was particularly useful to the staff. It's quite important that they understand the law surrounding special needs, and understand the national curriculum and the equal opportunities. You don't automatically talk about the law and the role and the context of the teaching assistant. So that part is relevant and useful. The behaviour management, to be honest, is not very useful. Though they separate on the middle and upper, it is very much focused on the younger. The youngest we've got here are 14 years old, there are young adults we're working with. The management techniques for them is completely different The literacy section is useful, I don't talk about the literacy strategy, the Maths strategy is good as well. It's good for them to know where they fit in, what the strategies are all about. It's all about delivery, I think. I think they found it quite amusing and entertaining. I think they could be bored out of their minds if not. And they do the disability and inclusion. And to be honest, that section is awful. I'd spend most of my time

showing how they can include the students, and how their disabilities impact on their learning. There isn't really much time, I mean it's right that it's there, but it's not terribly useful.

WoSecSen 29: The main changes in the TAs, is that they've been given more responsibility, they've requested it, not been forced into it. Like, for instance, they contribute to the annual reviews, they are more involved with the students, rather than just supporting the teachers in the classroom.

WoSec TA 143: I think I've been more aware, or I've tried to be more aware, of the language I use when speaking to kids, put things positively, because you know, you sometimes just want to say 'don't do that' or 'no!' or whatever. I've just been stopping myself from saying things different.

WoSecTA 74: There weren't many mentors there, there was two there from another school. The two did seem to appreciate the mentor scheme.

DJunHT 163: I think it's important that we acknowledge that they're (TAs) part of the team, and so that means it's worthwhile to spend that money on them.

Current training delivery
WJunTA 83: TA 1: They needed to get a cover through for special needs. But then we've got separate sessions to cover us, so there wasn't really a problem.

WJunTA 165: TA 2: And it felt like you spent some of the time well, but other times you'd be thinking, "Well, I could be doing so much more with my time". And maybe specific sections of the course would have been more useful, so maybe we could have gone on specific courses, rather than the whole chunk.

DJunTA 124: Well, really, just extending the numeracy, and the computer side … I'd like it to be more in-depth. I mean, it was very good, but in the time that was given … there could have been a longer time spent on it. I've no criticism of … what we were taught. Just the time that they were given ….

LeJunHT 64: It's difficult, because puts the staff under pressure when they're out of the building, but equally we all understand that … whenever anybody is out of the building it puts pressure on them. It puts pressure on other people … you know, you can't not see what a short supply there is, and I know some agencies do offer supply support staff, but you know, we have to manage, it's what we do for each other really. It's that sort of school.

LeJunHT 76: The induction training has been tremendous because we don't pay for that. But that makes a big difference. But in general TA courses aren't as expensive as staff courses, so they are good value. The feedback tends to be positive from them as well.

LeJunHT 79: Regarding any reduction in funding**:** It would make a dent in the budget. It wouldn't make a difference to whether … if we could still afford it, we'd still send people.

LeJunHT 70: Re. travel to venues**:** That's quite important. It is such a long walk. We found problems in our nursery staff because most of them don't drive. But if we count

them, it's worked out reasonably well. So … we manage by pairing the weaker ones, we've got by, by strategically pairing people.

LeJunHT 37: We use some of it as a plug in a gap for people who've been here for a little while, they've picked up on …within performance management, we identified areas for development, and some of them plugged the gaps for that. And then people new to the job have done the training.

LeJunHT 49: We have a staff mentor in play. We had to re-jiggle the job description through the management allowance so one of our staff members acts as a mentor for VQT and renewed to support staff.

LeJunHT 113: I think it's well …just looks a lot more professional now, says to teaching assistants, "we value what you're doing and it's an important job". And as many of them have come up through the ranks as paintpot-washers, it does say quite a lot really.

DJunHT 92: We're not a school that's finance-led, and we always look at the needs of the school, and I…this is a pupils' school, we've been so for nine years and it's very highly managed, we'd have to be very short of money, and if you read our investors report, you'll see that training has been extremely high in quality. Obviously, evaluating training, is it best value for money, and so on … all training is evaluated.

DJunHT 39: Well, it's introductory, so everyone has received the opportunity on coming here…. Anyone without any qualifications, anyone without any experience, or with very little experience in schools, would automatically go on this course.

DJunHT 74: It wouldn't be financial constraints, it would be…. And I don't recall, I may be wrong, I don't recall flyers saying "Please can you send a mentor".

DJunHT 140: I think it's crucial, absolutely crucial, and I will always support the needs for that to be helped, and we'd always be willing to do that, to send TAs on it. I think it's got to be practically based is the fact that we do three essays, and it's not … just as relevant as it might be to spend so much time writing essays, I think it's the hands-on, practical stuff. It It's got …you know, it's the fact that we don't have to go away and write anything up that's very important at that stage. It should be input and sharing of ideas.

DJunHT 117: Yes, most teaching assistants who are fairly new are delighted with that opportunity to just get a bigger picture of what it's all about, and are very happy to be asked to go on them. Nobody ever refuses or can refuse if they only work part-time hours, nobody ever says … they're always very happy to go. In fact, in recent years, I don't recall anyone missing a single visit that day or … I think it's valued quite highly.

PrSecSEN 54: Obviously, when the support staff are out on training, we're not able to support the children in their working, that's obviously has to be against it, the fact that you get them able to come back far more experienced. Um, so we have to make that judgement. When they are the same days, that is the worry. If you have, you know, five Tuesdays out, that means those children are hit quite badly. I don't think we did it quite as often, but when it does happen, that does affect it in my point of view. We… tried to cover. One was in the summer. That was quite useful in my opinion, because when the Year 11s are on study leave, we actually have some flexibility in that, so we could actually cover that a bit more. But apart from that, I think it's quite important that they

went out on the course really.

PrSecSEN 72: Re any future alteration to funding**:** I would be worried about it, to be honest. I mean, because it's free, that has a huge bonus to us as a school. I mean, at the moment, our school is not in financial trouble. But any training, you know, has to be almost free, because otherwise we can't afford to do it. That applies to teachers as well as TAs and support staff. So it has to be one that is, you know, absolutely essential. And I think, to be honest, we do quite a lot of good training within the school….

PrSecSEN 30: It was those people who were fairly new to the school. What I try to do is… we do our own induction programme, and then what I do is send them out on onto that course, which is much more… you have a… day focus on literacy, a day focus on numeracy, whereas we do it as part of it but it's limited. I've got a timetable for an hour per week when they have training

PrSecSEN 39: We have mentors linked with each new staff. But it isn't a mentor that would go out on a course with them. So it's a mentor in here dealing with the day-to-day shifts that they've got…. But they've got someone who's got experience with it. They've got a wealth of expertise really amongst them so they can share that with everybody else.

PrSecSEN 86: I think most of them thought it was good, I think it's nice that they have lunch there, it's a good opportunity to share what's going on in other schools and I think actually if you ask them, they'll say it's good to be out for a day…. I think the English as a second language, that was a rather long day, which wasn't a benefit to them.

PrSecSEN 119: Re. meeting TAs from different schools**:** You know, they come into it, probably new to the job, they haven't actually got experience. A very acute number have come from other schools. And so the fact that they can actually go there and talk to other people, and find out what is going on in their schools, you know, they actually come back saying, "I'm quite pleased, we're doing that already". And they're all, " They did try that, and seemed able to make it work". So they're able to contribute to the development of our department as a whole, really.

PutSecTA 154: TA2: I think it would be more beneficial to separate trainees and TAs.

PhSecTA Coordinator 63: Re. release difficulties**:** I've got two people out today, and we're having to leave children on their own. We've got one boy who possibly wouldn't have even been here in another era: he's totally autistic… you can't leave him on his own. There's a girl who's blind, which can be difficult, though occasionally everything's been set up. But there's about three, and there are children that have got care needs, and few of us are trained to deal with them because it's very specific and very private. Taking those people out to do training can be a problem. Though we do our best.

PhSecTA Coordinator 75: Re. funding reduction implications: It would make it … it depends what the cost would be. I think…I suppose it depends on how much money we have and how much earlier it's done in the financial budget. We do it at the end, with leftover money.

WJunHT 47: Cover difficulties**:** When we had TAs attached to a child, we had to make arrangements for some kind of a TA to cover for them … sometimes we're told we can't

book these hours because TAs have to get childcare for their own children for the whole day. If they go to a 3.30–4.00 it's tricky. They have to leave 15 to 20 minutes early and miss things at the end. That'd be the main points.

WoSecSen 74: No barriers really, to teaching assistants doing it, in as far as the students they would normally be working with, they can be covered by other staff, as far as the school's concerned, no real barriers. I do think sometimes the courses go on longer than the school day does, and in my experience, many of my teaching assistants have young children at home, so need childcare. Though it wasn't really a barrier, it could have been. What I'm trying to say is, they should keep the training to the same hours as school then there's no problems with it. There was one slight barrier in where they were held, it was almost impossible to get to by public transport. One of our teaching assistants didn't drive and had to get lifts.

Accreditation
DJunTA 121: Re. accreditation**:** I would have thought possibly it would be good to do that, because obviously, if people are doing the course and want to go on in their career, especially if they're younger people, that expected to move up, I'd think, yes it would be good to have something that's recognised.

DJunHT 155: Well, if it can be, that's great. Yes, because some TAs don't want to go further than that, don't want to do any further studying, don't want qualifications, and some do. And so if it was accredited, that would be the opportunity for some TAs to do more, and other TAs to say 'that's great, I've got that, I'm pleased with that.'

DenSecHT 145: Re accreditation: No (it shouldn't be accredited) because I don't think it should change from how it is in that way.

LeJunHT 137: I think so. There are going to be those who are quite happy to just do what they're doing …but there are others who are keen to …and especially introducing TA instruction within the pay scales.

PrSecSen 125: Yes, I think it should … because ultimately, that's what people want, they want to have a certificate which says they have completed this to standard…. I was going to try to set up an NVQ to it …but of course the exam board did not think it was global enough.

WJunHT 116: …if you linked it to NVQ or something, or it was a step on the way to….

WoSecTA 240: …if it progressed to accreditation, so it counted for something, that would show how important it is. If I didn't think it was important, I wouldn't waste time doing it.

Future training materials
WestTAFo 60: It's not the delivery of the ICT, it was the quality. We have to know only the things we should: Word, PowerPoint, Excel, the internet and how to access that.

WestTAFo 68: The English, I found, there were too many slides and videos. Would have preferred to do more practical and more discussions.

LeJunHT 146: …build on other things, like the modern foreign language agenda …but teacher training …it's got to be kept current really….

Future training delivery
ChCommTA 151: Ideally I think it could have been over a week, every day, for a week. It would have been a lot to take on but that would have been fine.

LuTAFo 155: I think it would have been nice to space it out more. Because you do a big subject like literacy or numeracy the next week you do another one, and it's hard to absorb one and try and get focused on the next one.

LuTAFo 200: We could have done more special needs, more behaviour management…. There were a couple of areas on the course that I think could have been extended.

DenSecHT 91: I thought the special needs section was quite good…. I sometimes thought it was very theory, and quite a lot to go through…. They tried to go through a lot in a short time …quite a few felt overwhelmed

Support staff introductory training materials

Current training materials: support staff
DJunHT 143: I'm not just sure that the material for the support staff is quite right, I think that the support staff have different issues, we have, they deal with slightly different issues to teaching assistants working in the class, for example what would be much better for the support team would be how to deal with difficult tasks.

WoSecSen 105: Again, if we think about the cost of support staff, some of it's bound not to be relevant to some of the staff. That's why we put people into specific modules instead of the whole course, ie. people supporting departments, admin for department, keying in grades. That was the member of staff that wanted ICT training, she didn't have any contact with students at all, sits in the office all day. Then there was another course about risk. The support staff who work with technology did that. We pick the relevant modules for our staff, but we wouldn't think the whole course is relevant to all our staff.

Current training delivery: support staff
PhSecTACoordinator 55: I think the information goes, perhaps, comes to the school and goes to various people, but doesn't go to the people that need it. Maybe if it was published online, people could pursue it.

WoSecSen 62: It's a bit patchy, depending on the area they work in. Because there isn't one person responsible for all the others, they work in the different departments, they haven't got their act together like I have, because I'm responsible for half of them probably. So I'm not quite sure really … how much they've utilised it. I'm aware of how much they've done, I think there's five modules in the support staff, well, they didn't do them all. They picked some of the modules. Nobody's done all five.

LeJunHT 62: It's a series of one-offs. The TA one, we've been really impressed with, but … I think the support staff have been in-house so long, that they need keeping up with current trends really.

PrSecSEN 48: It just came. It came into my e-mail so obviously it's (referring to the

marketing) the same as the teaching assistants as for support staff.

Future training materials: support staff
DJunHT 149: Some ICT, direct contact with adults and understanding how to liaise and relate to children who they come into contact with. But it would be… more in terms of how they can develop the child socially. If the child walks up to the chef, she says "Give me some", you know, so how does she respond to that?

DanJunHT 130: I think an element that needs to be included in induction kind of stuff or NVQ stuff is dealing with the public. Child protection you know if a child comes in and said "This happened at home" what would you do? And on what do you do with the drunk aggressive parent? What do you do with them? Every school has several, how do you deal with it? There are things you can do that can help.

LwSSF0: Re. content of materials**:** should cover how to respond to children – school policies, feedback from teachers, special needs, working in a nursery

LwSSFo : It would be nice to know how to restrict a child safely if they have special needs and they go in a violent rage

DenSecHT 106: If you go to the office staff, I think training on confidentiality and how you treat information, who it can be shared with. Time management. behaviour management. first aid, using own initiative. Given opportunity to talk about situations that might arise…. (Re. other support staff) You'd want them to have training on the code of conduct, you know, special needs. And once again, some training on data handling and analysing data.

Future training delivery: support staff
DJunHT 65: I'd send all of them at their level. Few work in the office. Two are very experienced, while one is very new with little training.

LwSSFo : While attending an NVQ course**:** I am meant to be in work now and so have to make my hours up…. I am bettering myself for the school and don't see why I should have to make my hours up

LwSSFo : While attending a NVQ course**:** The only reason why I am on this course is because it is free. The school will not pay for me to do a course.

LwSSFo : I have been at school for five years now – they keep saying I am a valued member yet they don't fund me.

LwSSFo : I don't mind doing it in my own time if the school pays for the training

LwSSFo : Re. how best to train the various personnel within support staff**:** I think it should be mixed … I am the only one here from a nursery but I have picked up information from others during the day and that's helped me.

ShSecDH : It is an issue because we haven't got the flexibility with our support staff (referring to releasing staff to attend training) … the training for support staff tends to be

haphazard and what we're trying to get to is a programme whereby we know all staff who come into contact with students have done certain types of training.

Annex 14 phase 4, interview schedule

INTERVIEW SCHEDULE FOR PHASE 4

Tutors, LEA advisory staff and other stakeholders

<u>Aim</u>

To investigate the perception of stakeholders outside school about the quality and impact of the materials.
To assess the value for money of the materials and whether they are fit for purpose.

<u>Note</u> **At the start of the interview please check that the interviewee is aware of the fact that support staff are any staff within a school who are** not **teaching assistants or Teaching Staff.**

If the interviewee is knowledgeable about both teaching assistant and support staff induction training please complete 2 questionnaires, one covering support staff and the other covering teaching assistants.

For ease I am referring to teaching assistant and support staff induction training, even though support staff is Introductory training.
…………………………………………………………………………………………..

Name: Role: LEA:

Type of training being discussed: teaching assistant/support staff **(delete as appropriate)**

Personal background

[Could I with start with a few questions about your role and involvement with teaching assistant and/or support staff training]

1. What is your role and how long have you been in this role?

2. What has been your experience of teaching assistant or support staff training?
Probe please give details e.g. are you a tutor on the programme and do you teach all sessions
Are you an LEA advisor, so do you organise the training

Local arrangements for training
[Could I ask you for some information about the way teaching assistant/support staff training is offered in your area]

3. Can you briefly explain the way the teaching assistant support staff training operates locally?

Probe: [For example do you know how is it delivered and the number of days training; do you know the options available;

4. We are aware that some LEAs are altering the teaching assistant and support staff induction training materials to meet their own needs. Do you know if there have been any alterations to the materials to the teaching assistant and support staff induction training? Or are any changes planned? Please give details.

5. Do you have any idea about the number of courses which have run locally?
Probe: Is the training often over-subscribed or do courses offered have to be cancelled

6. Do you know if the training is more popular with primary or secondary school staff?

7. Do you feel the training is reserved for new staff or is it used as general Foundation training for all staff?

8. Do you think it is valuable for mentors to attend and, in your experience, have they generally done so?

Practical experiences – cost effectiveness
[We are interested in people's perceptions about the cost effectiveness of the training and of any practical difficulties involved in attending the training]

9. Are you aware of there being any barriers or practical difficulties to sending teaching assistants or support staff on this training?
Probe: e.g. release time, supply cover, travel time, venue, less staff to still be trained

10. Are you aware of any schools that have decided not to send their staff on this training and did they state their reasons?

11 In the future, if schools are required to pay/contribute towards this training do you think that attendance on these courses would be affected?

Perceptions of relevance and value added
[We would like to find out a little more about how relevant you think the training is]

12. How important do you feel it is for teaching assistants/support staff to receive an induction training programme that is offered nationally?
    Why do you think this is so?

13. Would you prefer to see an induction programme for teaching assistants or support staff that is planned and developed by your LEA i.e. local not national? Or should schools be responsible for training their own staff?

14. How relevant was the content of the teaching assistant/support staff training materials? Do you think in general that it meets most school priorities and teaching assistant/support staff staff development and training?
    Can you identify specific aspects which you think are most useful to teaching assistants or support staff?

15. Were there any aspects of the training which do did not think were useful or which were less useful?

16. Was the length of the training programme appropriate for teaching assistant/support staff?
    Probe: If not, what would be appropriate?

Impact on role
[We are particularly interested in the impact participation in the training has had on performance in school so we would appreciate your views]

17. The essence of successful training is that it makes an impact on the individual being trained, the school and relationships within school, and ultimately on the pupils.
Probe: What impact would you be looking for in order to gauge that the teaching assistant or support staff training has been successful?

18. Have you any evidence to suggest that such an impact has been achieved through teaching assistant/support staff training?
Can you give specific examples?

19. If there has not been any noticeable impact, can you suggest why not?

Training materials
[Can we spend a few minutes reviewing your opinion of the training materials]

20. Have you seen the teaching assistant and support staff training materials?
    If No omit the following

21. Thinking about the training materials for 2004/5 how would you rate the physical quality of the materials?
Probe: You may wish to comment on durability, appearance, accessibility

22. Thinking about the content of the training materials for 2004/5 how would you rate the overall content of the materials?
Probe: You may wish to consider the level of the material for the intended audience of teaching assistants and support staff

Overall evaluation
[Now we are coming to the end of our discussion and I would like to ask for your overall impressions of the training]

23. Within your role are you encouraged to give feed back concerning teaching assistant or support staff training materials?

    If yes, to whom?   If no, why do you think this is so?

    Do you have details of any feedback you have received about the training?

24. If you could influence the areas of information which are added to the training materials in the future what things would you like to have added, if any?

25. Should the training be linked with accredited qualifications? In your opinion is this important for individual staff members?

26. In what ways could the training or arrangements for this training be improved? For teaching assistants; for support staff?

27. Will you be continuing your involvement with teaching assistants and support staff training in the future?

28. Overall, when considering all the associated costs to schools, LEAs and the TDA, do you think that this form of training is the most cost effective in achieving the desired outcomes of a trained support staff workforce in schools?

[Those are all my questions. But before we finish is there anything you would like to bring up that I have not directly asked you about, anything you think will help us to understand your views on the training that has not come up so far in our discussion]

Annex 15 phase 4, comment bank

The letters in bold at the start of the quotes below are from the NVivo coding system. The following key will indicate what the coding relate to (the number relates to the line number in the transcripted interview).

HW: Senior education officer

SC: Senior SEN adviser

GG: Education adviser for school support staff:

SS: Advisory teacher for TAs

CA : Head of learning support services

TEL: telephone interview

Teaching assistant induction training materials

Current training materials
TelHW 105: Re. TA file I'd have to say although they are heavy, I'd rather have them all in one because I don't think I could cope with "Where's my EAL? Where's my this? Where's my that?" And I know they are all in one place, which is just a thing of mine really because of the way I manage it really.

TelHW 33: I have to say I have a preference for all the secondary material. I think I'm unusual but I know one of my colleagues I work with likes the secondary material as well. We feel it really sets a professional store and we don't try to make it primary. I don't really want the focus on classroom help and tasks such as cleaning paint pots.

TelHW 157: Re. accreditation I think it might make a difference … quite how you would do it you see … I've always toyed … OCR started to look at it at some point, but I couldn't see then quite what they would do with it and in the light of the VQs I'm not sure. If you have the capacity to regulate it, then maybe so. Or the directive came out to do that with us, but if it is left as it is I just couldn't see it.

TelSC 26: The TA materials are excellent, round, clear, well presented, challenging – having a high expectation of TAs, well aligned. She notes however, that in order to preserve such high-quality alignment it is important for the resources to be updated regularly.

TelSC 32: Training which was less useful was policy information, which is a 'bit dry', also the national picture is given in too much depth.

TelSC 44: TA induction training materials could be improved by using new video footage lessons need to show the latest strategies, setting a good example.

TelSC 38: …has no concrete evidence to show how the TA training gives impact but she knows anecdotally and through evaluation sheets that TAs become more able in their role. Evaluations are consistently positive. Each training day is evaluated, with all

comments being in the top quartile. Also, progression is seen with TAs first following induction training, then progressing to Level 3 study, then to HLTA training.

TelSC 46: Taking into account all costs … feels that the TA and SS training do offer good value for money, but it is difficult to make headteachers see this, as there are hidden costs. Also, the courses do not generate an income.

TelSC 50: A hidden benefit of the courses is that it allows TAs to meet from different schools – a network will be started in the near future.

TelGG 30: Videos and CDs are very useful but it used to be simpler to operate when they were in sections, rather than a main menu which needs to be referred to.

TelGG 25: Re. TA materials, I was disappointed when they got rid of the ring binder although the file was cumbersome it gives it some value when you are giving out something that looks nice at the beginning of a course, or at the beginning of a career perhaps. If we are putting in supplementary materials or encouraging people to keep notes and do some activities in relation to the course then the spiral bound file is not user friendly. This is important if people are doing NVQs and need to keep supporting evidence. The materials in the file are user friendly.

TelGG 14: TA materials are supplemented, not adapted … we say that this is a national programme and so this is the profile they need to get, and so we don't want to change it too much. We do supplement it such as the EAL one, and the English and Maths are becoming dated and that is becoming further developed by the subject consultants.

TelGG 29: Content using most of it. Maths and English is a little past sell by date … consultants amend them and make sure they are up to date. Want to make sure it is up to date, especially with primary strategy. *How children learn* is a good module … it perhaps needs some more 'brain-based learning' in it. Also, some practical strategies eg. linking in from the primary strategy, there are some useful booklets which could be used. It is pulling on what is already there and from other things produced from the DfEE.

TelGG 40: Impact course evaluation sheets advise that people's awareness, knowledge and confidence improve, also awareness of role and responsibilities, and what happens in a school building from day to day. So it does have impact. I also know from headteachers that it has impact.

TelGG 52: The TA training does offer good value for money. For cost-effectiveness, another way may be to do an e-learning programme, so people can access it on the computer and do it if and when. But the qualitative thing of the course is that they meet with other TAs and that they are part of a learning community. That would be lost and I think that some people would not access the computer – some TAs are still technophobics. If TAs have to come out for the course it is in the diary … it would be quite nebulous.

TelSS 159: It is important for TAs to feel valued … many go on to do foundation degrees and then QTS.

TelSS 184: The main impact is seeing TAs develop in their roles, progressing to HLTA,

foundation degrees and then sometimes QTS.

TeISS 192: I went to several meeting and conferences that show how a mapping exercise enable you to match it against NVQs but it always seemed far too much work, I'm afraid. Lets just start the NVQ from scratch and if people have a bit more background underpinning knowledge then good for them, it's not something I have really gone down the road for. I will be discussing this with the two LAs I am liaising with.

TeICA 45: Yes, we condense it but they still have the pack … we put our own PowerPoints together from the material. We don't use the PowerPoints that are provided on the CD, we find that they are boring and they are in the wrong order so we jig it to the order that we think is better.

TeICA 49: Yes, they are not colourful enough, there are not enough cartoons on there or things that are lively to keep people interested. We still use the basic framework, we don't alter that, we still use the key words that were in the document but we write it ourselves and I rearrange, particularly the behaviour one, I rearrange into the order which I think is better. I don't think it is in the right order.

TeICA 116: No the videos are not user friendly because if I remember you can't … if you stop the video I think we had trouble finding the spot again on the video. So you have to really run it the whole way through. They are too long; I would put somebody through 45 minutes of video that, if I recall, is the behaviour one. I think it says to run it through I think that is quite long, it is quite good to have stops. What I would have done is after the first one perhaps stopped and got people to contribute a bit then had a look at the second.

TeICA 120: I think some of the things in there are quite useful. I'm talking … I mean I know the behaviour module better than the rest. I mean there are some things in there sort of the framework within the classroom that you use, and primary and secondary behaviours and that kind of thing. That seems to go down quite well because it puts a label on what's actually happening within the classroom itself and the TAs quite like that because they are looking for the primary behaviour or if it's a secondary behaviour you can ignore it. So that they have got a way of managing it. So I think some of it is quite good, the content. It's not too bad I think its needs more work. Some of it is reasonable from what I … it's just the way it is presented I think.

TeIHW 169: Re. optional modules: No, we do them all. I actually think they are good. I have been lucky to have people that will work with me. And we have just done it once a year, if you want to come on it you come on it if you don't then you don't.

TeIMN 94: I could almost be evangelical about this training. I would like to say to everyone that it works.

Current training delivery
TeIHW 117: I am allowed to have the consultants who have worked with me, not the same ones, but people will allow me to use the consultants for the English, the Maths and the SEN. And so I say to them "Look at what the material is and bring it up to date with what you have done on your training courses" because they go every year. I say "When you are speaking to them you have a rough idea where they are coming from and you know what is going on in their schools". You then adapt it accordingly, they like

activities. I think you need to have a framework, they need to know it has a context and why they are there. We are not in school for nonsense, we are a profession and I …see I have come right through school, I've been a head and I do have those views, they are different from some other people.

TelHW 49: Oh, it's much more popular with primary, but I think that might be for various reasons. I think that might be down to some of our systems, which is partly not just the advertising of it, but we are getting it into the psyche of the secondary school. I think we still have a long way to go in secondary schools and I don't think I am alone in that. I was just reading the Ofsted and I thought "Yes, they are my thoughts", which are if the supporting SEN … that seems to be reasonable and working in most places. If they have just come as a TA to the school and they haven't got together with what they are really meant to be doing with these people, not planning for them in lessons, not harnessing them in a faculty, because I really feel that that is the way to go. They are really not getting there yet. The management at the school base really.

TelHW 53: No, they seem to have more of a defined role, they know what they are doing, they seem to be, sometimes I feel that are secondary schools are a bit at sea. There are a lot of special needs, it is a big city, there's turnover of staff, there is bringing staff into the understanding of why TAs are there. We know it has been going on for all these years but I sometimes think that because they were so removed from the feel of what it was like to have somebody supporting, in many cases not all, that they still have a long way to go in getting that initial feel for it.

TelHW 73: Re. mentors**,** that is a downside to it. We have tried to encourage it in the past but now I have virtually given up on it. I gave it up really because the dedicated would come or say "I'll come again" and you felt they were coming for the fifth time and I just thought "No, you don't have to". And the people who didn't, didn't come ever and partly that is because of cover when you go back and even now with TDA it is going to be even worse. So I know from my early days from going to some conferences there were some, shall we say, people who were presenting these courses who were actually taking files in, they were seeing the mentors etc. Well although we have been very consistent in giving our course out, we haven't had the trimmings if you like.

TelHW 149: I think what we have to be aware of is not splintering it too much. The additional modules we've had, but they have been sort of hit and miss and I would say some were very good and perhaps some we have already been doing in other ways. For example, IT, it's okay we haven't really run it but we know that we have had all the courses going on that have been similar or we've already had our partnerships going with our local FE college, to address perhaps the immediate end of first contact with computers. So maybe that was a little after everybody needed it, if you like, that's a downside. But the upside is the EAL one is absolutely marvellous and we had already started to look at doing an EAL day/half-day with one of our consultants before it come out. So when it came out and it was only half a day we now run a whole day, so it's their material with your material fused and that is a very successful day.

TelHW 29: We do the core one predominantly, the four full days, I'll tell you what we do with the optional. But the four full days and I know in some areas they offer the first and the last without the English and numeracy but because we offer the other one I don't do that, I just offer the four days. And I have another reason for doing that is to ensure that they are going out with, even if they are not currently working with, Maths and English

which most of them are. But you get the odd one who says "I don't do much of that because I come in the afternoon". I say "But one day you may well be doing this and it will also help … I have a belief in this … that it will also help you understand what your own children, grandchildren may well be doing at school". So I felt it is more of an all-round development rather than just at that moment in time, for that person.

TelHW 37: Yes, we originally had reception separate but I found that really it wasn't becoming economical and also the workforce has moved on hasn't it? I do remodelling you see. So looking across at all the things that are now becoming workable for people in the school, it could be that they move up and down the school. We have just had PPA and you have got people being pulled here, there and everywhere. I do therefore say, especially the literacy and numeracy, "Will you really make sure that you do actually do something on the foundation?". And we have done what I call a back-to-back, so if I've had the English in the morning for the mainstream and I've got reception, I've got Maths going on at the same time. I tried that for a while but we got so few that were definitely just reception that in the end we scraped that as well and they just bring a variety of activities and they try to talk them. Well if you are in a reception area then this is what you do.

TelSC 21: 1. Difficult for schools to release TAs.
TelSC 22: 2. Cost.
TelSC 23: 3. Lack of engagement with the materials by the schools.

TelSC 12: Is more familiar with the primary materials and they have more primary TAs training, than secondary TAs. The reason being that this mirrors the LA, having a smaller number of secondary schools, who do not necessarily have many new TAs.

TelSC 36: …is a small LA and so they are able to use specialist staff within the training … this is important as the TAs see different faces and services. This training also offers a good CPD opportunity for leading teachers … it enables them to develop their delivery/training skills, assisting their CVs.

TelSC 18: TA training costs are kept minimal … this is important as it seems that schools are prepared to spend more on training for teachers. Also, if TA training were too expensive it would amount to a high cost for larger schools having several TAs.

TelSC 10: TA induction training is offered to new or inexperienced TAs, although it is still useful for more experienced TAs who may gain reassurance.

TelSC 16: This LA has ceased to bother requesting a mentor to attend TA induction training so few attended anyway that it is better to have none, rather than a few.

TelSC 28: …feels that it vital for TAs and SS to receive an induction training that is offered nationally, not locally. It then offers a quality measure.

TelSC 42: …feels that it would be good if the induction training could be accredited … at present TAs receive a certificate, and the training can currently be linked to NVQs.

TelSC 40: …has a chance to give feedback concerning the training via TDA conferences, when they were discussed, also through meetings regarding national strategies. The training is also being highlighted during remodelling discussions.

TeIGG 18: TA training benefits if there is a mix of new/experienced TAs. Have done in the past one cohort of all newly inducted trainees, in relation to how the TAs were when it was mixed it was deadly because the TAs did not have the background to reflect – they were too new into the post. They need to have at least a term I think so they can reflect on what's being given to them and how it fits in to their own practice. A mixed cohort does assist that process of reflection, which is what we are trying to stimulate.

TeIGG 19: Mentors are encouraged … they come for the morning of day one (used to also attend the afternoon of day five) and then we have more of an in-depth discussion over the lunchtime period and point them to the various aspects of the course and what the delegates will be coming back to ask them about. Mentors from new schools are attending the course – where schools have been involved for a long time they know what is required and so may not attend. I don't think the delegates feel they are lost by this as they know they have got that support back at school.

TeIGG 38: Currently TAs who have done induction training in the past are able to attend optional modules at a later date.

TeIGG 58: Offering a mentoring training is useful we have one and they get a mini NVQ/a mentor award may be useful, so they feel they get something as well.

TeIGG 8: TA training is delivered twice a year, originally it was three times but training in the summer term has now stopped (hectic term). Training is over 7.5 days, all optional modules are delivered, separate primary and secondary sessions are offered, although sometimes there is an overlap (as sometimes not many secondary TAs to form a cohort). If there is a mixed phase then this is not ideal for secondary TAs since they need specific delivery regarding literacy and numeracy.

TeIGG 16: It's important for the cohorts to have access to other specialists and that they realise that out there are people out there for them to tap into.

TeICA 92: When we first ran a pilot with the secondary, we took a secondary school, there were 15 there might have been 20 TAs from that school, the school at first didn't want them to come off site, they wanted us to do the training in the school site. But the TAs and the SENCO were adamant they wanted the TAs off because what happens in that school when the training is delivered on-site is that people will come and get them and pull them out of the course they are on. So we had quite a fight to do that and there was an issue it was one of the courses where they were just having a morning and then they had to go back. Some of them were told they had go back for their lunchtime duties they couldn't stay to have lunch before they went back to school. This particular head refused to pay them any extra, so it was quite an issue, it was just done to … it was mean. They were really pleased that we had got them out, but some had been told they had to go back to do their duty and some hadn't.

TeICA 96: We did talk to the headteacher who is, to put it bluntly, pig headed and that's it and that is what they are going to do, it doesn't matter what you say. We were lucky that she agreed that we could have the TAs at our training centre because otherwise they would have had to go back into lessons or they would have been constantly disrupted.

TelCA 84: No, it's any TAs and experienced as well, it definitely isn't for new. If anything I think … we were thinking about dividing … because we did used to have a course that was an introductory course for TAs and we haven't run that for some time because of this. Now I think we need a preliminary one, this is quite heavy stuff for people who are just coming into it.

TelCA 148: I think there should be at least two levels: one an introduction and that would be a basis about what being TA is about and the professional needs of a TA. And then the second thing I would then have something in a bit more detail to do with SEN and disabilities because I think that's really the key thing. Obviously something on literacy and numeracy, I think they have got the content right, I don't know if I would have added anything else, because we have a bit on inclusion, SEN, literacy, numeracy. What we don't do, we don't do is the science bit and is it the IT?

TelCA 33: We have done it in two different ways, we have had courses that we have advertised as modular blocks and then we get different people coming to that from different schools. The other way in which we have done it is that we have taken a school and have run the courses for the school. We have done that now for two secondary schools.

TelCA 37: About 20 at a time, and that is only because of where we have our training room. It's limited from that point of view and we have tried to keep the costs down.

TelCA 41: We do four and a half days. But what we have done this time around is we have reduced some of it to mornings because schools don't like their TAs coming out for whole days. Four and a half days during a year is a long time to have 20 TAs out of one school, so we have run it as morning sessions as well and we have re-jigged the materials and taken key things from it. I normally deliver the behaviour module we don't go through everything on there but we pick out the relevant things that we think would be applicable for that school.

TelCA 132: Too long, it is too long. I think it would be better even four half-days. It's too long to release staff out of school. I think that's probably … I think you could cut … I don't know how you would cover all that in four mornings but if it is a TA induction it doesn't need to be in such depth and there could be, I mean if it was me organising it, I would have different levels. I mean I'd possibly have an introductory TA just about the job, what the job is about, the different kinds of TA, career pathway, all of those sort of things in the first one. And then I would have independent modules that would look at specific things, linked in with what their job was so if it was someone who was leaning towards behaviour in their school or they may even be a behaviour TA, because schools organise them in different ways, then it would be better if you had it linked to the career pathway I think.

TelMN 80: A mix of experienced and new TAs is best (ideally been in post for at least half a term).

Accreditation
TelCA 168: No, I think it would be good to be linked with a credit. I don't know what level it would be based at because they would need to actually have evidence or a portfolio, which might put some people off.

TeIGG 48: Training should be linked with accredited qualifications that is one of things that will really help…. We need to be flexible in approach, why can't we just credit modules, rather than the whole programme? I think it would then start developing its profile a bit better as well.

TeIMN 99: It would be good if this course could be accredited…. The problem with accreditation is that the students have to go away and do some work … to accredit you would have to put a section into the course to let people know what they need to do to get accreditation.

Future training materials
TeISC 30: The TA materials meet most school priorities, although more could be input regarding emotional health and well being. The vital thing is for TAs to be given an understanding regarding something that will help them in their work at school the next day.

TeIGG 34: A national induction programme is extremely important – with the whole promotion of SS and TAs is career progression and the building of that profile, because of remodelling and things I think it is absolutely vital that there is something national. There needs to be some leeway for local issues eg. we have a high profile re. EAL. A lot of our TAs work within SEN and so we would to strengthen the SEN module. But if we all work on a national profile and then people do their own thing then it will cross against it. We would need guidelines at least … these are the things we would expect to see in an induction.

TeIGG 30: Videos and CDs are very useful but it used to be simpler to operate when they were in sections, rather than a main menu which needs to be referred to.

TeIGG 46: There are a lot of video clips … there are too many to get through in the time. Some practical activities and strategies and techniques would be useful to add in to some of the modules, rather than always a lot of video.

TeIGG 25: Re. TA materials, I was disappointed when they got rid of the ring binder although the file was cumbersome it gives it some value when you are giving out something that looks nice at the beginning of a course, or at the beginning of a career perhaps. If we are putting in supplementary materials or encouraging people to keep notes and do some activities in relation to the course then the spiral bound file is not user friendly. This is important if people are doing NVQs and need to keep supporting evidence. The materials in the file are user friendly.

TeIGG 55: Also, need to look at the occupational standard which links into the NVQs anyway, but looking at those in more detail. I do mention it in section A – it is all part and parcel of performance management but that could do with being strengthened.

TeIGG 56: Also, the workforce reform and how that will move forward and the impacts of that, particularly for SS I think that is major impact. Also, roles and responsibilities and how that has impacted.

TeIGG 29: Re. TA content**:** Maths and English is a little past sell-by date … consultants amend them and make sure they are up to date. Want to make sure it is up to date, especially with primary strategy. *How children learn* is a good module … it perhaps

needs some more 'brain-based learning' in it. Also, some practical strategies eg. linking in from the primary strategy … there are some useful booklets which could be used. It is pulling on what is already there and from other things produced from the DfES.

TelGG 40: But in the nature of competence we are talking about knowledge and awareness-raising in this course … which will then hopefully give the bedrock for further confidence building, because competence is then practice in the classroom. I think then that is an aspect if it was dovetailed with the NVQ then that would almost build the practice into it.

TelGG 48: Training should be linked with accredited qualifications, that is one of the things that will really help. In fact someone has shared with me some modules she has developed with the NVQ2 – if they want to develop further modules with the literacy, numeracy and behaviour modules they could then start getting some credits towards the NVQ2. We need to be flexible in approach – why can't we just credit modules, rather than the whole programme? I think it would then start developing its profile a bit better as well.

TelGG 52: The TA training does offer good value for money. For cost-effectiveness, another way may be to do an e-learning programme, so people can access it on the computer and do it if and when. But the qualitative thing of the course is that they meet with other TAs and that they are part of a learning community. That would be lost and I think that some people would not access the computer – some TAs are still technophobics. If TAs have to come out for the course it is in the diary … it would be quite nebulous.

TelSS 69: We do adaptions each year, taking in to account local initiatives, eg. SEN deliverer is also the literacy adviser and so touches in this area. More changes will take place when needs are apparent.

Future training delivery

TelGG 34: A national induction programme is extremely important – with the whole promotion of SS and TAs is career progression and the building of that profile, because of remodelling and things I think it is absolutely vital that there is something national. There needs to be some leeway for local issues, eg. we have a high profile re EAL. A lot of our TAs work within SEN and so we would to strengthen the SEN module. But if we all work on a national profile and then people do their own thing then it will cross against it. We would need guidelines … at least these are the things we would expect to see in an induction.

TelGG 54: Re. improvements, we have rebranded and although it is still induction and it is known as induction we have called it the DfES national core programme – so it covers across TA and SS and is all embracing. So it is national core training TA, national core training SS. A lot of the staff attending are not actual inductees, they just have not had the basic information that is needed for them to work in that environment.

TelGG 21: Re. barriers, I do think that the modules are valid but then you are asking for more time for staff to come from schools, so do we go with half days? At present we do full days. I was concerned about the remodelling initially that schools may not allow staff out as teaching staff also need to be out of class for PPA – this may be a future barrier.

TelGG 57: If they are thinking of rebranding originally we did have flyers and things that were sent into school. It might be nice to have something electronically that we can post on to the LA website. We have a SS newsletter and things. The packs for HT, etc. are good but I am not sure whether there needs to be a complete separation between the packs for the HT and mentor. An overview sheet for the HT would be useful, saying more detailed information is in the mentor pack. It is alerting mentors to the fact that they will need to touch base with the individual when they come back into school and how that is going to work.

TelHW 177: Re. optional modules: We are moving to networks so I am trying to encourage them as well, to certainly look at…. I think they could look at the SS one because I think a school can do that or a school in a network could do that one. Maybe they wouldn't want to give their time to the four-day one, as it is quite lengthy, if you think it is in school time. So that would be a bit onerous, but again they could still do it, but it might be a bit onerous for them.

Introduction training materials: support staff

Current training materials: support staff
TelSC 46: Taking into account all costs … feels that the TA and SS training do offer good value for money, but it is difficult to make headteachers see this, as there are hidden costs. Also, the courses do not generate an income.

TelHW 165: The only drawback with that one is people don't understand that one yet, it is so … they say to me "Oh, is that just the same as the TA one?" and I say "No", because it is looking at you as someone who is working in a school, surrounded by all these things that a school talks about but how do I respond, react, think about these things? How am I…involved? expected…? It's really good for the perspective that it gives.

TelHW 21: No, I just open it up to anyone that wants to come that is on the support staff. Actually, my philosophy on education is that we are all in this together we are all about education and unless I'm going to be particular I don't want the audience to be for that, and I also think its good development for them to meet different people, so we've had the lot.

TelGG 10: SS is offered mixed phase as it is the case of getting a cohort it is still building its profile. Initially SS perception is "Why do I need to do that?" in pilots SS who attended SS training all found it useful. Two SS modules are covered in a day – this is enough as sometimes subjects are covered which SS do not normally work with. We want to give people time for reflection also. A mix of SS attend, although lunchtime supervisors are trained separately as this has been tradition, we have a lunchtime supervisors induction (delivered in cohorts to schools).

TelGG 27: Re. SS materials, at first I thought "Great" but then you realise that you don't need the gloss of a nice plastic wallet and a mouse mat which are not needed and which must cost. The folder is fine but does not lend itself to file which will be used time and time again – it will be wasted and put on a shelf. A similar file to TAs would be good … why make a difference? Initially, I could understand it.

TelGG 12: Using the SS materials with no adaptations but will always keep an eye on

new national agendas.

TelGG 50: Accreditation for SS may not be to the level of the TA one as there is a lot more information in the TA one, but there should be recognition at least. There is something qualitative there but I think somewhere the SS need an information-sharing exercise in a sense. I don't think they feel it as qualitatively as the TA qualification. I think the SS training needs to build its programme, as the TA first started over three days.

TelMN 122: …wondering what to do with the mouse mats – someone is deranged sending out all the mouse mats … it is so patronising

Current training delivery: support staff
TelHW 169: No, we do them all. I actually think they are good. I have been lucky to have people that will work with me. And we have just done it once a year, if you want to come on it you come on it, if you don't then you don't.

TelHW 173: I've run it over the weeks so they have only done two hours over five weeks. I have run it in afternoons but I'm just going to run it in mornings this year. Just to see if it makes a difference.

TelHW 25: It is the way you sell it to them as well. It's not just about the material and if you have got a feel … mow this is my big baby about both of them – if you have got a feel for schools and a background in schools and you understand support staff then you can sell it to them in your own way. And you could draw on your own experience. If I was just a trainer I don't think I could do it in the same way.

TelGG 42: Re. SS impact, comments are "I didn't realise … now I know why…". It's helped them to get an awareness of the whole-school team, and their role within that. It again builds self esteem. Generally more admin and technicians attend, rather than caretakers although we do have caretaker networks. So I am always mindful that we can get the training out through other means.

TelSS 32: Initially all the information that came into the borough about training for people other than teachers used to be more TA focused and that would be passed onto me. But it seems as though the TDA has changed the emphasis so they talk about a wider workforce and it's as though the TA training has been subsumed. So she will go to a conference and see all this stuff about, for instance, the DfES induction training and its caused a little bit of a problem between us as we are in separate buildings. And there is a person new to the job and also new to education as she was involved in training in industry before, she thought she had to set up all the induction training, so we had to have a discussion about "No, this bit is mine". I had to say to her "No, literally anything with TA is me; anybody other than TA is you".

TelCJ : I put the support staff introductory training out twice in LA CPD brochure and we had no take up from schools at all – except to say after we had cancelled the course – one school phoned me with one support staff interested.

TelCJ : I did send a little questionnaire to schools asking how they would like training to be put on – majority replied said two days but when it was put in the book no-one took it up.

TeIMN 120: We weren't talking enough about children – how you talk to children, how you communicate, what you demand from them. That everyone in the building is trying to educate children, whether they are in a classroom lesson or not.

Accreditation
TeIGG 50: Accreditation for support staff may not be to the level of the teaching assistant one, but there should be recognition at least. There is something qualitative there but I think somewhere the support staff need an information-sharing exercise in a sense…. I think the support staff training needs to build its programme, as the teaching assistant first started over three days.

Future training materials: support staff
TeIGG 55: Also, need to look at the occupational standard which links into the NVQs anyway, but looking at those in more detail. I do mention it in section A – it is all part and parcel of performance management but that could do with being strengthened.

TeIGG 56: Also, the workforce reform and how that will move forward and the impacts of that, particularly for SS I think that is major impact. Also, roles and responsibilities and how that has impacted.

Future training delivery: support staff
TeIGG 21: The other concern is the valuing of support staff anyway, and giving them access to courses. I think this is helped as these are free courses. Similar barriers for SS but the fact that admin staff still go back to the work they left is an added implication.

TeISS 60: As I say all we have done at the moment is we have got plans for this term. We have done a needs analysis to see who wants what and we have literally said we are starting off by offering SEN and behaviour management as other training is covered elsewhere. There were if you like the basics, they were underpinning everything else.

TeIHW 177: We are moving to networks so I am trying to encourage them as well, to certainly look at … I think they could look at the SS one because I think a school can do that or a school in a network could do that one. Maybe they wouldn't want to give their time to the four-day one, as it is quite lengthy, if you think it is in school time.

TeICJ : What I now think I need to do is revert to the school model and now I am building up more secondary school contacts – that's where the interest seems to be…. I think there is some kind of market in the school but you have got to take it to them rather than they come out from school to you.

TeIMN : I don't mind opening TA training up to other staff schools might like trained eg. admin staff or volunteers.

Annex 16 comment bank collected by TDA during its October conferences

These comments were not included in our evaluation but do support our findings.

Current training materials
Death by overhead!

Inclusion – too SEN focussed.

Too much focus on materials on curriculum *prior* to teaching and *learning*.

TAs need to support learning first … not the curriculum/emphasis of session 2 in R&C module is not right.

Needs to be ECM compliant.

Child protection … should fit in better with 'Safeguarding children'.

Support staff materials – video sequences not relevant.

Need compacting/not widely taken up.

The title of these materials need to be adapted for *induction* as often staff are five years in post and it is for development. Staff in roles who have had for example child protection training, the materials can be used for this purpose.

File for TAs is excellent. But, practically, the pack is heavy and unwieldy. Difficult to carry over the five module development days.

Disparity between materials – TA materials do not include the flat packs and mouse etc that support staff materials include. Also very difficult to bring these support staff materials to schools for induction, hard to carry that many flat packs, etc.

Primary, secondary and support staff materials all look very similar. If you are facilitating this tray often, very easy to mix up. Please could the materials have distinguishing colours for each of these … not all green and similar colours in the recent added materials?

Leadership/supervision training, particularly for TAs who now are supervising other individuals. No materials in place currently and three LAs around our table trying to address this need currently and are independently designing their own materials or in discussions with the institute of leadership and trying to get these materials customised by FE college. This is needed for all support staff, premises staff, admin, lunchtime supervisors who are responsible for managing staff. CDs will not open up fully and cannot be tailored by trainers – so we ask for videos. Sound is not good on videos.
The induction materials work really well for TAs because they motivate them to do other things and follow-up on things that interest them.
Materials are delayed too often that this seems to create a waste of resources.
The materials and structure make providers do what I want them to do (I do not have time to CQI everything)

Specialist trainers eg. ICT, SEN have them deliver modified materials to better fit the needs of TA group.

Core element – role and context modules:
Needed to get an informed feel of prior experience and knowledge but not easy to differentiate. Materials were useful as they can be worked on in school.
Pie course tasks sent out to TAs and mentors.

Literacy, numeracy and role and context
- Gets them to explore literacy and numeracy strategy.
- Role and context gives a good overview of basic principles plus performance management.
- Behaviour management is good in terms of basic principles but video sequences for primary could be more realistic and inspiring.
- SEN is good but could be extended.
- All modules would benefit from more practical tasks.
- ICT optional would benefit from practical tasks, ie., using a computer. At the moment, it is all theoretical!
- ICT optional could be extended to include whiteboard training.
- Child protection could usefully be extended.
- More on health and safety would be useful.
- More on IEPs would be useful. Personalised learning agencies?
- Behaviour module.
- ICT module, so that TAs actually touch a computer.
- SEN and induction to reflect DDA etc.

Materials are very heavy in terms of delivering them within the time frame suggested. Trainers need to handpick what they deliver or stretch the training over more than four/five days – Barking and Dagenham Authority runs them over six days.

Skills are generic that start basic that progress/levels. Skills are continuous, not tick box. Old diagram suggested end point should be seen as starting point aspiring linked to a core:
– literacy and numeracy,
– IT skills /knowledge
– communication, written and verbal developing relationship with children and young people/being around children.
– health and safety
– behaviour management
– child protection
– community common values/school ethos
– cultural differences/diversity and inclusion.

CPD – explain relationship induction starting point. Initiatives/policies demand fast learning not always possible.

TA induction:
ICT module – outdated – should be hands-on, practical, run as an IT suite, include interactive whiteboard.
Behaviour management – needs rewriting in light of SEAL materials for secondary and primary.

Literacy/Mathematics need updating to accommodate strategy updates but basically still sound for secondary and primary.
Sec TAs need 'Understanding children's learning' module.
Review necessity for the reception modules.
Incorporate ECM agenda across the board.

LAs use materials as a basic structure, then put in own, better materials! Eg. how children learn.

Teachers aren't being trained to deal with TAs … doesn't link in with what is stated in induction materials for TA. Confusion of role (eg. managing people course.)

Excellent materials for TAs. TAs go back motivated and enthused.

Materials very good.

Packages provide good introduction/useful materials.

Haven't seen introductory materials (basic level).

Have changed materials to suit local needs.

Only three out of seven have seen them.

No-one actually uses them at present.

It must be relevant to the job being undertaken, not too generalised.

Review the 'child protection' module to take half a day rather than one hour only.

Put in the ICT section from support staff into the TA programme.

No interactive whiteboard tray for TA *but* teachers have received tray. Also, five varieties of whiteboard, each need different tray!

Video sections worked well.

Added to literacy and numeracy modules.

Written a more linear programme so that TAs could 'dip into' those modules they felt they needed.

Adapted everything to greater or lesser degree – content stays the same.

Literary, numeracy and primary and secondary need updating.

Secondary SEN video not very useful.

Review clips to ensure relevant *and* not easy to use in a training environment because:
- Powerpoint and clips can't be readily 'toggled'.
- *far* too small on screen.

- not easy to wind back.

How do we know we have current version – they all look the same.

Curriculum section of role and context: livened up by practical activities.

All modules 'tinkered' with by the specialists delivering materials – they include what they feel is relevant for own area. Eg. EAL adapted in some areas where high numbers of minority ethnic children.

Amendments to fit LA needs.

Maths and literacy is skills based.

General induction eg. child protection control and constant for *all* and then modules for specific roles and link this to the career development path.

Added in additional modules – EAL, standardised optional or extended (now six days) Signposting of level 2 literacy and numeracy opportunities.

Support staff and TAs appreciated child protection module.

Child protection, health and safety useful.

Role – module very useful. Particularly good for new TAs but more established have also attended.

ELA, science, F stage good.

Technical/ ICT focus vague

Some LAs have added health/safety/ICT modules and offered flexible options.

Child protection – too short.

TA – ICT *not good.*

Behaviour module – works well.

Split lit/num (theory based and practical based) appreciation knowing the background. Overview of jargon in school.

Background to NC, PNS, KS3 strategy etc.

Title content of some modules.

Role and context has been adapted.

Changed ICT module.

EAL module from introductory materials for support staff.

TA file: page numbering confusing
OHT slides not in primary. Please can they be?

EAL – not optional?

Current training delivery
Barrier – finding for *cover of staff* to attend the 'induction' programme. And school leaders prioritising the release of staff.

Barrier of getting information to your audience. Information not getting to the audiences.

Leadership/supervision training, particularly for TAs who now are supervising other individuals. No materials in place currently and three TAs around our table trying to address this need currently and are independently designing their own materials or in discussions with the institute of leadership and trying to get these materials customised by FE college. This is needed for all support staff, premises staff, admin, lunchtime supervisors who are responsible for managing staff.

Where TAs/support staff take up induction training, it is often their first exposure to/experience of school policies.

Problem at LA level to understand what induction is happening within schools – some LAs are surveying schools to find out the extent of provision.

The introduction of basic skills – numeracy and literacy standards has been a valuable part of TA development.

Specific subject-knowledge linked with TA levels has a similar effect.

It really helps if there is a named person in the LA who has responsibility for induction.

Staggered the attendance to allow tasks to be done – 2 x ½ days + 3 full days – good venues for professional feel – supported training in this way – working with TAs and mentors.

Separate primary and secondary training and very frequent training opportunities – works well when there is a person responsible solely for T&D.

Using specialist trainers ie. literacy and numeracy consultants.

Specialist modules were better attended and valued.

Inspector responsible for training led the last session, which was to challenge school management.

Highlighted variations of school deployment.

Mention involvement in training.

Foundation modules for all and then other materials as opportunities for particular groups and needs.

EAL option – linked with literacy and numeracy consultants.

The core – four modules TA and mentors
- one module TA and literacy co-ordination
- one module TA and numeracy co-ordination.

Brought child protection specialists.

Have used specialists for each of the six modules.

Demand for SEN and behaviour management led to enhancement by specialists.

Role of the mentor – review – perhaps separate sessions.

Accept that it should not replace 'school induction'.

The mentor is 'for life and not just for Christmas'.

Suggest a pick and mix approach particularly re. secondary.

Materials are very heavy in terms of delivering them within the time frame suggested. Trainers need to handpick what they deliver or stretch the training over more than four/five days – Barking and Dagenham Authority runs them over six days.

Why are you distributing in August when most of us have to take our holidays? We need them *before* summer break so we can plan.

Involve senior TAs to deliver role and context to deliver from own perspective.

Newham developed additional modules (eg., early years, subject specialisms, CT) to broaden induction 12 days over two terms accredited by the HE (60 CATs)

Mapped to first two modules of NVQ 2 to encourage progression.

Have had to adapt – eg. offering to go out to schools to provide MDA training (impossible to get to every school though)

Networking meetings offered – bringing groups together to discuss and then feedback issues.

Teaching assistant induction – received very well. Lack of interest in support staff induction – not been able to get off the ground.

Promotion difficult – a long time away from the work (when you consider in-house induction as well).

Gone from four days to two core days – CP role, NC, EAL, SEN, lit then opt in to what they want so addresses issues of existing staff. Bring in spec. staff mainly TAs, but odd librarian.

5 days, 5 x 2 hr sessions, moved it into school focussed group areas and train staff from schools to develop the programme. Will level that more. Will access more. staff as have travel issues.

Looking at core uptake – especially secondary – don't see it as relevant.

Good to have mentor with TA training – but difficulties with *time* for mentors to attend.

Range of trainer patterns eg. use specialists.

NQT have very little experience in understanding how to *manage people*. Not on this curriculum – working with teams and people and leadership/managing people.

Induction training has made schools aware that TAs need relevant school policies.

Planning time flagged up via induction training (implications for schools awareness raising)

National strategy training should be in an updated induction training.

Noted number of TAs dropping because 'done' bulk of existing staff – emphasis now on new staff.

Reached a wider workforce in some cases.

Organisation of four days as a result of issue around facilitating delivery eg. literacy/numeracy.

Joint training – with secondary/primary.

Additional training limited to induction eg. literacy etc.

Flexible timings – throughout sessions.

TA has worked well in past, focussed in a staff group seems more relevant.

Positive that not prescriptive and eligible for adaptation.

Very welcome

Profile of TAs has been raised and schools take materials and training seriously now.

Extended EAL module to full day.

Made up own EAL module. Ethnic minority team. Can be off message.

SEN also needed to be adapted to fit in with local circumstances and priorities.

Timing.

Key contact at LA (need joined-up thinking).

Optional module not optional offered as a package.

Allow more time for some modules – secondary science.

TAs say it's the best/(only) training they've done.

Opportunity to network.

Valuing the staff – time out of school with *lunch*!

They appreciate it.

Cost of release of mentor – disruption. Difficulty of releasing KS3 TLCs to do KS3 training/sec.

It opens eyes to opportunities for further development and training.

Helps them to see their role in context.

Provide a massive opportunity to network and benchmark where they are with identifying how their needs match others.

Adapted delivery to have local/cluster support or flavour – literacy modules with the support of lit consultants – particularly to make them interactive and meet a variety of learning styles.

Future training delivery
Invite postholders eg. school business managers to look at other aspects of training.

Behaviour module always works well. Any way to extend further?

Recognition that comes with attendance on courses.

Opportunity to share good points.

Improve – SEN – more work on 'P' levels.

Perhaps the literacy and numeracy modules – TA induction needs tweaking/bringing up to date.

Can we use it for parent helpers? Communicate this to schools if so?

Build in literacy/numeracy basic skill/key stage 2

Guidelines to schools re. common core for all staff in schools.

Need to be delivered by subject specialists to make them interesting and relevant – cannot be delivered by just any member of staff.

Optional units are a very good idea – especially science for secondary TAs, subject specific information could be given out for TAs to take them back to school.

Subject-specific information (eg., science) could be given out for TAs to take back to certain departments to discuss with their colleagues.

Teachers could be invited along at secondary level especially for English, Maths and science.

Could be called foundation (could be confused with foundation stage) or introductory level training to stop the idea that it is just induction training.

Working with TAs should be one of the standards in the QTS or induction standards – more specific to role.

Encourage LAs to gather info on staff turnover and impact of induction.

Different approach needed for secondary? – current TA induction doesn't attract secondary as well as primary.

Some staff picking up admin work (24 tasks) and others doing lower supervisor work – need to reflect variety of roles.

Need to raise self-esteem and confidence – need to embed in induction (and find opportunities for this to be expressed in school eg. TAs taking registration/ tutor time) Encourage those attending induction to have opportunity to cascade this back to others.

Include session of teachers and TAs working together.

Include subject specialist modules (for primary and secondary).

Induction for secondary staff needs to be re-marketed and pushed to secondary school leaders.

People should receive training *before* employment so that meet basic standards before start.

Some want to move one set of introductory training for new and more experienced staff, some feel need to have separate induction and refresher/update training.

Could there be a module on working in the school context and the *Every child matters* agenda?

Awareness of context of change in schools and what future holds for them.

Assertiveness skills.

Being part of a professional community.

Life skills – numeracy, literacy and ICT.

Confidence building – playing a role within a team and problem solving.

Behaviour management.

South West grid for learning portal as vehicle for promoting training and development.

Assertiveness –
- dealing with parents
- working with children (environmental)
- breaking down 'self-imposed' barriers (and barriers from above SMT/HT/teaching staff)

Encourage structure clarification of school workforce and of specific role.

Encourage schools to identify qualified/competent support staff members to lead on CPD – more acceptable as 'one of them' – on the level.

Need to encompass in spectrum of practise in school one package adapted 23,000 different ways.

Issues about support staff title? Do librarians, site supervisors see themselves as support staff? Is title of materials putting people off? Slight customisation to support staff?

Need research to really focus Q on non-TAs and what their view is. Equally need to ask those who *didn't* come on training. Need to be more inclusive in material.

Need to get into LA leadership programmes if we are going to 'sell' this.

Looking with HTs at deploying staff into subject areas/ lit and numeracy to bring about changes – early days. Raising issues about LSAs versus TAs.

What is take-up of induction training by school? How do LAs track that?

TDA can support by getting info into schools in a way that headteachers will read it. Some LAs have and promote website and have validated on-line booking system so can see school pattern. Use of change teams?

Child protection needs to be a module in its own right focussing on the development of children's services.

'Understanding children's learning' module added for secondary.

Add a module on the foundation subjects (to include science) for primary – incorporate excellence and enjoyment.

Rethink the place of mentors – a module specifically for them?

Optional 'multicultural issues' module to raise awareness in areas where there is no multicultural demographic.

Develop working with parents to support schools becoming children's centres.

Offer mentor training – eg. using HLTAs to mentor and carry out induction for new staff in school.

Teaching assistants:
- changed behaviour management module extensively to incorporate more practical examples.
- don't use videos much.
- to meet local need, changed career routes modules – use LA staff.
- use specialist staff to deliver some modules, eg., KS3 behaviour and attendance consultants for behaviour management (secondary)
- put in more practical activities (all modules) eg. games – made *fun*!
- delivered as four full days in local venues (eg. hotels/training centre).

Changing cultures – the thinking: schools around value of TAs/support staff including attending training and having mentors.

Support at national/regional levels to inform senior people and schools LAs about what's required.

Need support at national level to support LAs in identifying training needs – want consistency, aware of certain programmes available, are they worthwhile?

Good idea = grading structure which allows for staff to attend training and be paid for that time.

TDA to consider cultural issues of how staff are treated in schools – need to think of *national* picture, comparing teachers and TAs/SS.

Generic induction.

Starter point for skills to CPD which offers a clear progression and how it all links.

Specialist roles…Maths/science.

Seeing the value of CPD and take-up of courses.

Culture change in wider population.

TDA never raised the profile for big campaign on TAs in classroom…big career and quality of people high now and graduates who might want to become schools…Big campaign for teachers – increase uptake on training as the role would see it as professional and taken seriously. Need to raise profile at a national level.

Please do not change name from induction to foundation as it will cause confusion with foundation degree.

E-learning – course available as part of a blended learning activity. We'd be interested in developing this.

Role and context module needs revisiting.

Sessions for teachers and TAs together – ?evening session.

Distribution problems – labelling of boxes
- correct order
- when delivered.

Feed back of TA course very good/ positive.

Timing of sessions – need longer than suggested.

Timing of distribution of materials – need before August in order to prepare schools for mentoring etc.

Need more information/promotion/awareness raising re. common core.

Need for LA to explain purpose of induction programme at the beginning of their employment.

Induction should be compulsory and accredited.

Evaluation and improvement should have happened faster.

Should take place over longer period of time – build practice around material with mentor after training.

Could be rebranded eg. 'core national training'. Not just induction. Should come after school-based induction.

Signpost accessibility of training and development.

Could include a training needs analysis.

Could focus on different categories.

Too much sitting and listening. Needs interactive links to website – modelling of strategies.

More on foundation subjects – assessment 4 learning, questioning contribute to teachers planning.

SEALs materials – link to behaviour module.

Need for more on specific behaviour strategy for SEN.

Need basic induction then another level – workforce specific.

Need foundation *skills* - ICT, basic skills – Word, internet etc than curriculum knowledge.

Move on PNS – with activities – card sorts etc. Role play.

More links to skills needed for 14–19 curriculum and supporting pupils at KS4 and GSCE especially (SEN).

Communication skills 'correct' used of language – model the language we want to hear?

Make more interactive. Offer a menu of other training – communication skills.

Need to look at the way we offer training – not requiring release from schools – ie. SS attend staff Inset days – have more than one training day at the beg/middle/end of each term.

ICT (Once covered the basic stuff – we adapted the delivery to support the training needs identified at a local/school based level. – particularly how ICT enhances/supports T&L within a curriculum focus.

The role of the mentor needs to be strengthened (can this role be linked across to the mentor accreditation in the GTC TLA (as per mentor role for ITT) Therefore establishing seed change for mentor role in 'whole school workforce'.

Link with using/being familiar with the re-modelling tools such as D.I.L.O. to support change process in team building.

Raising awareness of school leaders of importance. Resource LAs to deliver it.
What skills?
- IT
- emotional well-being of young people.
- literacy and numeracy.
- how children learn…ways of learning.

Would like to see the mapping of VQs to induction included in the materials for participation. (Need to photocopy this each time from the website) Please think about our work-life balance!

Materials need to be related to particular staff groups.

Introduction materials should be available for people seeking jobs in schools.

Handbook (file) for TAs is in a strange order. Role and context stuff needs to be at the front and sections 1–3 are not really useful to TAs, take a long time for TAs to research and fill in, could be removed.

Materials should be sent into schools to the appropriate individual and not just directly to headteachers.

Relationship between materials and school's internal induction – how do contract staff fit in? And child protection issue. Look at NUS for relating to contract staff. Used as an opportunity to get at support staff involved.

Communication between LA and school TDA. How to cover a broad range of roles – going to need role-specific materials.

Culture change – need to change perception of how people in the workforce have been traditionally viewed – equality and understanding the roles … need these in materials.

Induction materials should be mapped to HLTA standards.

Stress to schools that induction materials support not replace school-based induction eg. advise schools on essential content of induction.

Videos need to be updated and more realistic – challenging pupils for example.

CDs – difficult to access and select specific sequences.

Cost of delivery – issues in rural areas - blended delivery might improve this.

TA staff could be more active and practical. Videos should take more account of diversity and *real* nature of schools and children.

Dispatch of materials – materials need to be more clearly identified and labelled.

More copies of training materials.

Qualifications
Schools tend to focus on VQs as these result in a qualification – it would help if induction carried qualification points.

Can it be 'requirement' at induction for teachers with focus of core skills. Not getting to people who need it. 'Carrot and stick', need to have both elements. So sold as an entitlement. 'Sell' it to professional association as an entitlement.

'Sell' career progression; stols; CPD at induction. Put two-year ringfence in place to support CPD and then wouldn't have inappropriate people on induction programme. Add accredited package.

No qualification or certificate, so induction is quartered. Some LAs have mapped it to qualifications – would be good to show.

Make it a nationally accredited qualification.

Qualification, certification, eg. QCA SWIS L2

Accredit against NVQ level 2 use of assessor as mentor.

Links to NVQ 2 very explicitly. Coursework provides knowledge/evidence base (optional).

Accreditation at level 2.

Better accreditation opportunities (for level 1?) for those going through induction. The present cross-matching of induction to NOs is very thorough but just too complicated for people new in post to grasp in time to use them.

Where does it really sit with NVQ2 baseline – some TAs find this overwhelming.

Accreditation of modules and greater link to NOS. Encourage multi-agency services.

The tasks need to be linked into the qualifications framework (could then be used for accredited prior learning) what's in it for me?!!

Staff release issues
Certain schools are very reluctant to release TAs/supporting staff for induction training.

Make *active* encouragement to attend. Perhaps make it compulsory?

School not getting sufficient information about induction. Why is it not getting through?

Should the training take place in the schools? More uptake?

Ultimately about getting headteachers onboard.

Case studies of showing schools the benefits of induction training, including a mentor.

Funding
Very important – ensure funding streams are secure: If standards not 'ringfenced', then the LA will not be able to run the training.

Provide more funding to enable large rural LAs to overcome difficulties of providing training locally.

Ringfence funding so schools don't divert it elsewhere.

Traded services can produce barriers as schools have to pay.

Funding is key – need to have this so that schools don't have to pay for induction training.

Funding – some authorities have been providing the training free of charge, but still will need to start charging and so the numbers will drop. Funding should be ringfenced and checked. TDA to pay for the TA and support staff induction rather than be incorporated in the standards fund.

Need more info on funding for materials 06-07

Funding – if it was 'free' to schools, they may be more interested.

Needs to be emphasised to headteachers that this an entitlement to *all* learning-related support staff where monies devolved to schools – not ringfenced and TAs do not see training.

Far better for LAs to keep money to put on training. Would help if could offer supply cover.

Current training delivery SS
Support staff introductory training should reflect remodelling agenda more strongly.

Sensitive about delivery: range of experience/qualification of support staff.

ICT not suitable for their needs? Support staff found patronising – limited venues because of ICT requirement.

Support staff enjoyed and appreciated the training.

Support staff and TAs appreciated child protection module.

Low interest from SS other than TAs as not perceived as relevant.

Skills needed by support staff – like the rocket model!

Empowers TAs and support staff to use the language they used in change/influence practise in their settings.

SS introductory:
- materials struggle to accommodate the needs of a very diverse group of staff being trained together.
- ICT module is dreadful! Must be hands-on but is it needed at this point?

Issues around the range of SS roles – getting sufficient to make training viable.
- getting staff released at the same time.

Some concern that not all LAs are offering whole-school support staff training.

Future training delivery SS
All support staff skills:
- communication
- skills for life
- being around children
- confidentiality
- diversity.

Support staff:
- made all activities more practical – found that support staff can be put off by the 'wordy' delivery.
- delivered as five half-day modules in schools.
- Admin and bursar training delivered through a conference – the modules eg. EAL/curriculum delivered as workshops.

Skills needed by support staff – question too broad.
- communication
- sensitivity
- behaviour management
- team work
- health and safety and child protection knowledge
- basic skills literacy/numeracy
- role specific
- time management.

Skills needed by support staff – the question is too big/vague to the divergent nature of the roles of support staff. This is a potential issue regarding the generic non-TA support staff induction.

Support staff – getting information across to get buy in.

Getting support staff to recognise that they need/benefit from induction programme.

Accreditation for support staff training? At what level? Very mixed range of personal/academic and experiential qualities.

Need to convince school managers of relevance of SS training.

Skills needed by support staff:
- behaviour management
- social interaction/communication
- child protection
- equal opportunities
- health and safety
- role-specific skills – play
- working in unstructured time.
- sensory difficulties – awareness of
- lots of training exists other than induction
- ICT skills for TAs.

Support/promote message/info to governors re their role and responsibilities for SS.

Timing of programmes – offer in spring so SS have settled in and schools had time to provide mentors.

Get message promoting importance of wider SS across more clearly.

SS too generic when it comes to specific job roles.

Can be too basic for some support staff. Make activities.

How should the SS introductory materials be delivered?

SS modules – need working.

Skills needed by support staff:

- behaviour management
- child protection (the children's service agenda).

Profile of prof. development for support staff needs to be raised eg. child protection/behaviour management important for lunchtime staff, cleaners, premises manager, etc. Poor take-up for introductory training is largely a cultural issue.

Module for support staff to look at progression, training opportunities, professional development, workforce development etc.

Marketing and increasing professionalism in support staff.

Current training materials SS
SS materials less relevant – confusion whether it includes TAs.

Very hard to make materials relevant to support staff eg. premises staff, ICT, dinner ladies going through generic admin modules etc.

Support staff – materials good, high standard.

SS materials not being used – needs to be more tailored to different roles in schools.

Materials work well because it boosts confidence and competence of TAs and support staff.

The introductory training is pitched too low and does not relate to particular roles.

Support staff – many participants have been working for years, so draw more on experience.

Addition of info about VRQ for support staff at TA induction:
- ICT optional module felt to be weak and therefore not offered by some LAs (amended by others) LA devised module (PSHE focus) led to improved recruitment. (Devon) Devon identified some modules as mandatory (R&C module) plus extended list of optional modules (display, health and safety, learning through play)
- Too theoretical – especially in support staff introductory course. Some LAs added practical hands-on activities.

Generally, TA induction was well received by delegates.