

Guidance on introductory training for teaching assistants and school support staff



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Contents

1	Introduction	4
1.1	Who is this guidance for?	4
1.2	What does the guidance cover?	4
1.3	Why has the guidance been developed?	6
2	What does this mean for me?	8
2.1	Key messages for local authorities	8
2.2	Key messages for trainers	8
2.3	Key messages for schools	9
2.4	Key messages for NVQ and SWiS trainers and assessors	9
3	Which introductory training programme?	10
4	School support staff introductory training	11
4.1	Background	11
4.2	Induction materials	11
4.3	Progression	12
5	National occupational standards for supporting teaching and learning in schools	13
5.1	Introduction	13
5.2	Progression from introductory training	13
	NVQs in supporting teaching and learning in schools	13
	Apprenticeships	16
	HLTA and foundation degrees	17
5.3	Supporting progression	18
	Accreditation of prior learning	18
	Training delivery notes	18
6	Support work in schools qualifications	19
6.1	Background	19
6.2	Progression from introductory training	19
6.3	Parent support adviser initial training	20
6.4	Progression from SWiS	20
	National vocational qualifications	20
	Supporting teaching and learning in schools	20
7	CWDC induction	22
7.1	Introduction	22
7.2	CWDC induction standards	22
7.3	CWDC induction training programme	22
7.4	Links to TDA induction materials	23
8	National Strategies	24
8.1	Introduction	24
8.2	Links to the induction materials	24
8.3	New national strategies resources	25
8.4	Updating induction materials	26
9	Looking ahead	27
9.1	Integrated qualifications framework	27
9.2	Qualifications and credit framework	27

9.3 Sector qualification strategy for school support staff	28
10 Further information and references	29
11 Glossary	31
12 Acknowledgements	35

Annexes

- Annex 1** Mapping between the primary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools
- Annex 2** Mapping between the secondary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools
- Annex 3** Mapping between the induction materials for support staff and the support work in schools qualifications
- Annex 4** Mapping between CWDC induction training programme generic modules and the TDA induction materials
- Annex 5** Primary teaching assistant induction modules: Module leaders' notes
- Annex 6** Secondary teaching assistant induction modules: Module leaders' notes

1 Introduction

This guidance has been developed by the Training and Development Agency for Schools (TDA) to support the delivery of effective introductory training for school support staff. The guidance links to the induction materials for teaching assistants (TAs) and support staff developed by the TDA. It also links to other initial and continuing professional development (CPD) provision including induction standards and induction training programmes developed for the children's workforce and accredited qualifications.

Introductory training can make a major contribution to raising standards in schools by ensuring newly appointed support staff are confident and capable of carrying out their responsibilities at work within a reasonable period of appointment. It also provides the foundation for CPD. Effective introductory training provides motivation and support for further learning and opportunities for formal recognition of achievements through access to qualifications.

The guidance has been developed in consultation with local authorities (LAs) and schools.

1.1 Who is this guidance for?

This guidance is written primarily for those responsible for planning and/or delivery of introductory training for teaching assistants and other school support staff. In most areas this will be LA staff or providers contracted by LAs to deliver introductory training on their behalf. However some schools also provide introductory training based on the TDA induction materials in their school or cluster of schools. The guidance includes information to support planning and delivery of introductory training programmes that are up to date and reflect recent developments in training materials and resources.

The guidance will also be of interest to school leaders and those who line manage or mentor support staff in schools. Introductory training plays an important part in the induction of newly appointed staff and can provide a refresher for existing staff and/or those taking up new roles within the school. But introductory training is only part of the overall induction programme for staff. It should complement school-based induction; support effective staff deployment; and inform performance review.

Finally trainers and assessors for the national vocational qualifications in supporting teaching and learning in schools (STL NVQs) and/or support work in schools (SWiS) qualifications will find this guidance useful in identifying opportunities to build on introductory training to support progression to an accredited qualification.

1.2 What does the guidance cover?

The guidance is structured in 12 sections:

1 Introduction

The introduction describes the target audience, scope and purpose of this guidance. It also explains the background to the guidance document and why it has been developed.

2 What does this mean for me?

Section 2 provides key messages for LAs, trainers, schools and NVQ/SWiS trainers and assessors for planning, delivering and supporting effective introductory training and CPD programmes for school support staff.

3 Which introductory training programme?

Section 3 presents a model for identifying which induction training materials developed by the TDA and its partners may be applicable to different support staff roles in schools. This is provided as a possible starting point for exploring options rather than a definitive model to fit

all situations.

4 School support staff introductory training

Section 4 provides background information about the induction materials developed by the TDA including opportunities for progression.

5 National occupational standards for supporting teaching and learning in schools

Section 5 explains how the induction materials for TAs link to the national occupational standards for supporting teaching and learning in schools (STL NOS) and support progression to the STL NVQs. It also describes progression to apprenticeships for learning support staff and to higher-level teaching assistant (HLTA) and foundation degrees. This section includes guidance on promoting progression through the accreditation of prior learning and delivery of introductory training.

6 Support work in schools qualifications

Section 6 explains how the induction materials for support staff provide progression opportunities to SWiS qualifications and further progression to NVQs. This section also includes information about initial training for parent support advisers (PSAs) that supports progression to the SWiS (parent support) endorsed pathway at level 3 in the SWiS qualifications.

7 CWDC induction

Section 7 describes resources developed by the Children's Workforce Development Council (CWDC) to support induction of workers across the children's workforce and explores the opportunities for integrated, multi-agency training.

8 National strategies

Section 8 explains recent changes in national strategies and frameworks and provides links to more relevant and up-to-date resources.

9 Looking ahead

Section 9 describes recent and emerging policy developments in relation to the future of training and qualifications for school support staff including the integrated qualifications framework (IQF), qualifications and credit framework (QCF) and the draft sector qualification strategy for school support staff.

10 Further information and references

Section 10 provides links to further information to support induction planning and delivery.

11 Glossary

Section 11 provides a glossary of acronyms and specialist terminology used in this guidance.

12 Acknowledgements

Section 12 acknowledges the people who contributed to the development of this guidance.

Annexes

Annexes to this guidance provide more detailed information about the links between TDA induction materials and other training materials and resources, specifically:

- Annex 1 Mapping between the primary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools
- Annex 2 Mapping between the secondary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools
- Annex 3 Mapping between the induction materials for support staff and the support work in schools qualifications
- Annex 4 Mapping between CWDC induction training programme generic modules and TDA induction materials
- Annex 5 Module leaders' notes for the primary teaching assistant induction modules
- Annex 6 Module leaders' notes for the secondary teaching assistant induction modules

1.3 Why has the guidance been developed?

The TDA took over responsibility for TA and support staff induction materials in 2004. The materials have been reviewed and revised since then and new modules have been developed.

However, since the TDA induction materials were first introduced, the context in which they are delivered has changed significantly. Some of the most important developments are outlined below.

- The diversity of job roles, and range of demands on school support staff, have increased significantly as a result of school workforce modernisation, Every Child Matters (ECM), extended schools and other key initiatives.
- A range of other training materials and resources are now available to support the initial training and development of school support staff. These include the SWiS qualifications and relevant support from other organisations such as the National Strategies and CWDC.
- In 2007, the TDA published the new national occupational standards for supporting teaching and learning in schools (STL NOS) based on comprehensive revisions to the former NOS for teaching and classroom assistants. NVQs in supporting teaching and learning in schools are now accredited on the national qualifications framework.
- The development of the QCF and the IQF for the children's workforce, which will support career mobility and the development of qualifications with elements that are shared between sectors.
- TDA and CWDC are exploring ways of more closely aligning their work on induction.

In the context of these developments, the TDA has been reviewing its approach to introductory training for school support staff. Feedback gathered from schools, LAs and other stakeholders has highlighted the need to help trainers develop more flexible and sustainable approaches to the delivery of introductory training. Feedback has also indicated the need for greater clarity about how the induction materials relate to the STL NOS and to other training and resources.

The TDA has developed this guidance for LAs, schools and other stakeholders to:

- show how the current materials map to the new STL NOS and can be used to support achievement of the STL NVQs at levels 2 and 3
- provide clarity about the relationship between the induction materials and other relevant training including the SWiS qualifications and provision for the children's workforce
- highlight areas of the induction materials that no longer reflect current National Strategies practice and provide links to more relevant and up-to-date resources, and
- provide explanatory information on key contextual developments such as the IQF and QCF.

As a member of the Children's Workforce Network (CWN), the TDA is working with partner organisations to develop an IQF for everyone working with children and young people. This will be introduced progressively from the end of 2008. The IQF will support an integrated approach to children's services by encouraging and recognising opportunities for joint training and enhanced workforce mobility.

Induction will be an important first step in accessing the IQF. CWN members are exploring opportunities for more closely aligning their approaches to induction. Common approaches need to recognise the similarities of some aspects of job roles across the children's workforce while acknowledging role-specific induction needs.

The Qualifications and Curriculum Authority (QCA) is currently trialling a new qualifications framework to replace the national qualifications framework (NQF). The qualifications and credit framework (QCF) will be based on a bank of qualification units, each of which will have a level and credit value. Rules of combination will be developed to determine how units can be combined into meaningful qualifications. The new framework is intended to better meet the needs of employers by being more flexible and easier to understand than the NQF.

This guidance aims to support LAs in customising and supplementing the TDA induction materials with other resources to meet the specific needs of local school support staff. It is the first step in supporting schools and LAs in the development of more flexible approaches to introductory training that are in line with the implementation of the IQF and QCF.

2 What does this mean for me?

2.1 Key messages for local authorities

Local authorities (LAs) need to provide positive leadership in helping schools develop and deliver effective induction programmes which may include a taught programme of initial training. Most LAs offer introductory training based on TDA induction materials. Some offer integrated or multi-agency introductory training or are exploring opportunities to do so. In planning introductory training programmes for school support staff LA staff could consider:

- identifying opportunities for integrated or multi-agency introductory training and which school support staff would benefit from this
- customising introductory training programmes to meet the needs of local schools and their support staff
- providing or commissioning introductory training programmes to meet local needs
- ensuring trainers deliver TDA induction materials and use the updated delivery information included in this guidance
- supplementing induction materials with other resources as appropriate to the local cohort
- clearly positioning school-based induction and introductory training programmes in the LA's training and development framework for school support staff
- exploring opportunities for using TDA induction materials in NVQ/SWiS programmes, and
- promoting progression from introductory training to NVQs and/or SWiS qualifications.

2.2 Key messages for trainers

Trainers who deliver introductory training have a key role in ensuring the quality of learning activities for participants. Those who commission introductory training and the support staff who attend, expect trainers to facilitate learning through well-planned activities tailored to the needs of the group. To achieve this, trainers could:

- plan training sessions well in advance
- familiarise themselves with the content of this guidance and identify the key points in relation to the module(s) they will be delivering
- take account of suggested changes to the materials as detailed in the module leaders' notes in annex 5 and/or 6 of this guidance
- check and collate the necessary training resources
- familiarise themselves with the video and audio clips and other materials associated with the module(s)
- download and use any revised presentation slides for the relevant module(s)
- check all website references carefully to see if they have changed and substitute other references where appropriate
- customise training to meet the needs of the group
- establish participants' interests and previous experience in the area under discussion
- make opportunities for participants to draw and reflect on their pre-session activities and any previous experience
- bring their own expertise and experience to bear when delivering the module(s), and
- identify and make connections to the local context, eg. policy, training provision and access to qualifications, wherever possible.

2.3 Key messages for schools

Effective induction is one of the most important measures that schools can put in place to raise standards and ensure positive outcomes for pupils. Schools need to make a positive commitment to ensuring effective induction for all newly appointed staff¹ whatever their role, previous experience and existing expertise. For support staff this could be achieved by:

- establishing a school induction policy for newly appointed support staff with clear and specific targets, roles, responsibilities and timescales
- identifying induction and initial training needs of newly appointed staff
- developing an induction plan for each newly appointed member of staff which takes account of their previous experience and achievements and may include a taught programme of initial training
- using the online guidance for planning school based induction available in September 08 at www.tda.gov.uk/support
- using this guidance to keep up to date with developments and options for introductory training including opportunities for progression
- assessing the benefits of any introductory training provided by the LA for meeting an individual's needs including integrated or multi-agency induction training if available
- taking account of local introductory training provision when planning school-based induction
- ensuring every newly appointed member of staff receives a comprehensive and coherent induction programme
- evaluating induction programmes to ensure they are meeting individual and school needs
- ensuring staff are given enough time, encouragement and support to truly learn from the induction process and apply learning to their working practice, and
- identifying and providing training, support and protected time for support staff mentors.

2.4 Key messages for NVQ and SWiS trainers and assessors

Finding out what a candidate already knows and can do for immediate assessment demonstrates that previous experience is valued. It provides 'quick wins' which motivate candidates as well as familiarises them with the assessment process. Identifying prior learning is a critical part of initial assessment for a qualification. It provides the evidence to determine the starting point of learning and assessment and avoids duplication of learning. As many school support staff will have undertaken some introductory training prior to doing a qualification NVQ/SWiS trainers and assessors could:

- find out what introductory training programmes are provided in the local area
- check if candidates have attended any introductory training programmes
- familiarise themselves with the content of relevant introductory training modules
- use this guidance to identify potential opportunities for the accreditation of prior learning
- follow awarding body procedures for the accreditation of prior learning, and
- draw on TDA induction materials where relevant to support progress towards the qualification.

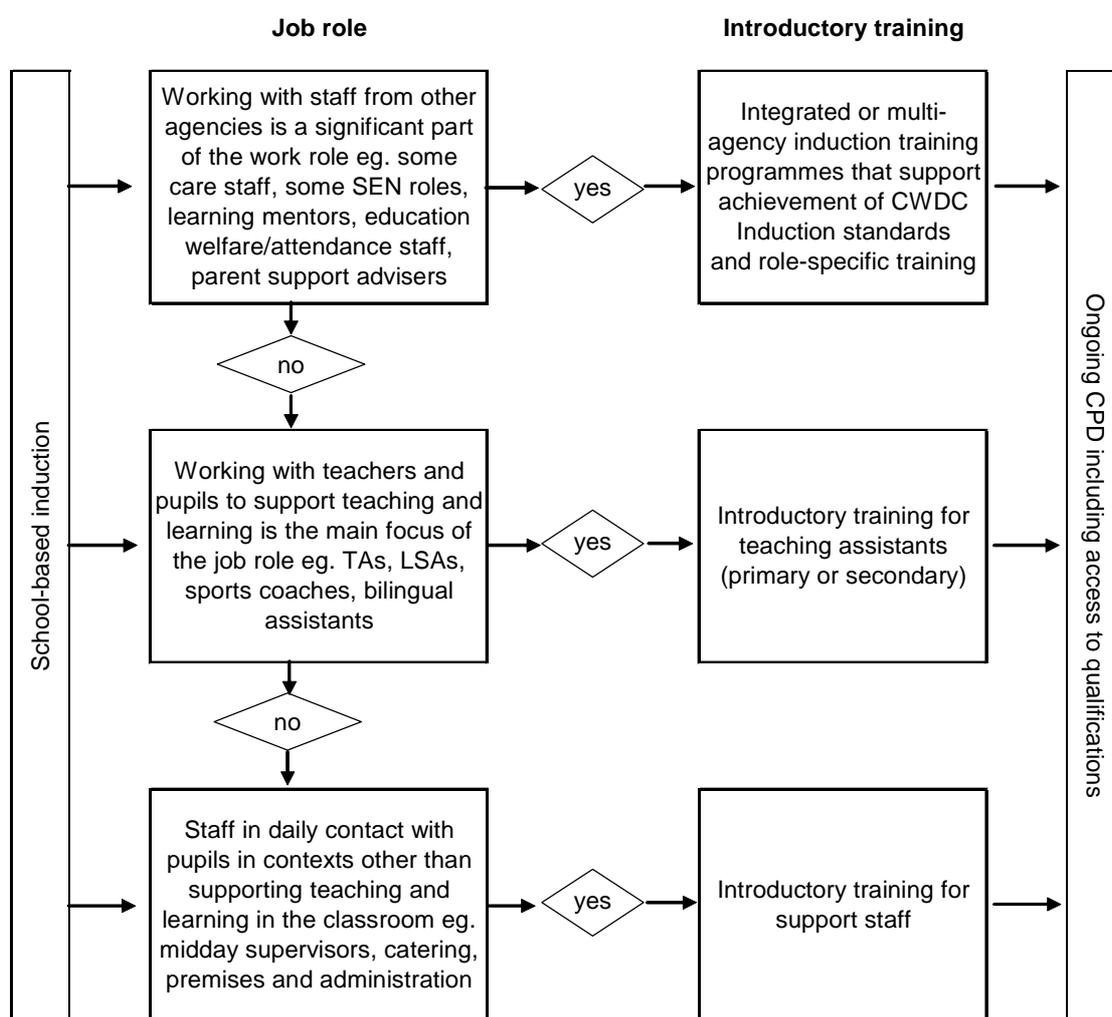
¹ Newly appointed staff include those new to the school and those moving to a new post within the school.

3 Which introductory training programme?

The TDA has provided induction materials for TAs and school support staff for several years. More recently the TDA has developed initial training materials for PSAs.

CWDC has also developed induction training materials to support its induction standards for workers in the CWDC footprint². These consist of five generic induction training modules for workers at levels 3 and 4 on the NQF and role-specific induction modules for learning mentors, education welfare officers and Connexions personal advisers. Some LAs use CWDC induction training materials for integrated or multi-agency introductory training including school support staff.

The flowchart below indicates which of the different introductory training programmes may be applicable to different school support staff roles. This is not intended as a definitive framework that must be followed. Rather it is intended to offer a starting point for exploring options. The following sections provide information about the different induction materials and how they interrelate.



² The CWDC footprint covers children’s social care, early years, children’s residential and day care, foster care, education welfare, learning mentors, Connexions advisors and Children and Family Court Advisory and Support Service family court advisers.

4 School support staff introductory training

4.1 Background

The induction materials for TAs and other school support staff enable LAs and others to deliver training programmes to cover the basic knowledge and skills all school support staff need in their roles.

Introductory training helps new TAs and support staff to understand their role, feel confident in their work and be effective members of the school team. However, many longer-serving staff have found it useful as a refresher to bring them up to date with changing policies and practice.

The training complements school-based induction, providing an introduction to important developments in education, such as Every Child Matters, revisions to the National Curriculum and ways of managing behaviour. The training covers the essential knowledge and skills that all support staff need, and there are targeted separate sets of materials for primary TAs, secondary TAs and other support staff.

The materials were updated in 2006 to reflect the Common Core of Skills and Knowledge for the Children's Workforce. This means that staff completing an induction programme for TAs in primary or secondary schools or for other support staff will have covered all six themes of the common core at an appropriate level for their job role:

- effective communication and engagement with children, young people, parents and carers
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working, and
- sharing information.

4.2 Induction materials

The modules are designed to be used by LAs to plan and deliver introductory training for school support staff. The training can be delivered throughout the academic year in several whole-day sessions or in shorter, separate sessions.

Participants are not formally assessed at the end of the training, but are given preliminary reading and school-based assignments to carry out. Many LAs customise the materials around the needs of their particular cohorts and some have incorporated the training into career development frameworks for staff, using the training to support the achievement of NVQs at levels 2 and 3 and underpinning progression to HLTA status or foundation degrees.

The induction materials are available on the TDA website at www.tda.gov.uk/ssinduction

4.3 Progression

There are clear links between the induction materials and the national occupational standards for supporting teaching and learning in schools (STL NOS) and the Support Work in Schools (SWiS) qualifications. Once the induction programme has been completed, participants will have begun to meet the knowledge requirements for several units from the STL NVQs and/or SWiS.

Participants should be encouraged to use the introductory training programme to gather evidence that can be used towards the future achievement of an appropriate qualification. The ability to apply knowledge in the workplace, and the competence that then emerges, will develop over time, and can be recognised through the assessment processes of the relevant qualification.

The TDA has produced a career development framework (CDF) that shows all the qualifications commonly held by school support staff and how they relate to job roles. In discussion with their school or LA, support staff can identify opportunities for development within their current role and qualifications that will help them to progress or move to other roles within the school. The CDF is accompanied by guidance for LAs and school leaders to help them make effective use of its contents. It is available at: www.tda.gov.uk/cdfleaders

5 National occupational standards for supporting teaching and learning in schools

5.1 Introduction

The national occupational standards for supporting teaching and learning in schools (STL NOS) were approved in June 2007. The new standards replace the national occupational standards for teaching and classroom assistants and cover a much broader range of roles and responsibilities.

These standards were developed by the TDA as the sector body for schools in England. Sector bodies are recognised by the Government as the organisations responsible for identifying and developing NOS for the sector they represent.

The STL NOS apply to anyone who provides direct support for teaching and learning in any type of school – primary (including early years foundation stage), secondary, special or pupil referral units (PRUs). They have been developed to reflect changes in support staff roles following the implementation of workforce reform.

The STL NOS are consistent with and support the ECM outcomes and reflect the six themes of the Common Core of Skills and Knowledge for the Children's Workforce.

The STL NOS are presented in 69 units. No individual is expected to meet all of the units; only those related to their role in school. They describe the skills and knowledge that learning support staff need to do their job effectively. They are nationally agreed standards of effective practice that can be used by practitioners and employers to support staff development and school improvement.

The online STL NOS guidance on the TDA website provides comprehensive information about the new national occupational standards and NVQs and includes details of the NOS units and qualification structures, a unit selection tool and a mapping between the previous TA NOS and the new STL NOS. The online NOS guidance can be found at: www.tda.gov.uk/stlnos_leaders

5.2 Progression from introductory training

NVQs in supporting teaching and learning in schools

The STL units form the basis of the STL NVQs. NVQs are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in a defined area of work. STL NVQs are available at levels 2 and 3 on the NQF.

Consistency across the induction materials for TAs and the STL units means that introductory training programmes can be good preparation for future progression to an STL NVQ or other qualifications based on the STL standards.

Detailed mapping between the induction materials for TAs and the knowledge requirements of the STL units has been carried out. The detailed mapping results are shown in annex 1 for the primary induction materials and annex 2 for the secondary induction materials.

There is no exact match between the induction materials and the knowledge specifications of the STL units. However there are clear connections across both sets of materials which will support progression for those wanting to achieve an NVQ in supporting teaching and learning in schools at levels 2 or 3.

The tables below show the main links between the induction materials and STL units; links to other units are shown in annexes 1 and 2.

Induction materials for teaching assistants in primary schools

Primary induction modules	STL units in level 2 NVQ	STL units in level 3 NVQ
Role and context	<p>STL1 Provide support for learning activities</p> <p>STL3 Help to keep children safe</p> <p>STL5 Provide effective support for your colleagues</p>	<p>STL3 Help to keep children safe</p> <p>STL20 Develop and promote positive relationships</p> <p>STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher</p> <p>STL24 Contribute to the planning and evaluation of teaching and learning activities</p> <p>STL49 Support children and young people during transitions in their lives</p> <p>STL60 Liaise with parents, carers and families</p> <p>STL62 Develop and maintain working relationships with other practitioners</p>
Promoting positive behaviour	<p>STL2 Support children's development</p> <p>STL4 Contribute to positive relationships</p>	<p>STL19 Promote positive behaviour</p> <p>STL20 Develop and promote positive relationships</p> <p>STL45 Promote children's well-being and resilience</p>
Inclusion	<p>STL11 Contribute to supporting bilingual/multilingual pupils</p> <p>STL12 Support a child with disabilities or special educational needs</p>	<p>STL35 Support bilingual/ multilingual pupils</p> <p>STL36 Provide bilingual/multilingual support for teaching and learning</p> <p>STL38 Support children with disabilities or special educational needs and their families</p>
Understanding how children learn	<p>STL2 Support children's development</p>	<p>STL18 Support pupils' learning activities</p> <p>STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher</p> <p>STL30 Contribute to assessment for learning</p>

Primary induction modules	STL units in level 2 NVQ	STL units in level 3 NVQ
Foundation stage literacy	STL2 Support children's development STL6 Support literacy and numeracy activities STL10 Support children's play and learning	STL25 Support literacy development STL27 Support implementation of the early years curriculum
Literacy	STL6 Support literacy and numeracy activities STL11 Contribute to supporting bilingual/multilingual pupils	STL25 Support literacy development
Foundation stage mathematics	STL2 Support children's development STL6 Support literacy and numeracy activities STL10 Support children's play and learning	STL26 Support numeracy development STL27 Support implementation of the early years curriculum STL30 Contribute to assessment for learning
Mathematics	STL2 Support children's development STL6 Support literacy and numeracy activities STL10 Support children's play and learning	STL26 Support numeracy development STL30 Contribute to assessment for learning
ICT	STL7 Support the use of information and communication technology for teaching and learning STL8 Use information and communication technology to support pupils' learning	STL8 Use information and communication technology to support pupils' learning

Induction materials for teaching assistants in secondary schools

Secondary induction modules	STL units in level 2 NVQ	STL units in level 3 NVQ
Role and context	STL1 Provide support for learning activities STL3 Help to keep children safe STL5 Provide effective support for your colleagues	STL3 Help to keep children safe STL20 Develop and promote positive relationships STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher STL24 Contribute to the planning and evaluation of teaching and learning activities STL49 Support children and young people during transitions in their lives STL60 Liaise with parents, carers and families

Secondary induction modules	STL units in level 2 NVQ	STL units in level 3 NVQ
		STL62 Develop and maintain working relationships with other practitioners
Promoting positive behaviour	STL2 Support children's development STL4 Contribute to positive relationships	STL19 Promote positive behaviour STL20 Develop and promote positive relationships STL45 Promote children's well-being and resilience
Inclusion	STL11 Contribute to supporting bilingual/multilingual pupils STL12 Support a child with disabilities or special educational needs	STL35 Support bilingual/multilingual pupils STL36 Provide bilingual/multilingual support for teaching and learning STL38 Support children with disabilities or special educational needs and their families
Literacy	STL6 Support literacy and numeracy activities	STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher STL25 Support literacy development
Mathematics	STL6 Support literacy and numeracy activities	STL26 Support numeracy development STL30 Contribute to assessment for learning
ICT	STL7 Support the use of information and communication technology for teaching and learning STL8 Use information and communication technology to support pupils' learning	STL8 Use information and communication technology to support pupils' learning STL28 Support teaching and learning in a curriculum area
Science	STL3 Help to keep children safe	STL3 Help to keep children safe STL28 Support teaching and learning in a curriculum area

Apprenticeships

Apprenticeships offer a package of qualifications for those entering an occupational area. This includes:

- an NVQ
- usually a technical certificate (vocational qualification) covering the underpinning knowledge for the NVQ, and
- key skills in literacy, numeracy and ICT.

In addition all apprenticeship programmes cover employment rights and responsibilities (ERR) – aspects that apprentices need to know about working in their chosen occupation. This includes understanding the sector in which they work, their occupational role within the sector and their rights and responsibilities as an employee.

There are two apprenticeships in supporting teaching and learning in schools in England:

- apprenticeship based on the level 2 NVQ, and
- advanced apprenticeship based on the level 3 NVQ.

The induction materials for TAs support apprenticeship programmes by providing some of the underpinning knowledge required for the STL NVQs as described above and detailed in annexes 1 and 2. They will also contribute to the knowledge developed through the technical certificate as these qualifications are closely aligned to the NVQ requirements.

In addition introductory training programmes for TAs based on the induction materials will contribute to the ERR component of the apprenticeship by providing valuable contextual information about working in schools.

HLTA and foundation degrees

The TDA has worked with partners and stakeholders to produce a comprehensive framework of professional and national occupational standards for classroom practitioners which includes:

- the revised national occupational standards for supporting teaching and learning in schools
- the revised HLTA professional standards, and
- the new and revised professional standards for teachers.

There is now a clear career pathway for learning support staff to progress from introductory training programmes through to NVQ level 2 and/or level 3 and on to HLTA status. Some may wish to progress to a suitable foundation degree. Those able to meet the initial teacher training (ITT) entry requirements may be able to go on to achieve qualified teacher status (QTS).

The minimum entry requirements for any ITT programme are a standard equivalent to grade C in GCSE English language and mathematics. In addition anyone wanting to teach primary or key stages 2/3 (ages 7–14), must also have achieved a standard equivalent to a grade C in a GCSE science subject. All qualified teachers must have a degree. Undergraduate teacher training courses combine a degree with ITT. A UK degree (or equivalent qualification) is required for entry to a postgraduate teacher training course.

In addition there are employment-based routes (EBR) into teaching, including the graduate teacher programme (GTP) and the registered teacher programme (RTP), which allow candidates to gain QTS while working in a school.

Details of the different ways to become a teacher can be found at: www.teach.gov.uk

There are several foundation degrees available related to learning support, some of which are aligned to the HLTA professional standards. Foundation degrees can be 'topped up' to a full degree, including some that lead to QTS. The TDA is developing a foundation degree framework to support providers in developing fit-for-purpose foundation degrees.

Further information about HLTA status can be found at: www.tda.gov.uk/hlta. Information on foundation degrees is available from UCAS at: www.ucas.ac.uk and Foundation Degree Forward at: www.fdf.ac.uk

5.3 Supporting progression

Accreditation of prior learning

One feature of NVQs is that relevant prior learning and experience can be taken into account when assessing evidence of occupational competence. For example, evidence from introductory training programmes for TAs can be used for accreditation of prior learning towards an STL NVQ if relevant to one or more units in the NVQ.

Accreditation of prior learning (APL) allows candidates to use evidence of previous learning to move directly to the assessment stage without repeating the learning process. However, the assessment process must still take place.

Evidence of prior learning will be assessed against the relevant unit(s) of competence in the NVQ along with any other current evidence. Assessors must be satisfied that the evidence is genuine and current when deciding if the outcomes of the unit have been met. The 'shelf life' of evidence depends on the skills and/or knowledge being assessed and does not have a set time limit. For example, IT skills/knowledge may go out of date quickly because technology changes rapidly, but skills/knowledge relating to liaising with parents may be relevant for some time. Only evidence reflecting the candidate's skills and knowledge at the time the NVQ assessment takes place will be accepted for achievement of NVQ units.

Training delivery notes

Trainers should remind TAs that as they complete the introductory training programme and associated activities, and continue working in the school, they will be able to build up a significant body of evidence for assessment against the STL NOS. Keeping a journal or reflective diary of what they do on the introductory training programme, other training programmes and in school, is a good way of recording their progress towards meeting the requirements of an NVQ.

Further guidance on promoting progression from introductory training to the STL NVQs is given in the module leaders' notes in annexes 5 and 6.

6 Support work in schools qualifications

6.1 Background

One of the barriers to effective training for support staff has been the lack of relevant, flexible qualifications. The SWiS qualifications aim to address this by providing qualifications suitable for all support staff, including those who work only a few hours a week, have more than one role, such as a midday supervisor and after-school cleaner, or are new to working in a school setting.

SWiS is available at two levels:

- level 2 award and certificate, and
- level 3 award, certificate and diploma.

The SWiS suite of qualifications includes two mandatory units, covering working with children and working in the school environment, and allows candidates to choose from a wide range of units to reflect their particular role.

The mandatory units have been specifically developed for the qualification and reflect the Common Core of Skills and Knowledge for the Children's Workforce. The optional units in the SWiS are drawn from different sets of NOS across a number of sectors.

The qualifications are flexible and tailored to be relevant to a range of specific job roles and provide on-the-job training and assessment leading to a nationally recognised qualification.

The TDA has worked with partners to keep the SWiS qualifications up to date and relevant to emerging roles in schools. New catering units have been developed to specifically address the healthy eating agenda in schools. An endorsed pathway has also been added to recognise the skills and knowledge of staff providing support for parents that will help to realise their children's potential in school. The SWiS (parent support) endorsed pathway at level 3 will provide knowledge and skills that may be transferable to similar roles in related contexts.

Detailed guidance on implementing SWiS in schools is available at: www.tda.gov.uk/swisleaders

6.2 Progression from introductory training

The mandatory units of the SWiS qualifications cover the essential skills and knowledge needed to work effectively in a school setting – responding to the needs of children and young people and understanding the values and policies of the school.

There are many links between the induction materials for support staff and the SWiS mandatory units. The induction programme will provide much of the underpinning knowledge for participants to build on to develop their practice in the school.

The support staff induction materials also link to some of the knowledge requirements for particular optional units from the SWiS qualifications. The induction materials focus on common areas of practice across support staff roles, eg. behaviour and inclusion. There are few links, therefore, to the more specialist roles covered by the SWiS optional units, eg. for site management, catering or PSAs.

A detailed mapping between the induction materials for support staff and the knowledge requirements of the SWiS units is provided in annex 3.

6.3 Parent support adviser initial training

The TDA has developed an initial training programme for parent support advisers. The programme comprises generic and PSA role-specific modules with the aim of ensuring a solid grounding in knowledge and understanding. The programme is consistent with and supports progression to the SWiS (parent support) qualification which PSAs can access after a few months in post.

The generic training modules, developed by the CWDC are designed to be delivered to different professional/occupational groups as integrated or multi-agency training, and have the added value of contributing to interservice understanding and early facilitation of integrated working.

The PSA role-specific modules address the early needs of the PSA role itself and help new staff to understand and move into their new role.

The generic modules reflect the Common Core of Skills and Knowledge for Children's Workforce and are aligned to the CWDC induction standards. The role-specific modules are derived from relevant NOS units. The knowledge and understanding developed, underpinned by the work-based activities and learning log, will contribute towards the underpinning knowledge and understanding and related evidence for the SWiS (parent support) qualification.

When planning training the TDA suggests that providers should consider how the PSA initial training programme links to the introductory training programme for school support staff.

Details of the PSA project, initial training programme and supporting materials are available at: www.tda.gov.uk/remodelling/extendedschools/coreoffer/parentingsupport/psaproject

6.4 Progression from SWiS

National vocational qualifications

The optional units of the SWiS qualifications are drawn from different sets of national occupational standards across a number of sectors such as IT and administration. These units are also part of NVQs for the relevant occupational roles.

Consistency across the induction materials for support staff and SWiS units means that the introductory training programme can be good preparation for future progression to an NVQ.

Although all SWiS units are intended to support the assessment of competence in the workplace, it is important to note that achieving SWiS does not ensure full occupational competence, ie. SWiS does not demand evidence of the same in-depth specialist knowledge and breadth of achievement as an NVQ. However, it does provide a good stepping-stone to a full NVQ for some candidates.

Candidates taking SWiS may wish to progress to an associated NVQ and have their occupational competence assessed against the full requirements of the NVQ units. Awarding bodies will have more information about the NVQ evidence requirements and how candidates keen to progress can consider them at an early stage of SWiS. An individual may also decide to work towards an NVQ at a later date but should consider that the validity of evidence may change over time.

Supporting teaching and learning in schools

The induction materials for support staff were developed for support staff other than TAss. Some of these roles are now included in the new NVQs in supporting teaching and learning in schools (STL), eg. sports assistant and curriculum assistant. The breadth of roles now covered by the STL NVQs provides greater opportunity for transfer and progression within schools and across the children's workforce.

Where appropriate to their circumstances, individuals may want to follow the progression route from induction training through SWiS to an STL NVQ, eg. for those returning to learning after some

time or new to working in a school setting.

Guidance to support progression from SWiS to the new NVQs in supporting teaching and learning in schools is included in the STL NOS guidance at:

www.tda.gov.uk/upload/resources/pdf/n/nos_guidance_swis.pdf

7 CWDC induction

7.1 Introduction

The Children's Workforce Development Council (CWDC) is one of five bodies forming the UK Skills for Care and Development Sector Skills Council. CWDC, an England-only body, works in the interests of a range of sectors including children's social care, early years, children's residential and day care, foster care, education welfare, learning mentors, Connexions advisors and Children and Family Court Advisory and Support Service family court advisers.

CWDC ensures that all people working in these sectors have the best possible training, qualifications, support and advice. As part of this CWDC published a set of induction standards for use initially in children's social care from September 2006. Now tested with a wider group of users, the CWDC induction standards will be re-published later in 2008 for use across all of the occupational groups that CWDC supports.

7.2 CWDC induction standards

The CWDC induction standards set out what new workers should know, understand and be able to do within six months of starting work. The standards will help ensure that workers are safe to take on the appropriate level of responsibility for the children, young people and families they support.

The CWDC induction standards are a set of specific outcomes that will be achieved through planned learning. The outcomes correspond to one or more of the ECM outcomes and cover the six themes of the Common Core of Skills and Knowledge for the Children's Workforce.

The standards have regulatory status in children's social care. They meet the requirements of the General Social Care Council (GSCC) code of practice for the social care workforce.

The CWDC induction standards and supporting materials are available on the CWDC website at: www.cwdcouncil.org.uk

7.3 CWDC induction training programme

CWDC has developed an induction training programme that supports the induction standards and can be used with workers at levels 3/4 on the NQF. The programme was developed to replace the initial training programme for learning mentors funded and delivered under the former Excellence in Cities initiative. The aim was to create a sustainable model for long-term use and with broader application to other children's workforce practitioners.

The training programme comprises five generic modules and two role-specific modules for learning mentors. Additional role-specific modules for education welfare officers and Connexions personal advisers have been developed in 2008 and are currently being tested.

The training programme has proved popular with agencies and LAs across the country as the generic modules can be delivered to different professional/occupational groups as integrated or multi-agency induction training.

The role-specific modules for learning mentors support the NOS for Learning, Development and Support Services (LDSS). Participants will begin to meet some of the knowledge requirements necessary for an NVQ through completing the induction training programme.

Details of the CWDC induction training programme together with guidance and support materials are available on the CWDC website at: www.cwdcouncil.org.uk

7.4 Links to TDA induction materials

There are many links across the TDA induction materials and the CWDC induction standards and induction training programme. These can be used in developing role-specific and/or multi-agency programmes to meet the needs and circumstances of local participants.

The generic modules of the CWDC induction training programme are designed to be delivered to professional/occupational groups as integrated or multi-agency training, and have the added value of contributing to inter-service understanding and early facilitation of integrated working. Some of the content of the generic modules is relevant to support staff in schools, especially those whose role involves working with other agencies and/or families. The programme was designed for the CWDC footprint, so there are role-specific aspects for school support staff that are not included, eg. the National Curriculum.

However the two sets of materials, along with the induction standards, can be used together in different ways to meet the needs of some school support staff roles. The TDA induction materials can be used to provide role-specific training for school support staff attending multi-agency induction training based on the CWDC generic modules. Or aspects of the CWDC generic modules could be used to supplement introductory training for school support staff to provide wider perspectives on working with children and young people and promote multi-agency understanding.

The links between the content of TDA induction materials and CWDC induction training programme generic modules are shown in annex 4. It should be noted, however, that the presentation of 'common' content may be very different according to the focus of the materials – working in schools or working in other areas of the children's workforce.

8 National strategies

8.1 Introduction

The national strategies aim to strengthen teaching and learning and raise standards across the whole curriculum.

On 20 May 2003, the Secretary of State launched 'Excellence and Enjoyment – A Strategy for Primary Schools' which set out the vision for the future of primary education. This vision is for a sector where high standards are obtained through a rich, varied and exciting curriculum which develops children in a range of ways.

The Primary Strategy incorporates the primary literacy and numeracy strategies and promotes further support of these strategies. The renewed primary framework for literacy and mathematics was launched in October 2006.

The primary framework for literacy and mathematics represents a significant development in the strategy. It builds on the learning that has taken place since the original frameworks for teaching literacy and mathematics were introduced in 1998 and 1999. Renewal of the frameworks brings new impetus and new structures that reflect a significant development in teaching and learning in literacy and mathematics.

The Secondary National Strategy for school improvement, formerly known as the Key Stage 3 strategy, is part of the Government's reform programme for transforming secondary education to enable children and young people to attend and enjoy school, achieve personal and social development and raise educational standards in line with the ECM agenda.

Renewed secondary frameworks for English, mathematics, science and ICT, which build on the original frameworks produced in 2001 and 2002, have recently been developed. The frameworks are based on the programmes of study for the new secondary curriculum which will be introduced into secondary schools over a three-year period from September 2008.

The renewed secondary frameworks are designed to increase pupils' access to excellent teaching and engaging, purposeful learning that will enable them to make good progress through key stages 3 and 4. Each framework identifies yearly learning objectives that provide ambition and challenge for all pupils and ensure progression in the subject.

The renewed frameworks are web-based to allow increased flexibility of use for teachers and other staff in schools. They are available at: www.standards.dcsf.gov.uk/secondary/framework

8.2 Links to the induction materials

Unsurprisingly there are many links to the national strategies, primary and secondary frameworks and national strategy resources across the induction materials for TAs. The strategies, frameworks and resources have significant impact on schools, teachers, support staff and pupils in England. They provide both context and support for raising standards in schools and impact on all aspects of teaching, learning and attainment.

The national strategies influence both the role and practice of TAs. It is imperative, therefore, that they understand and use these valuable resources as an integral part of their job role; and keep up to date with national strategy developments as relevant to their work.

8.3 New national strategies resources

Information about new national strategies resources is regularly posted on the national strategies websites. Trainers should check the relevant site when planning to deliver any of the induction modules for TAs to ensure they have the latest guidance and resources.

The Primary National Strategy website at: www.standards.dcsf.gov.uk/primary provides access to a range of resources to support:

- the new primary framework
- assessment for learning and assessing pupils' progress
- early years foundation stage
- the teaching of all aspects of literacy, and
- the teaching of all aspects of mathematics.

In addition there is an extensive library of all resources available across the site and an interactive planning tool designed to support the use of the primary framework website.

The Secondary National Strategy website at www.standards.dcsf.gov.uk/secondary provides access to resources to support the secondary strategy and frameworks. Of immediate interest here will be the new renewed secondary frameworks website at: www.standards.dcsf.gov.uk/secondary/framework.

New and revised national strategy resources which may be of interest to TAs working in secondary schools also include:

- the updated secondary intervention site which has new teaching assistant and study plus modules. These additions will help in the planning and delivery of intervention strategies in English and mathematics
- a new teaching speaking and listening website designed to help English subject leaders, teachers and TAs improve their teaching of speaking and listening, and
- recent strategy resources and advice relating to literacy, mathematics, inclusion, and ethnicity, social class and achievement (ESCA).

The national strategies resources also include some materials suitable for both primary and secondary schools, for example:

- the Inclusion Development Programme (IDP) which will develop and deliver a programme of CPD designed to strengthen the confidence and expertise of mainstream staff in early years settings and in primary and secondary schools in ensuring the progress and achievement of pupils with special educational needs (SEN). Information about the IDP can be accessed on the DCSF standards website at www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp
- a new primary and secondary national strategies SEN area at www.standards.dfes.gov.uk/primary/features/inclusion/sen/home

- a new national strategies area to support the use of P scales by schools to provide data for pupils with SEN who are working below level 1 of the National Curriculum. As mainstream schools and settings become more inclusive there will be an increasing need to include P scales in the whole school assessment and planning cycle as part of the continuum of learning and development in both special and mainstream schools and settings including secondary. The P scales focus area can be found at:
www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/pscales

8.4 Updating induction materials

Information about where and how changes are needed to update the induction materials for TAs to reflect changes to national strategies frameworks and resources is given in annex 5 for the primary teaching assistant modules and annex 6 for the secondary teaching assistant modules. This information is essential reading for those delivering introductory training for TAs.

9 Looking ahead

'Building Brighter Futures: Next Steps for the Children's Workforce', DCSF 2008, sets out the Government's ambition to develop a world-class children's workforce able to provide highly-personalised support, and its commitment to continue to drive up the quality and capacity of those working in the children's workforce. This includes a commitment to develop a professional children's workforce which reflects the diversity of the population and is graduate led and, where appropriate is qualified to at least level 3.

The document outlines the need for fit-for-purpose, respected qualifications and a structured programme of CPD that links to qualifications and provides opportunities for ongoing training and development. This is seen as a key contributor to quality improvement.

Development of the IQF, QCF and sector qualification strategy for school support staff are key initiatives for addressing the future training and development needs of school support staff so that they can make a positive contribution to meeting the Children's Plan goals for 2020.

9.1 Integrated qualifications framework

As a member of the CWN, the TDA is working with partner organisations to develop an IQF for everyone working with children and young people. The aim is to ensure that children's workforce practitioners have the skills they need to do their jobs well, including skills in working together, and better opportunities to progress in their careers, either within or across sectors. The IQF will link to the new QCF and the framework for higher education qualifications (FHEQ).

The IQF is based on using existing systems in a more collaborative way. The first stage of the project involved agreeing broad principles for inclusion of qualifications on the framework and a process for joint consideration of qualifications by CWN partners. This stage is now complete. The agreed principles are:

- qualifications will be fit for purpose for the sector(s) concerned
- qualifications will meet regulatory requirements where appropriate
- CWN members will work together to identify and develop qualifications and components that can be jointly supported and shared across the children's workforce, and
- the common core will be reflected in all qualifications or their prerequisites.

The IQF will provide a number of benefits for the children's workforce. It will improve mobility and career choices, making it easier for people to develop and update their skills, and to move from one job to another within the workforce. It will also provide information on the qualifications available for new entrants to the workforce and those considering a career with children, young people and their families.

9.2 Qualifications and credit framework

Introduction of the new QCF provides the opportunity to develop a simpler qualification structure for school support staff which readily supports progression. Development of a unit-based framework means that:

- units can be developed that are relevant to more than one section of the children's workforce, supporting both transfer and progression and opportunities for multi-agency training
- units can be put together in a variety of ways that mirror the diversity of school support staff roles
- using the same units in different qualifications allows opportunities for direct transfer of credit if staff move to a different but related role

- qualifications for new roles can be available more quickly as existing units can be combined in new ways to meet emerging needs, and
- it will be easier for support staff to build incrementally towards larger qualifications as their role develops.

The framework offers opportunity to recognise achievements in introductory training and provide progression from this to qualifications that recognise full occupational competence.

9.3 Sector qualification strategy for school support staff

The TDA is developing a sector qualification strategy (SQS) for school support staff. The SQS aims to bring coherence and shared direction to ongoing and future development of qualifications and other learning provision for the school workforce in England.

The draft SQS proposes to build on lessons learnt and key features from the SWiS and NVQ qualifications in future qualification development. The proposed competency-based framework for school support staff will also meet the requirements of introductory training, currently met through the development of training modules by the TDA and its partners.

The proposed framework will offer maximum flexibility for school support staff and for their employers. The framework will meet QCF requirements and will allow individuals to develop and specialise through the gain of an award, certificate and diploma; with the diploma representing full occupational competence in a given field.

The award will be a small qualification covering the knowledge and skills deemed essential for school support staff including relevant aspects of the Common Core of Skills and Knowledge for the Children's Workforce, along with some occupational knowledge and skills.

The TDA proposes to develop two mandatory units to be included in all qualifications for the school support staff. These would cover common core essentials, working in a school and basic health and safety. The proposed mandatory units would provide a focus for the development of introductory training for school support staff to be undertaken prior to employment or when first taking up employment.

10 Further information and references

Building Brighter Futures: Next Steps for the Children's Workforce, DCSF 2008
<http://publications.teachernet.gov.uk>

The Children's Plan: Building brighter futures, DCSF 2007
www.dfes.gov.uk/publications/childrensplan

Excellence and enjoyment: A strategy for primary schools, DfES 2003
www.standards.dfes.gov.uk/primary/publications/

Apprenticeships www.tda.gov.uk/stlapprenticeship

Career development framework (CDF) for school support staff www.tda.gov.uk/cdfleaders

Children's Workforce Council (CWDC) www.cwdcouncil.org.uk

Children's Workforce Network (CWN) www.childrensworkforce.org.uk

CWDC induction standards www.cwdcouncil.org.uk/induction-standards

CWDC induction training materials www.cwdcouncil.org.uk

Department for Children, Schools and Families (DCSF) www.dcsf.gov.uk

Develop your support staff www.tda.gov.uk/developsupport

Early years foundation stage (EYFS) www.standards.dcsf.gov.uk/eyfs

Every Child Matters www.everychildmatters.gov.uk

Foundation degrees www.tda.gov.uk/ssfoundationdegrees
www.ucas.ac.uk

Foundation Degree Forward www.fdf.ac.uk

Higher level teaching assistants (HLTA) www.tda.gov.uk/hltaleaders

Inclusion Development Programme (IDP)
www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp

Induction materials (TDA) www.tda.gov.uk/ssinduction

Integrated qualifications framework (IQF) www.cwdcouncil.org.uk/iqf

learndirect www.learndirect.co.uk/personal/

National occupational standards for supporting teaching and learning in schools (NOS STL) guidance www.tda.gov.uk/stlnos_leaders

NOS STL units www.tda.gov.uk/nosunits

NOS STL unit selection tool www.tda.gov.uk/nosunitselectiontool

National qualifications framework (NQF) www.qca.org.uk/qca_5967

NVQs in supporting teaching and learning in schools www.tda.gov.uk/stlnvq

Office of the Qualifications and Examinations Regulator (Ofqual)
<http://ofqual.gov.uk>

P scales focus area
www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/pscales

Parent support adviser (PSA) project
www.tda.gov.uk/remodelling/extendedschools/coreoffer/parentingsupport/psaproject

Primary and secondary national strategies SEN area
www.standards.dfes.gov.uk/primary/features/inclusion/sen/home

Primary National Strategy www.standards.dcsf.gov.uk/primary

Qualifications and credit framework (QCF) www.qca.org.uk/qca_8150

Qualifications and Curriculum Authority (QCA) www.qca.org.uk

Renewed secondary frameworks www.standards.dcsf.gov.uk/secondary/framework

Secondary National Strategy www.standards.dcsf.gov.uk/secondary

Skills for life planner www.tda.gov.uk/leaders/skillsforlife

Social and emotional aspects of learning (SEAL) www.bandapilot.org.uk

Support work in schools (SWiS) guidance www.tda.gov.uk/swisleaders

SWiS to STL NVQ progression
www.tda.gov.uk/upload/resources/pdf/n/nos_guidance_swis.pdf

Training and Development Agency for Schools www.tda.gov.uk

Ways into teaching www.teach.gov.uk

11 Glossary

APL	accreditation of prior learning
apprenticeship	Package of qualifications for those entering an occupational area, they are based on a level 2 NVQ and advanced apprenticeships on a level 3 NVQ; both include key skills in communication, application of numbers and ICT. Most include a technical certificate covering the underpinning knowledge for the NVQ.
assessment for learning	Using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this.
assessor	Makes judgements about the evidence of a candidate's performance, knowledge and understanding against the units of competence of an NVQ in order to decide whether s/he has demonstrated competence.
awarding bodies	Develop qualifications based on national occupational standards, approve centres to deliver NVQs and VQs, quality assure the assessment process in centres, register candidates and issue certificates.
Children's Workforce Network	A strategic body, bringing together the relevant sector skills councils (including the Children's Workforce Development Council) and other partners.
common core	The Common Core of Skills and Knowledge for the Children's Workforce
competence	Application of skills and knowledge to effective practice expectations in the workplace.
CPD	continuing professional development
CWN	Children's Workforce Network
DCSF	Department for Children, Schools and Families
ECM	Every Child Matters
employer	Individual or organisation that issues a contract of employment. For school support staff this may be the school or the local authority.
employee	Person in the service of another under any contract of hire, express or implied, oral or written, where the employer has the power or right to control and direct the employee in the material details of how the work is to be performed. For school support staff employees may be paid or volunteers.

ERR	employment rights and responsibilities
evidence	Anything that is used to determine or demonstrate the competence of a candidate working towards an NVQ
EYFS	early years foundation stage
HLTA	higher level teaching assistant
ICT	information and communication technology
induction	Training and support for newly appointed staff and those moving to new roles within the organisation, designed to equip them for their job role and lay the foundations for their future professional development.
introductory training	Training courses that cover the basic knowledge and skills people need to carry out their responsibilities at work.
IQF	Integrated qualifications framework for the children's workforce. The SSCs/SBs who are part of the CWN are developing a joint approach to qualifications for people who work with children, building on the existing frameworks for vocational and higher education qualifications.
knowledge and understanding	Descriptions of the knowledge and understanding individuals need to apply to meet the performance criteria of a NOS unit.
LDSS	Learning, Development and Support Services for children, young people and those who care for them
mentor	Supports the learning and development of less-experienced practitioners in a adviser/facilitator role.
national occupational standards	Describe the skills and knowledge people need in order to do their job effectively. They are nationally agreed benchmarks of effective practice that can be used by practitioners and employers to support organisational and individual development.
national vocational qualification	A work-related, competence-based qualification assessed in the workplace. National vocational qualifications (NVQs) are based directly on national occupational standards.
NOS	national occupational standards
NPSLBA	national programme for specialist leaders of behaviour and attendance
NQF	national qualifications framework

NVQ	national vocational qualification
Parent support advisers	Parent support advisers work with parents to tackle pupil underachievement, remove barriers to learning and provide access to a full range of learning opportunities. They facilitate and provide access to extended services, in particular parenting support and swift and easy access to targeted and specialist services.
performance criteria	Describe what someone has to do to carry out a defined aspect of work to expectations of effective practice.
practitioners	Those who carry out work in a particular area eg. those who support teaching and learning in schools.
PSA	parent support adviser
QCA	Qualifications and Curriculum Authority
QCF	qualifications and credit framework
QTS	qualified teacher status
Qualifications and Curriculum Authority	Accredits (formally recognises) proposals for NVQ awards developed by sector bodies and awarding bodies, and quality assures and audits the activity of awarding bodies.
SEAL	social and emotional aspects of learning
sector bodies	Recognised by government as the organisations responsible for identifying, defining and updating employment-based standards of competence for agreed occupations.
sector qualification strategy	<p>A sector qualification strategy for a particular sector aims to:</p> <ul style="list-style-type: none"> ▪ identify the key drivers for sector development in relation to qualifications and other learning provision ▪ evaluate how well existing qualifications and other learning provision meets sector needs (current and future) ▪ make proposals for any changes required, including a plan for development and implementation ▪ bring coherence and shared direction to ongoing development work ▪ provide a sound basis for future development and decision-making in each broad sector, and ▪ ensure sector proposals are communicated to, and supported by, key stakeholders.
SEN	special educational needs
SQS	sector qualification strategy
SSC	sector skills council
STL	supporting teaching and learning in schools
SWiS	support work in schools qualifications

TA/CA	teaching and classroom assistants
TDA	Training and Development Agency for Schools
unit	National occupational standards are presented as units each describing a discrete and coherent aspect of working practice in a particular occupational area.
vocational qualification	Work-related qualifications delivered through study-based learning programmes. They differ from NVQs in that they are not delivered and assessed in the workplace. Vocational qualifications are linked to national occupational standards but not based directly on them.
VQ	vocational qualification
VRQ	vocationally related qualification (see vocational qualification)

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Annex 1

Mapping between the primary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools

Introduction

TDA primary induction materials for teaching assistants have been mapped to the knowledge specifications of the national occupational standards for supporting teaching and learning in school (STL NOS). The results, shown in the following tables, are given separately for the STL NOS units for the level 2 and 3 national vocational qualification (NVQ) in supporting teaching and learning in schools.

There is no exact match between TDA primary induction materials for teaching assistants and the knowledge specifications of the STL NOS. However there are clear connections across both sets of materials which will support progression from the introductory training for teaching assistants (TAs) to meeting the national occupational standards which underpin the STL NVQs.

The mapping aims to be as specific as possible, consistent with the nature of individual STL NOS. So, for example, knowledge of strategies for supporting pupils' learning may apply equally to generic (eg. supporting learning activities) and context-specific situations (eg. supporting learning activities to promote literacy/numeracy). However, knowledge of strategies for supporting pupils' learning developed in the context of an introductory training programme is unlikely to meet the requirements of providing specialist support, eg. for pupils with moderate or severe special educational needs (SEN).

The mapping has only included the knowledge specifications of relevant STL NOS and not the performance criteria. Unless clearly specified in the induction materials as directly relevant to the TA's own school situation, school-specific knowledge, eg. the meetings and consultation structures within the school, has not been included in the mapping.

The mapping results also show opportunities for meeting some of the employment rights and responsibilities (ERR) requirements of the apprenticeship framework for supporting teaching and learning in schools.

Role and context (Revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
Pre-module activity: Finding out about the school or setting, the role and work context	1 Key facts about the school/setting 2 Local community 3 Governing body	Contributes to ERR requirements of the STL apprenticeship	
	4 Regular visitors from the local authority, other services, agencies or teams	STL4 K12	STL20 K3, K5 STL62 K5, K8, K9, K13
	5 School organisation	Contributes to ERR requirements of the STL apprenticeship	
	6 School procedures including health and safety, behaviour, safeguarding and confidentiality	STL1 K9 STL2 K4 STL3 K1, K10, K13, K14, K15, K16, K22, K24, K25 STL7 K8, K9, K25 STL8 K17, K18 STL9 K11 STL13 K7b STL14 4b	STL3 K1, K10, K13, K14, K15, K16, K22, K24, K25 STL8 K17, K18 STL18 K9 STL19 K1, K2, K3, K8, K9, K10 STL20 K3, K23, K24, K25 STL21 K11 STL27 K13 STL29 K10 STL44 K1 STL46 K16 STL49 K16, K17b STL52 K7 STL53 K33, K34, K35 STL55 K1 STL56 K4 STL58 K1 STL59 K1, K9 STL60 K2 STL62 K4
	7 Providing for differing needs	STL11 K1 STL12 K2, K6, K11	STL35 K1 STL36 K1, K6

Role and context (Revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
			STL38 K5, K9, K15 STL39 K2, K4, K8 STL40 K4 STL41 K3 STL42 K3 STL50 K11
	8 The curriculum	There will be some contribution to ERR requirements of the STL apprenticeship	
	national and school curriculum	STL8 K4	STL8 K4 STL18 K3 STL23 K3 STL24 K5 STL28 K1, K2 STL30 K5 STL33 K4 STL34 K3 STL40 K2
	inclusion	STL1 K3 STL11 K2 STL12 K5	STL18 K7 STL23 K13 STL24 K4 STL34 K4 STL35 K2 STL36 K2 STL38 K8
	11 Training and development opportunities for learning support staff	There will be some contribution to ERR requirements of the STL apprenticeship	
		STL5 K14	STL22 K10
1 The role of the teaching assistant	The role, responsibilities and functions of TAs	STL1 K2 STL5 K1	STL18 K1 STL23 K1 STL24 K2, K3 STL30 K1

Role and context (Revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
			STL31 K1
2 Every child matters	Staying safe	STL3 K2, K17, K25	STL3 K2, K17, K25 STL20 K9 STL37 K6e STL41 K12 STL46 K17 STL53 K27 STL59 K9
	Making a positive contribution: supporting transitions confidentiality	STL2 K14 STL2 K4 STL9 K11 STL13 K7b STL14 4b	STL49 K1, K2, K3, K4, K7 STL20 K3 STL21 K11 STL27 K13 STL29 K10 STL44 K1 STL46 K16 STL49 K16, K17b STL52 K7 STL55 K1 STL60 K2, K9, K10, K22 STL62 K4
3 Supporting in the classroom	Observing pupils	STL2 K1	STL9 K9 STL29 K1, K4, K10
	Differentiation The cyclical process of supporting in the classroom	STL1 K4, K6	STL27 K9 STL23 K1, K20 STL24 K2, K10, K11 STL27 K8 STL28 K7 STL55 K1, K2, K3, K4

Role and context (Revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
4 Support for teaching assistants	Appraisal Opportunities for continuing professional development	STL5 K11, K13 STL5 K14	STL22 K10

Promoting positive behaviour(revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Importance of working within school behaviour policies			STL19 K3, K4, K5, K7
2 The significance of positive relationships and creating a safe learning environment	Building positive relationships Creating a safe learning environment	STL4 K6, K8 STL5 K9 STL2 K11(1)(3)(4)(5), K12(1)(4)(5), K13(1)(4)(6)	STL19 K7 STL20 K1, K13, K28 STL21 K4 STL20 K8 STL45 K3 STL46 K7, K13
3 Skills for promoting positive behaviour	Giving positive feedback The role of praise in promoting positive behaviour Using positive language Communicating through body language	STL3 K23 STL11 K6 STL2 K12(3), K13(3) STL11 K6 STL4 K13 STL4 K1	STL3 K23 STL19 K8 STL20 K24 STL27 K12 STL35 K9 STL36 K15 STL25 K10 STL26 K8 STL33 K13 STL35 K9 STL36 K15

Promoting positive behaviour(revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
4 Social and emotional aspects of learning	<p>What are social and emotional skills?</p> <p>Understanding behaviour</p>	STL2 K11(4), K12(4), K13(4) STL5 K3	STL20 K1, K20, K21, K26, K27, K28 STL21 K1 STL45 K2, K3, K4, K5, K6, K7, K9 STL48 K19, K20 STL50 K4 STL53 K29, K31 STL19 K22, K23 STL37 K12a, K17 STL45 K11
5 Managing difficult situations	<p>Managing difficult situations</p> <p>Managing emotions</p>	STL3 K22	STL3 K22 STL19 K9 STL20 K25 STL37 K27 STL19 K7, K13 STL37 K27 STL45 K11

Inclusion (Revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Equality, access and inclusion	Anti-discriminatory practice		STL18 K2 STL19 K16 STL20 K6 STL23 K2 STL30 K6 STL34 K2 STL35 K11 STL36 K20 STL47 K4 STL50 K3, K13
2 Including pupils with special educational needs (SEN) and disabilities	The SEN and disabilities frameworks	STL12 K1	STL20 K4 STL27 K9 STL38 K2 STL42 K2
	The role of the TA in supporting pupils with SEN and disabilities	STL12 K2	STL38 K5 STL42 K9, K20
3 Including pupils for whom English is an additional language	Language acquisition, identity and inclusion	STL2 K11(12) STL6 K7 STL10 K2 STL11 K3, K4, K5	STL27 K6 STL35 K3, K5, K6, K11, K14 STL36 K4, K8, K9, K12, K20
	Language and curriculum access	STL11 K4, K6, K11	STL35 K5, K9, K16 STL36 K9, K11, K15, K18
Further/school-based training activities		STL2 K11(12) STL10 K2 STL11 K4, K8, K9, K10, K12	STL35 K4, K5, K7, K12, K13, K14, K16 STL36 K5, K9, K10, K11, K12, K13, K18

Understanding how children learn (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Introduction to how children learn	Introduction Preferred learning styles	STL2 K6, K11(1)(2)(4)	STL24 K7 STL27 K4 STL50 K2 STL67 K7
2 Aspects of learning in a problem-solving context		STL2 K9 STL9 K1, K2	STL24 K6 STL30 K3
3 Aspects of learning in a classroom context		STL1 K7, K12 STL2 K1, K9 STL9 K10	STL18 K10, K12 STL23 K14, K16 STL30 K1, K13
4 Conclusions and further action	Consideration of assessment for learning		STL18 K2 STL23 K2 STL30 K6

Foundation stage literacy (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Introduction to teaching communication, language and literacy		STL6 K4 STL11 K5	STL25 K8 STL27 K1 STL33 K11 STL35 K6 STL36 K8
2 The role of the teaching assistant in helping teachers to teach communication, language and literacy	Some way of supporting the teacher to address the different learning needs of children What's special about reception?	STL2 K1 STL6 K8, K9 STL2 K5, K11 (10) (11) (13) STL10 K1, K5, K6, K9, K10, K13, K23	STL18 K10, K12 STL20 K24 STL23 K14, K16 STL25 K2, K7, K12, K13 STL27 K12 STL29 K5, K6 STL33 K9 STL27 K2, K3

Foundation stage literacy (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
	Some ways of working with children to support communication, language and literacy	STL15 K2 STL2 K11 (10) (11) (12) STL6 K7, K9 STL10 K1, K2 STL11 K4	STL25 K7, K10 STL27 K7 STL35 K5, K9 STL36 K9, K15
3 The Early Years Foundation Stage		STL10 K5	STL18 K3 STL23 K3 STL24 K5 STL25 K5 STL27 K1 STL28 K1, K2 STL30 K5
4 Early phonics 5 Review of activities 6 Later phonics 7 Reading – ‘The simple view of reading’ 8 Writing development		STL2 K11 (11) (13) STL6 K2, K3, K4, K8a, K8b, K8c	STL25 K2, K5, K7, K8 STL27 K7, K8

Literacy (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Introduction to teaching literacy	Introduction to the literacy curriculum The Primary Framework (literacy)	STL6 K4 STL11 K5 STL6 K3	STL25 K8 STL33 K11 STL35 K6 STL36 K8 STL18 K3 STL23 K3 STL24 K5 STL25 K5 STL28 K1, K2 STL30 K5
2 The role of the teaching assistant in helping teachers to teach literacy	Some way of supporting the teacher to address the different learning needs of children Some ways of working with pupils in literacy lessons	STL2 K1 STL6 K8a, K8b, K8c, K9 STL6 K7, K9 STL11 K4, K6, K10 STL12 K9	STL18 K10, K12 STL20 K24 STL23 K14, K16 STL25 K2, K7, K12, K13 STL29 K5, K6 STL33 K9 STL25 K7, K10 STL35 K5, K9 STL36 K9, K15
3 Primary National Strategy resources		STL6 K8a, K8b, K8c	STL25 K2
4 Early phonics 5 Review of activities 6 Later phonics 7 Reading – ‘The simple view of reading’ 8 Writing		STL6 K2, K3, K4, K8a, K8b, K8c	STL25 K2, K5, K7, K8 STL27 K7, K8

Foundation stage mathematics (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Key features of mathematics within the Primary National Strategy	Key features of mathematics within the Primary National Strategy Looking at the renewed Primary Framework for mathematics ³		STL18 K3 STL23 K3 STL24 K5 STL27 K1 STL28 K1, K2 STL30 K5 STL27 K1
2 Working with an Early Years Foundation Stage class	Catering for the needs of children in the Early Years Foundation Stage The daily mathematics experience in the Early Years Foundation Stage The teaching assistant's role	STL2 K11(9) STL6 K5 STL10 K5, K23, K26 STL2 K11 (7) (8) (9) STL6 K5, K8d STL10 K5, K13, K23, K26 STL2 K11(9) STL6 K9 STL10 K8, K26	STL26 K2, K5 STL27 K7 STL26 K2, K5 STL26 K5, K8, K9, K10 STL27 K7
3 Language and mathematics	Mathematical language The importance of talking about mathematics Listening to children Types of question Children who are learning English as an additional language	STL10 K8 STL10 K5, K8, K10, K23 STL9 K10 STL10 K8 STL2 K11 (12) STL6 K7	STL27 K7 STL18 K12, K17 STL23 K16 STL26 K13 STL29 K6, K9 STL30 K1, K13, K16, K19a STL26 K9 STL26 K6 STL27 K6

³ Revised title to reflect changes to the Primary Framework for literacy and mathematics

Foundation stage mathematics (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
		STL11 K11	STL35 K13 STL36 K13
4 Approaches to counting and calculation	Methods of calculation Mental calculation Counting skills	STL6 K5, K9 STL6 K5 STL6 K2, K5	STL26 K2, K5, K8 STL26 K2 STL26 K1, K2, K5 STL27 K1
5 The role of the TA in the daily mathematics experience – part 1	The daily mathematics experience A whole-class or group activity	STL2 K11 (9) STL6 K8d STL10 K8, K23, K26 STL1 K8 STL6 K8d	STL26 K5 STL18 K8 STL26 K5
6 The role of the TA in the daily mathematics experience – part 2	Main teaching activity Communicating with teachers	STL1 K1, K6, K8 STL2 K11 (9) (10) STL10 K8 STL9 K10	 STL23 K20 STL26 K16 STL29 K9

Mathematics (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Key features of mathematics within the Primary National Strategy	Looking at the renewed Primary Framework for mathematics ⁴ What the daily mathematics lesson looks like	STL6 K2 STL6 K8d	STL18 K3 STL23 K3 STL24 K5 STL26 K1 STL28 K1 STL30 K5 STL26 K5
2 Language and mathematics	Listening to pupils The importance of questioning Helping a pupil who is 'stuck' Pupils for whom English is an additional language	STL9 K10 STL2 K11 (12) STL6 K7 STL11 K11	STL18 K17 STL29 K9 STL30 K15, K16, K17 STL26 K9 STL26 K5, K9, K11 STL26 K6 STL35 K13 STL36 K13
3 Approaches to calculation	The empty number line Using images to support pupils' thinking	STL6 K8d STL6 K8d	STL26 K5 STL26 K5
4 The role of the TA in the daily mathematics lesson – part 1	The daily mathematics lesson The introduction (oral and mental work)	STL6 K8d STL1 K8 STL6 K8d	STL26 K5 STL18 K8 STL26 K5
5 The role of the TA in the daily mathematics lesson – part 2	Main teaching activity Communicating with teachers	STL1 K1, K8 STL6 K8d STL9 K10	STL18 K8 STL26 K5, K10, K13 STL23 K20 STL26 K16

⁴ Revised title to reflect changes to the Primary Framework for literacy and mathematics

Mathematics (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
			STL29 K9
6 Working in the Early Years Foundation Stage	Teaching pupils in the Early Years Foundation Stage The teaching assistant's role	STL2 K5, K7, K8, K11 (1) (9) (11) STL6 K5 STL10 K5, K23, K26 STL2 K11(9) STL6 K8d, K9 STL10 K8, K26	STL26 K2, K5 STL27 K1, K4, K7 STL26 K5, K8, K9, K10 STL27 K7

ICT (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 How ICT can support teaching and learning	ICT as part of the curriculum ICT in the foundation stage ICT in primary schools ICT as a tool to support teaching and learning	STL7 K1 STL8 K2 STL7 K1, K2, K17 STL8 K2, K3 STL10 K7 STL7 K1, K2, K16, K17 STL8 K2, K3, K29 STL7 K1, K10 STL8 K1, K2, K3	STL8 K2 STL8 K2, K3 STL8 K2, K3, K29 STL18 K3 STL23 K3 STL24 K5 STL28 K1, K2 STL30 K5 STL8 K1, K2, K3
2 Safety and security with ICT	The role of the school in creating a safe ICT environment	STL2 K4 STL7 K7, K10, K12 STL8 K1, K13, K19 STL9 K11 STL13 K7b STL14 K4b	STL8 K1, K13, K19 STL27 K13 STL37 K6a STL44 K8a STL49 K17a STL55 K4, K16

ICT (revised 2006)	Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
	Identifying risks and keeping pupils safe	STL7 K7, K8, K9, K10, K11 STL8 K13, K17, K18, K20
		STL8 K13, K17, K18, K20

Annex 2

Mapping between the secondary induction materials for teaching assistants and the national occupational standards for supporting teaching and learning in schools

Introduction

The TDA secondary induction materials for teaching assistants have been mapped to the knowledge specifications of the national occupational standards for supporting teaching and learning in school (STL NOS). The results, shown in the following tables, are given separately for the STL NOS units for the level 2 and 3 national vocational qualification (NVQ) in supporting teaching and learning in schools.

There is no exact match between the TDA secondary induction materials for teaching assistants and the knowledge specifications of the STL NOS. However, there are clear connections across both sets of materials which will support progression from the introductory training for teaching assistants to meeting the national occupational standards which underpin the STL NVQs.

The mapping aims to be as specific as possible consistent with the nature of individual STL NOS. So, for example, knowledge of strategies for supporting pupils' learning may apply equally to generic (eg. supporting learning activities) and context-specific situations (eg. supporting learning activities to promote literacy/numeracy). However, knowledge of strategies for supporting pupils' learning developed in the context of an introductory training programme is unlikely to meet the requirements of providing specialist support, eg. for pupils with moderate or severe special educational needs (SEN).

The mapping has only included the knowledge specifications of relevant STL NOS and not the performance criteria. Unless clearly specified in the induction materials as directly relevant to the TA's own school situation, school-specific knowledge, eg. the meetings and consultation structures within the school, has not been included in the mapping.

The mapping results also show opportunities for meeting some of the employment rights and responsibilities (ERR) requirements of the apprenticeship framework for supporting teaching and learning in schools.

Role and context (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
Pre-module activity: Finding out about the school or setting, the role and work context	1 Key facts about the school/setting 2 Local community 3 Governing body	Contributes to ERR requirements of the STL apprenticeship	
	4 Regular visitors from the local authority, other services, agencies or teams	STL4 K12	STL20 K3, K5 STL62 K5, K8, K9, K13
	5 School organisation	Contributes to ERR requirements of the STL apprenticeship	
	6 School procedures including health and safety, behaviour, safeguarding and confidentiality	STL1 K9 STL2 K4 STL3 K1, K10, K13, K14, K15, K16, K22, K24, K25 STL7 K8, K9, K25 STL8 K17, K18 STL9 K11 STL13 K7b STL14 4b	STL3 K1, K10, K13, K14, K15, K16, K22, K24, K25 STL8 K17, K18 STL18 K9 STL19 K1, K2, K3, K8, K9, K10 STL20 K3, K23, K24, K25 STL21 K11 STL27 K13 STL29 K10 STL44 K1 STL46 K16 STL49 K16, K17b STL52 K7 STL53 K33, K34, K35 STL55 K1 STL56 K4 STL58 K1 STL59 K1, K9 STL60 K2 STL62 K4
	7 Providing for differing needs	STL11 K1 STL12 K2, K6, K11	STL35 K1 STL36 K1, K6

Role and context (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
			STL38 K5, K9, K15 STL39 K2, K4, K8 STL40 K4 STL41 K3 STL42 K3 STL50 K11
	8 The curriculum	There will be some contribution to ERR requirements of the STL apprenticeship	
	national and school curriculum	STL8 K4	STL8 K4 STL18 K3 STL23 K3 STL24 K5 STL28 K1, K2 STL30 K5 STL33 K4 STL34 K3 STL40 K2
	inclusion	STL1 K3 STL11 K2 STL12 K5	STL18 K7 STL23 K13 STL24 K4 STL34 K4 STL35 K2 STL36 K2 STL38 K8
	11 Training and development opportunities for learning support staff	There will be some contribution to ERR requirements of the STL apprenticeship	
		STL5 K14	STL22 K10
1 The role of the teaching assistant	The role, responsibilities and functions of TAs	STL1 K2 STL5 K1	STL18 K1 STL23 K1 STL24 K2, K3 STL30 K1

Role and context (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
			STL31 K1
2 Every child matters	Staying safe	STL3 K2, K17, K25	STL3 K2, K17, K25 STL20 K9 STL37 K6e STL41 K12 STL46 K17 STL53 K27 STL59 K9
	Making a positive contribution: supporting transitions confidentiality	STL2 K14 STL2 K4 STL9 K11 STL13 K7b STL14 4b	STL49 K1, K2, K3, K4, K7 STL20 K3 STL21 K11 STL27 K13 STL29 K10 STL44 K1 STL46 K16 STL49 K16, K17b STL52 K7 STL55 K1 STL60 K2, K9, K10, K22 STL62 K4
3 Supporting in the classroom	Observing pupils	STL2 K1	STL9 K9 STL29 K1, K4, K10
	Differentiation The cyclical process of supporting in the classroom	STL1 K4, K6	STL27 K9 STL23 K1, K20 STL24 K2, K10, K11 STL27 K8 STL28 K7 STL55 K1, K2, K3, K4

Role and context (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
4 Support for teaching assistants	Appraisal Opportunities for continuing professional development	STL5 K11, K13 STL5 K14	STL22 K10

Promoting positive behaviour (revised 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Importance of working within school behaviour policies			STL19 K3, K4, K5, K7
2 The significance of positive relationships and creating a safe learning environment	Building positive relationships Creating a safe learning environment	STL4 K6, K8 STL5 K9 STL2 K11(1)(3)(4)(5), K12(1)(4)(5), K13(1)(4)(6)	STL19 K7 STL20 K1, K13, K28 STL21 K4 STL20 K8 STL45 K3 STL46 K7, K13
3 Skills for promoting positive behaviour	Giving positive feedback The role of praise in promoting positive behaviour Using positive language Communicating through body language	STL3 K23 STL11 K6 STL2 K12(3), K13(3) STL11 K6 STL4 K13 STL4 K1	STL3 K23 STL19 K8 STL20 K24 STL27 K12 STL35 K9 STL36 K15 STL25 K10 STL26 K8 STL33 K13 STL35 K9 STL36 K15

Inclusion (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Equality, access and inclusion	Anti-discriminatory practice		STL18 K2 STL19 K16 STL20 K6 STL23 K2 STL30 K6 STL34 K2 STL35 K11 STL36 K20 STL47 K4 STL50 K3, K13
2 Including pupils with special educational needs (SEN) and disabilities	The SEN and disabilities frameworks	STL12 K1	STL20 K4 STL27 K9 STL38 K2 STL42 K2
	The role of the TA in supporting pupils with SEN and disabilities	STL12 K2	STL38 K5 STL42 K9, K20
3 Including pupils for whom English is an additional language	Language acquisition, identity and inclusion	STL2 K11(12) STL6 K7 STL10 K2 STL11 K3, K4, K5	STL27 K6 STL35 K3, K5, K6, K11, K14 STL36 K4, K8, K9, K12, K20
	Language and curriculum access	STL11 K4, K6, K11	STL35 K5, K9, K16 STL36 K9, K11, K15, K18
Further/school-based training activities		STL2 K11(12) STL10 K2 STL11 K4, K8, K9, K10, K12	STL35 K4, K5, K7, K12, K13, K14, K16 STL36 K5, K9, K10, K11, K12, K13, K18

Literacy (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Introduction to literacy	The Framework for Secondary English ⁵	STL6 K2	STL18 K3 STL23 K3 STL24 K5 STL25 K5 STL28 K1 STL30 K5
2 The role of the teaching assistant in the English lesson	The TA's role during the English lesson (1)	STL2 K1 STL6 K8a, K8b, K8c, K9	STL18 K10, K12 STL20 K24 STL23 K14, K16 STL25 K2, K7, K12, K13 STL29 K5, K6
	The TA's role during the English lesson (2)	STL6 K10	STL25 K14
3 Supporting the teaching of reading	Information Identifying and responding to reading problems	STL6 K3 STL6 K10	STL25 K14
4 Supporting the teaching of writing	Shared and guided writing Spelling	STL6 K8b	STL25 K2b STL25 K9
5 The literacy progress units	An overview of the LPUs Tracking pupils' progress	STL6 K8a, K8b STL1 K6, K12 STL5 K3 STL9 K10	STL25 K2a, K2b STL21 K1 STL23 K8 STL24 K9, K13 STL25 K13, K16 STL29 K9

⁵ Revised title to reflect changes to the secondary frameworks

Mathematics (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Key features of the mathematics strand of the secondary national strategy for school improvement	The mathematics strand of the secondary national strategy for school improvement Looking at the Framework for Secondary Mathematics ⁶	STL6 K8d STL6 K2	STL26 K5 STL18 K3 STL23 K3 STL24 K5 STL26 K1 STL28 K1 STL30 K5
2 Language and mathematics	Listening to pupils The importance of questioning Helping a pupil who is 'stuck' Pupils for whom English is an additional language	STL6 K7 STL11 K11	STL18 K17 STL30 K15, K16, K17 STL26 K9 STL26 K5, K9, K11 STL26 K6 STL35 K13 STL36 K13
3 Approach to calculation 1: addition and subtraction		STL6 K8d	STL26 K5
4 Approach to calculation 2: multiplication and division		STL6 K8d	STL26 K5
5 The role of the teaching assistant in structured mathematics lessons – part 1	The role of the TA in the three-part lesson	STL1 K8 STL6 K8d	STL18 K8 STL26 K5
6 The role of the teaching	The structured mathematics lesson	STL1 K8	STL18 K8

⁶ Revised title to reflect changes to the secondary frameworks

Mathematics (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
assistant in structured mathematics lessons – part 2	Communicating with teachers	STL6 K8d STL9 K10	STL26 K5, K9 STL23 K20 STL26 K16 STL29 K9

ICT (new 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
Pre-module activity – Looking at the school's policies on ICT		STL7 K10 STL8 K1	STL8 K1
1 An introduction to ICT	Why are schools being encouraged to use ICT?	STL7 K1, K10, K16 STL8 K2, K29	STL8 K1, K2, K29
2 Supporting teaching and learning	The TA's role in working with ICT Supporting the use of ICT resources Supporting the development of students' ICT capability Next steps Post-session activities	STL7 K1 STL8 K2 STL7 K2, K3, K5, K16, K23, K24 STL8 K14, K27, K29 STL12 K8, K9, K11 STL7 K17 STL8 K21, K22 STL7 K16 STL8 K29 STL5 K11, K14	STL8 K2 STL8 K14, K27, K29 STL22 K8 STL23 K9 STL28 K5, K6 STL33 K9 STL38 K14, K15 STL42 K7 STL8 K21, K22 STL8 K29 STL22 K8, K9 STL28 K4, K5, K6, K7
3 Safety and security with ICT	The role of the school in creating a safe ICT environment	STL2 K4 STL7 K7, K10, K12	STL8 K1, K13, K19 STL37 K6a

ICT (new 2007)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
	Identifying risks and keeping pupils safe	STL8 K1, K13, K19 STL9 K11 STL13 K7b STL14 K4b STL7 K7, K8, K9, K10, K11, K16 STL8 K13, K17, K18, K20, K29	STL44 K8a STL49 K17a STL55 K4, K16 STL8 K13, K17, K18, K20, K29

Science (revised 2006)		Links to units in level 2 STL NVQ	Links to units in level 3 STL NVQ
1 Improving pupils' understanding in science	The Framework for Secondary Science ⁷		STL18 K3 STL23 K3 STL24 K5 STL28 K1 STL30 K5
2 The role of the teaching assistant in science lessons	The role of the TA in science lessons Strategies TAs can use Supporting practical work Simple practical techniques	STL1 K8 STL5 K3 STL1 K8 STL3 K2, K12 STL3 K1, K5, K6, K7, K8, K9, K10, K12, K13, K16, K19	STL20 K1, K28 STL24 K9 STL28 K7, K8 STL18 K8, K12 STL23 K12, K16 STL3 K2, K12 STL3 K1, K5, K6, K7, K8, K9, K10, K12, K13, K16, K19

⁷ Revised title to reflect changes to the secondary frameworks

Annex 3

Mapping between the induction materials for support staff and the support work in schools qualifications

Introduction

TDA support staff induction materials have been mapped to the knowledge specifications of the support work in schools (SWiS) units. The results, shown in the following tables, are given separately for the units in the level 2 and 3 SWiS qualifications.

There is no exact match between the support staff induction materials and the knowledge specifications of the SWiS units. However, there are clear connections across both sets of materials which will support progression from the introductory training for support staff to the SWiS qualifications.

Support staff induction materials - Role and context (revised 2006)		Links to units in level 2 SWiS	Links to units in level 3 SWiS
1 Introduction to the module	Introduction	2.2 K2	2.1 K2, K3 2.2 K15, K20 25.1 K3 25.2 K3
	School workforce remodelling	2.2 K4	
2 Every child matters	Staying safe	1.2 K5, K6, K7, K8, K9, K10 2.1 K3 (part) 13.1 K1, K2, K3 14.1 K6, K7 25.2 K3 28.1 K1, K2 28.3 K2 34 K3, K4 34.1 K6	1.2 K11, K12, K13, K14, K15, K17 2.2 K13 (part) 15 K1, K2, K4, K5, K6, K8, K12 17 K1, K2 24 K14, K17, K20, K21 K25.1 K2, K9 28.1 K4, K5, K8 28.3 K3 31.2 K5, K8 48.1 K10 48.2 K15 49.1 K9, K10
	Making a positive contribution	1.2 K7 6.1 K3, K4	1.1 K3 1.2 K12, K15

Support staff induction materials - Role and context (revised 2006)		Links to units in level 2 SWiS	Links to units in level 3 SWiS
			1.3 K19, K20, K21, K24, K28, K30 2.2 K13 (part) 2.3 K24 8.1 K1, K4, K5, K7, K8 8.2 K5 21 K5 29.1 K4 45 K5 46 K5 47 K8 48.1 K10 48.2 K15 49.1 K9, K10

Support staff induction materials – ICT (revised 2006)		Links to units in level 2 SWiS	Links to units in level 3 SWiS
1 ICT in schools	Support staff using ICT	2.3 K7	7 K12
2 Safety and security with ICT	The role of the school in creating a safe ICT environment Identifying risks and keeping pupils safe	4 K8 2.1 K2, K3 5 K2 14.2 K4 38 K4, K5, K28, K29, K30, K31, K32, K33, K34, K35 39 K16, K17, K19, K20	1.2 K12, K14 2.2 K13, K16 2.3 K24 12 K5, K6 20 K5, K6, K9, K10, K12, K13, K17, K24 45 K5 46 K5 47 K8 48.1 K10 48.2 K15 49.1 K9, K10

Support staff induction materials – Promoting positive behaviour (revised 2007)		Links to units in level 2 SWiS	Links to units in level 3 SWiS
1 Becoming familiar with school policies	Becoming familiar with school policies	2.1 K3 (part) 25.2 K3	1.2 K12 (part) 2.2 K13 (part) 25.1 K1, K2 25.2 K1, K6
2 Social and emotional aspects of learning	Social and emotional aspects of learning	1.2 K4	1.1 K9 23 various evidence requirements 25.1 K4 50 K2
3 The importance of high-quality relationships in promoting positive	Building positive relationships	1.2 K1, K4 2.2 K5	1.1 K9 5.5 K1

behaviour			21 K1, K28 25.1 K4 26.1 K2 50 K2
4 Skills for promoting positive behaviour	Using praise		23 evidence requirements 25.1 K5 25.2 K7
5 Managing difficult situations	Managing difficult situations		21 K25 25.1 K10 25.2 K8, K9

Support staff induction materials – Inclusion (revised 2006)		Links to units in level 2 SWiS	Links to units in level 3 SWiS
1 Equality, access and inclusion	Equality, access and inclusion		2.1 K1 21 K6 24 K11
2 Including pupils with special educational needs (SEN) and disabilities	The SEN code of practice Disabled pupils		1.2 K14 (part) 21 K4 23 evidence requirements 24 K12 27.1 K5 21 K4 24 K12
3 Including pupils who are learning English as an additional language	Factors important for learning English as an additional language Welcoming newly arrived pupils: induction and inclusion		21 K15 21 K8

Annex 4

Mapping between CWDC induction training programme generic modules and the TDA induction materials

Introduction

The following table shows the links between the content of the TDA induction materials and the CWDC induction training programme generic modules. It should be noted, however, that the presentation of 'common' content may be very different according to the focus of the materials – working in schools or working in other areas of the children's workforce.

The second table on page 4 of this annex shows the role-specific content applicable to school support staff that is not covered by the CWDC generic modules.

CWDC Induction training programme - generic modules			TDA induction materials
Module 1 Principles, values and legislation	Theme 1 - Working in a principled way	Recent legislation and policy including: Every Child Matters Children Act 2004 Integrated working Children's workforce development UN convention on the Rights of the Child Principles and values underpinning work with children, young people and families, including person-centred practice	TA Role and context - session 2 SS Role and context - session 2 TA Role and context - session 2
	Theme 2 - Promoting equality and diversity	The context for equality and diversity Relevant legislation relating to equality and diversity Working with children and young people with disabilities, emphasising the social model and its impact on practice Prejudice and discrimination Inclusion and inclusive working	All covered in: TA Inclusion – sessions 1 & 2 SS Inclusion – sessions 1 & 2
Module 2 Understanding	Theme 1 – Human need, learning and	Maslow's hierarchy of human needs	TA Promoting positive behaviour – session 2

CWDC Induction training programme - generic modules			TDA induction materials
children and young people's development	development	<p>and social, emotional and behavioural development of children and young people</p> <p>Strategies to support self-esteem</p> <p>Prochaska and DiClemente's change and motivation cycle</p> <p>Play and development</p> <p>Humanist or person centred psychology</p>	<p>TA Promoting positive behaviour – sessions 3 & 4</p> <p>SS Promoting positive behaviour – sessions 2 & 4</p> <p>Primary TA Foundation stage literacy – session 2</p> <p>Primary TA Foundation stage mathematics – session 2</p>
	Theme 2 – Attachments, boundary management and child development	<p>Attachment theory – how babies and children form attachments and the possible effects on their social, emotional and behavioural development</p> <p>Boundary management</p> <p>Child development theories, including overviews of Piaget's cognitive development theory, Vygotsky's social learning theory and Erikson's theory of psychosocial development</p>	<p>Primary TA Understanding how children learn - relates but has negligible overlap of content</p>
	Theme 3 – Understanding behaviour	<p>An introduction to understanding behaviour</p> <p>The observable and the hidden aspects of behaviour</p> <p>Working to change challenging behaviour</p>	<p>TA Promoting positive behaviour – session 1</p> <p>SS Promoting positive behaviour – session 1</p> <p>TA Promoting positive behaviour – session 5</p> <p>SS Promoting positive behaviour – session 5</p>
	Theme 4 – Understanding contexts	<p>The impact of eco-systems on a child or young person's development</p> <p>Fostering resiliency to support development.</p>	

CWDC Induction training programme - generic modules			TDA induction materials
Module 3 Building relationships and communicating with children, young people and their families	Theme 1 - Building helping relationships and communicating effectively with children, young people and families	Developing effective helping relationships and establishing boundaries Barriers to effective communication The skills of effective communication Working with parents/carers Working with young carers	TA Promoting positive behaviour – session 2 SS Promoting positive behaviour – session 3 TA Promoting positive behaviour – session 2
	Theme 2 – A structured approach to work with children, young people and their families; and supervision	A structured approach to work with children, young people and their families Assessment The principles and value of effective record keeping The purpose of supervision	TA Role and context - session 3 (significant contextual differences eg. in relation to families and multi-agency working) TA Role and context - session 2 SS Role and context - session 2
	Theme 3 - Transition	What are transitions? Transitions and change within families Principles for managing transitions Key steps to support transitions	All covered in: TA Role and context - session 2 SS Role and context - session 2
Module 4 Keeping children and young people safe from harm	Theme 1 – Safeguarding and protecting	Legislation and national guidance relating to safeguarding and protecting children The different forms of abuse including the signs and indicators of possible abuse What children want and need in order to feel safe with key principles and procedures for child protection Workplace policies and procedures	All covered in: TA Role and context - session 2 SS Role and context session 2

CWDC Induction training programme - generic modules			TDA induction materials
	Theme 2 – Health and safety	The laws and guidance for health and safety Working safely including risk assessments.	Both covered in: TA Role and context session 2 SS Role and context session 2
Module 5 Integrated working	Theme 1 – The processes and tools of integrated working	The Integrated Working strategy A continuum of needs and services Information sharing, including consent and confidentiality The Common Assessment Framework (CAF) The lead professional	Confidentiality is covered in: TA Role and context – session 2 SS Role and context – session 2
	Theme 2 – Working with others as part of integrated working	What multi-agency working means, including the benefits and challenges of working in partnership with other agencies Managing conflict with other organisations	

TDA induction materials: role specific content not covered by the CWDC generic modules

Teaching assistant induction materials

Role and responsibilities of teaching assistants	TA Role and context - session 1
The school curriculum	TA Role and context - session 2
Observing pupils – purpose and methods	TA Role and context - session 3
Differentiation	TA Role and context - session 3
Professional development – appraisal & CPD	TA Role and context - session 4
English as an additional language	TA Inclusion – session 3
National strategies	various – see guidance
Supporting literacy in schools	Primary TA Foundation stage literacy Primary TA Literacy Secondary TA Literacy
Supporting numeracy in schools	Primary TA Foundation stage mathematics Primary TA Mathematics Secondary TA Mathematics
Supporting science teaching and learning	TA Secondary Science
Using ICT to support teaching and learning	Primary TA ICT Secondary TA ICT

Support staff induction materials

Role and responsibilities of support staff in schools	SS Role and context - session 1
The school curriculum	SS Role and context - session 2
English as an additional language	SS Inclusion – session 3
Using ICT in schools	SS ICT

Annex 5

Primary induction materials for teaching assistants

Module leaders' notes

The module leaders' notes for the primary induction materials for teaching assistants are mainly concerned with updating relevant modules to reflect changes in Primary National Strategy resources. However we would ask that all module leaders remind participants of the opportunities and benefits of using the introductory training as the foundation for doing an NVQ as described below.

Please make sure you read through the 'Guidance on introductory training for teaching assistants and school support staff' before addressing changes as required to the module(s) you will be delivering.

Supporting progression to NVQs

Trainers should remind teaching assistants (TAs) that as they complete the introductory training programme and associated activities, and continue working in the school, they will be able to build up a significant body of evidence for assessment against the national occupational standards for supporting teaching and learning in schools (STL NOS). Keeping a journal or reflective diary of what they do on the introductory training programme, other training programmes and in school is a good way of recording their progress towards meeting the requirements of an NVQ.

To facilitate progression to an NVQ in supporting teaching and learning in schools, it would be helpful if trainers explain that:

- NVQs assess the application of skills and knowledge to real work practices. Assessment is rigorous and makes use of evidence from real work situations. The introductory training programme will contribute to this but is not sufficient in itself. It will provide a foundation of knowledge and understanding but further learning and development will be needed
- NVQs are independent of any specified learning route, so TAs can take advantage of any learning opportunities open to them, including school-based and externally arranged training sessions, reading relevant books and reports, and learning on the job. The induction materials include activities and observation schedules that can be used after the programme to develop and demonstrate competence
- prior learning and experience, for example that acquired through the introductory training, can be taken into account in NVQ assessment
- it is important that where written records may be used later as evidence for NVQ assessment, the records are dated and signed off as being a true record of the TA's own work by an expert witness, eg. his/her mentor or the class teacher, and
- further information about the STL NOS and NVQs is available at www.tda.gov.uk/stlnos_leaders

If relevant, give details of any arrangements the LA has made to provide access to the NVQs or encourage them to contact an awarding body for further guidance.

The four awarding bodies for the NVQs in supporting teaching and learning in schools are listed below.

Council for Awards in Children's Care and Education
Beaufort House
23 Grosvenor Road
St Albans
Hertfordshire
AL1 3AW
tel: 0845 347 2123 (calls charged at local rates)
e-mail: info@cache.org.uk
website: www.cache.org.uk

City & Guilds
1 Giltspur Street
London
EC1A 9DD
tel: 020 7294 2800
e-mail: enquiries@cityandguilds.com
website: www.cityandguilds.com

Edexcel
One90 High Holborn
London
WC1V 7BH
tel: 0844 576 0026
e-mail: enquiries@edexcel.org.uk
website: www.edexcel.org.uk

OCR
Progress House
Westwood Way
Coventry
CV4 8JQ
tel: 02476 851 509
e-mail: vocational.qualifications@ocr.org.uk
website: www.ocr.org.uk

New national strategies resources

Information about new national strategies resources is regularly posted on the national strategies websites. Trainers should check the relevant site when planning to deliver any of the induction modules for teaching assistants to ensure they have the latest guidance and resources.

The Primary National Strategy website at: www.standards.dcsf.gov.uk/primary provides access to a range of resources to support:

- the renewed primary framework
- assessment for learning and assessing pupils' progress
- early years foundation stage
- the teaching of all aspects of literacy, and
- the teaching of all aspects of mathematics.

In addition there is an extensive library of all resources available across the site and an interactive planning tool designed to support the use of the primary framework website.

The national strategies resources also include some suitable for both primary and secondary schools, for example:

- the Inclusion Development Programme (IDP) which will develop and deliver a programme of CPD designed to strengthen the confidence and expertise of mainstream staff in early years settings and in primary and secondary schools in ensuring the progress and achievement of pupils with special educational needs (SEN). Information about the IDP can be accessed on the DCSF standards website at:
www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp
- a new primary and secondary national strategies SEN area at:
www.standards.dfes.gov.uk/primary/features/inclusion/sen/home, and
- a new national strategies area to support the use of P scales by schools to provide data for pupils with SEN who are working below level 1 of the National Curriculum. As mainstream schools and settings become more inclusive there will be an increasing need to include P scales in the whole school assessment and planning cycle as part of the continuum of learning and development in both special and mainstream schools and settings including secondary. The P scales focus area can be found at:
www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/pscales

Integrating new resources

Information about where and how changes are needed to update the induction materials for teaching assistants to reflect changes to national strategies frameworks and resources is given below.

The modules requiring changes include:

Inclusion	page 4
Role and context	page 5
Understanding how children learn	page 7
Foundation stage literacy	page 8
Literacy	page 13
Foundation stage mathematics	page 20
Mathematics	page 22
ICT	page 24

As a general point please remember to change all references to DfES to DCSF (Department for Children, Schools and Families).

Revised presentation slides

The revised presentation slides as indicated on the following pages can be downloaded from:
www.tda.gov.uk/partners/supportstafftraining/inductionmaterial/induction_ta_primary

Primary induction materials for teaching assistants – inclusion

general		Where reference is made to SENCOs throughout the training, it would be useful to ensure that participants are clear that this is now often part of a wider inclusion coordinator role to avoid confusion in terminology.
pages 9/10	participation	Explain that participation is not just about being physically present in the classroom, but about having individually appropriate goals and targets within each lesson supported by high quality personalised teaching tailored to the needs of the individual.
page 17	Resources	Add: 'Pedagogy and Personalisation', DfES 00126-2007DOM-EN Inclusion Development Programme which can be downloaded from www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp
page 22	Individual education plans (IEPs)	Trainers should ensure that the range of methods of planning, monitoring and recording the progress of pupils is discussed, in particular the use of provision mapping.
page 24	What factors influence learning?	Explain that it is the class teacher's responsibility for the teaching and learning of all pupils in his/her class through personalised quality first teaching. The TA can tap into the resources and support available to support the teacher with his/her responsibilities eg. 'Pedagogy and Personalisation', DfES 00126-2007DOM-EN, and/or Inclusion Development Programme which can be downloaded from www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp

Primary induction materials for teaching assistants – role and context

page 57	The foundation stage	Refer to the early years foundation stage (EYFS).
		<p>Explain that the EYFS is a comprehensive framework which sets the standards for learning, development and care of children from birth to five (ie. to the end of the reception year in schools). It builds on and replaces the previous statutory 'Curriculum Guidance for the Foundation Stage', the non-statutory 'Birth to Three Matters' framework, and the regulatory frameworks in the 'National Standards for Under 8s Day Care and Childminding'. All registered early years providers and schools are required to use the EYFS from September 2008.</p> <p>Introduction of the EYFS is supported by the 'Practice Guidance for the Early Years Foundation Stage'. This helps practitioners to meet the diverse needs of all pupils so that, by the end of their reception year, most will achieve the early learning goals and some, where appropriate will go beyond them. The early learning goals cover the six areas of learning and development in the EYFS.</p>
page 57	presentation slide 2.29	Replace with revised presentation slide 2.29.

Early Years Foundation Stage

The six areas of learning and development in the EYFS are:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

Presentation slide 2.29

page 57	commentary for slide 2.29	<p>refer to the EYFS rather than 'foundation stage'</p> <p>Explain that practitioners will continue to use the Foundation Stage Profile (FSP) handbook and booklet. From September 2008 it will become the Early Years Foundation Stage Profile</p>
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		(EYFSP). The profile statements remain accurate descriptions of children's achievements in the EYFS.
page 58	The primary national strategy	<p>In the final paragraph – refer to the 'primary strategy' rather than 'new primary strategy'.</p> <p>Also explain that a renewed primary framework for literacy and numeracy was introduced in October 2006. This web-based resource supports the teaching of literacy and mathematics throughout the primary age range from EYFS to year 6. The primary framework for literacy and numeracy is available at www.standards.dfes.gov.uk/primaryframeworks</p>
page 82	Video sequences	Use video sequence 3.1, 'Supporting in a year 4 class', in preference to video sequence 3.2.
page 100	Opportunities for continuing professional development	Refer to the NOS and NVQs in supporting teaching and learning in schools.

Primary induction materials for teaching assistants – understanding how children learn

page 5	Resources	Use 'Practice Guidance for the Early Years Foundation Stage', DCSF 2007, 00012-2007BKT-EN available at www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm instead of 'Birth to Three Matters'.
page 7	Introduction	delete presentation slide 1.1 and provide details of the EYFS resources including: <ul style="list-style-type: none"> ▪ statutory framework ▪ practice guidance ▪ principles into practice cards ▪ wall poster ▪ CD-ROM. <p>EYFS resources are available on the early years foundation stage website at www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm They can be ordered from Prolog via Teachernet http://publications.teachernet.gov.uk</p>
page 8	Introduction	Refer to 'Practice Guidance for the Early Years Foundation Stage' instead of 'Birth to Three Matters'.
page 34	Drawing together key messages	Refer to 'Practice Guidance for the Early Years Foundation Stage' instead of 'Curriculum Guidance for the Foundation Stage'. 'Practice Guidance...' is available at www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm
page 37	Further reading and references	Delete reference to 'Curriculum Guidance for the Foundation Stage'. Refer instead to 'Practice Guidance for the Early Years Foundation Stage', DCSF 2007, 00012-2007BKT-EN which is available at www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm

Primary induction materials for teaching assistants – foundation stage literacy

page 5	Explaining the Early Years Foundation Stage	Explain that the early years foundation stage is statutory from September 2008 although some schools and early years settings started using it in 2007.
page 7	Resources	Delete reference to 'Curriculum Guidance for the Foundation Stage' as this is no longer relevant.
page 10	Introduction	Explain that 'Practice Guidance for the Early Years Foundation Stage' supersedes 'Curriculum Guidance for the Foundation Stage' and 'Foundation Stage Profile' will be replaced by 'Early Years Foundation Stage Profile' in summer 2008.
page 45	Resources	Delete reference to 'Curriculum Guidance for the Foundation Stage' and 'The Early Years Foundation Stage: consultation on a single quality framework for services to children from birth to five' as these are no longer relevant.
page 46	The Foundation Stage curriculum	<p>Refer to the early years foundation stage framework.</p> <p>Show participants a copy of 'Practice Guidance for the Early Years Foundation Stage'.</p> <p>Rather than use presentation slide 3.1 which refers to 'Curriculum Guidance for the Foundation Stage', remind TAs of the content of 'Practice Guidance for the Early Years Foundation Stage'.</p> <p>Revise the first bullet point to explain that the EYFS applies to all children from birth to five.</p> <p>Show revised presentation slide 3.1 which shows the six areas of learning and development in the EYFS framework.</p>

Early Years Foundation Stage

The six areas of learning and development in the EYFS are:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

Presentation slide 3.1

page 48	commentary for presentation slide 3.3	Reword the third bullet point to read: "By the end of reception year most (rather than all) pupils should achieve ...".
page 58	commentary for presentation slide 4.6a	Explain that by the end of phase two pupils should be able to orally blend and segment CVC words and blend and segment (using magnetic letters) VC words.
page 58	presentation slide 4.6b	Replace with revised slide 4.6b.

Letters and Sounds phase descriptors (2)

Phase	Descriptor	Knowledge
3	Teaching 43 phonemes in the English language and their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, and both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear Consolidating the skills of blending and segmenting Starting to build a stock of high frequency words	Blend and read single-syllable CVC words Segment and make a phonically plausible attempt at spelling CVC words Give the sound when shown the graphemes learnt in phases 2 and 3 Match the phase 2 and 3 phonemes to their grapheme
4	Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.) Continuing to focus on blending and segmenting skills Increasing the stock of high frequency words	Blend adjacent consonants in words and apply this skill when reading unfamiliar texts, eg. spoon, cried, nest Segment adjacent consonants in words and apply this in spelling

Presentation slide 4.6b

page 58	commentary for presentation slide 4.6b	Explain that the additional phoneme /zh/ found in the word 'vision' is taught at phase five.
page 59	presentation slide 4.6c	Replace with revised slide 4.6c.

Letters and Sounds phase descriptors (3)

Phase	Descriptor	Knowledge
5	Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way eg. the letter g can be both hard as in gate and soft as in giant Teaching children to read phonically decodable two- and three-syllable words Increasing the stock of high frequency words	Use alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes eg. /oe/ o-e, o, oa, ow Read phonically decodable two- and three-syllable words eg. <i>bleating, frogspawn, shopkeeper</i> Spell complex words using phonically plausible attempts
6	Teaching children less common grapheme-phoneme correspondences Embedding and consolidating the learning from previous phases to become fluent readers and increasingly accurate spellers	Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words Are secure with less common grapheme-phoneme correspondences, eg. could, two, laugh Can recognise phonic irregularities

Presentation slide 4.6c

page 59	commentary following presentation slide 4.6c	Explain that phases 5 and 6 are <u>usually</u> taught through years 1 and 2.
page 67	commentary for presentation slide 6.2a	Explain that by the end of phase two pupils should be able to orally blend and segment CVC words and blend and segment (using magnetic letters) VC words.
page 67	presentation slide 6.2b	Replace with revised slide 6.2b.

Letters and Sounds phase descriptors (2)

Phase	Descriptor	Knowledge
3	Teaching 43 phonemes in the English language and their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, and both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear Consolidating the skills of blending and segmenting Starting to build a stock of high frequency words	Blend and read single-syllable CVC words Segment and make a phonically plausible attempt at spelling CVC words Give the sound when shown the graphemes learnt in phases 2 and 3 Match the phase 2 and 3 phonemes to their grapheme
4	Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.) Continuing to focus on blending and segmenting skills Increasing the stock of high frequency words	Blend adjacent consonants in words and apply this skill when reading unfamiliar texts, eg. spoon, cried, nest Segment adjacent consonants in words and apply this in spelling

Presentation slide 6.2b

page 67	commentary for presentation slide 6.2b	Explain that the additional phoneme /zh/ found in the word 'vision' is taught at phase five.
page 68	presentation slide 6.2c	Replace with revised slide 6.2c.

Letters and Sounds phase descriptors (3)

Phase	Descriptor	Knowledge
5	Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way eg. the letter g can be both hard as in gate and soft as in giant Teaching children to read phonically decodable two- and three-syllable words Increasing the stock of high frequency words	Use alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes eg. /oe/ o-e, o, oa, ow Read phonically decodable two- and three-syllable words eg. <i>bleating</i> , <i>frogspawn</i> , <i>shopkeeper</i> Spell complex words using phonically plausible attempts
6	Teaching children less common grapheme-phoneme correspondences Embedding and consolidating the learning from previous phases to become fluent readers and increasingly accurate spellers	Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words Are secure with less common grapheme-phoneme correspondences, eg. could, two, laugh Can recognise phonic irregularities

Presentation slide 6.2c

page 69	presentation slide 6.3	Replace with revised presentation slide 6.3.
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Vowel grapheme-phoneme correspondences

train	shout	meat	first	light	dew	spoil	
late	burn	door	try	boy	road	moon	tore
lay	term	bear	down	field	stole	stairs	
sweet	coin	hare	toe	cute	mine	round	born

Presentation slide 6.3

Primary induction materials for teaching assistants – literacy

page 7	Aims of the module	Refer to the early years foundation stage rather than 'foundation stage'.
page 7	Resources	<p>Delete reference to 'Curriculum Guidance for the Foundation Stage' as this is no longer relevant.</p> <p>'Developing Early Writing' is out of print but can be downloaded from www.standards.dfes.gov.uk/primary/publications/literacy/63337/</p> <p>Early literacy support (ELS) materials have been updated and re-issued in January 2008. Use 'Early Literacy Support programme: materials for teachers working in partnership with teaching assistants', DCSFS00767-2007, available from www.standards.dfes.gov.uk/primary/publications/literacy/63469/</p> <p>Additional resources:</p> <p>'Every Child a Reader' (ECaR) toolkit, 00034-2008 available at www.standards.dfes.gov.uk/primary/publications/literacy/pri_every_chld_rdr0003408/</p> <p>'Improving Writing with a Focus on Guided Writing: leading improvement using the primary framework', 00618-2007BKT-EN, available at www.standards.dfes.gov.uk/primary/publications/literacy/imp_writ/</p>
page 9	presentation slide 1.1b	Replace with revised slide 1.1b.

Aims of the module (continued)

To help TAs to understand the changes made with the introduction of the renewed Primary framework (literacy), in particular:

- the 12 strands of learning and teaching
- the prime importance of high-quality phonics work
- 'the simple view of reading'
- the importance of actively promoting pupils' speaking skills
- the importance of the gradual transition of emphasis from learning to read to reading to learn
- the development of writing

Presentation slide 1.1b

page 10	commentary for presentation slide 1.1b	<p>Explain that 'Practice Guidance for the Early Years Foundation Stage' supersedes 'Curriculum Guidance for the Foundation Stage'.</p> <p>Also explain that as pupils develop in their reading, attention should be paid to the transition from learning to read to reading to learn, where the balance of word recognition and language comprehension changes. Language comprehension will be developing alongside the growing skills of word recognition and as stated in the Rose report "Phonic skills should be time limited, whereas work on comprehension continues through life" (from 'Independent Review of the Teaching of Early Reading', p.39, ref: DCSF 0201-2006DOC-EN).</p>
page 11	presentation slide 1.2	Replace with revised slide 1.2.

Literacy intervention programmes

- *Early Literacy Support (ELS)* for pupils in year 1 (revised version from January 2008)
- *Year 3 literacy support – Sir Kit's Quest*
- *Further Literacy Support (FLS)* for pupils in year 5

Presentation slide 1.2

page 14	presentation slide 1.5	Replace with revised slide 1.5.
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Reading strands

5. Word recognition, decoding (reading) and encoding (spelling)
6. Word structure and spelling
7. Understanding and interpreting texts
8. Engaging with and responding to texts

The Rose Review refers to 'the simple view of reading'.
Phonic teaching and learning will be central to learning.
Systematic phonic work begins in the reception class.

Presentation slide 1.5

page 40	Resources	<p>Early Literacy Support (ELS) materials have been updated and re-issued in January 2008. Use 'Early Literacy Support Programme: materials for teachers working in partnership with teaching assistants', DCSF S00767-2007, available from www.standards.dfes.gov.uk/primary/publications/literacy/63469/</p> <p>Additional resources:</p> <p>Every Child a Reader (ECaR) toolkit, 00034-2008, available at www.standards.dfes.gov.uk/primary/publications/literacy/pri_every_chld_rdr0003408/</p> <p>'Improving Writing with a Focus on Guided Writing: leading improvement using the primary framework', 00618-2007BKT-EN available at www.standards.dfes.gov.uk/primary/publications/literacy/imp_writ/</p>
page 46	commentary for presentation slide 3.6	Replace first three paragraphs with "Explain that Early Literacy Support is an intervention programme for year 1 pupils who are working just below age-related expectations. It is a 16-week programme and has been rewritten to take account of the Rose review."
page 60	commentary for presentation slide 4.6a	Explain that by the end of phase two pupils should be able to orally blend and segment CVC words and blend and segment (using magnetic letters) VC words.
page 60	presentation slide 4.6b	Replace with revised slide 4.6b.

Letters and Sounds phase descriptors (2)

Phase	Descriptor	Knowledge
3	Teaching 43 phonemes in the English language and their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, and both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear Consolidating the skills of blending and segmenting Starting to build a stock of high frequency words	Blend and read single-syllable CVC words Segment and make a phonically plausible attempt at spelling CVC words Give the sound when shown the graphemes learnt in phases 2 and 3 Match the phase 2 and 3 phonemes to their grapheme
4	Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.) Continuing to focus on blending and segmenting skills Increasing the stock of high frequency words	Blend adjacent consonants in words and apply this skill when reading unfamiliar texts, eg. spoon, cried, nest Segment adjacent consonants in words and apply this in spelling

Presentation slide 4.6b

page 60	commentary for presentation slide 4.6b	Explain that the additional phoneme /zh/ found in the word 'vision' is taught at phase five.
page 61	presentation slide 4.6c	Replace with revised slide 4.6c.

Letters and Sounds phase descriptors (3)

Phase	Descriptor	Knowledge
5	Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way eg. the letter g can be both hard as in gate and soft as in giant Teaching children to read phonically decodable two- and three-syllable words Increasing the stock of high frequency words	Use alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes eg. /oe/ o-e, o, oa, ow Read phonically decodable two- and three-syllable words eg. <i>bleating, frogspawn, shopkeeper</i> Spell complex words using phonically plausible attempts
6	Teaching children less common grapheme-phoneme correspondences Embedding and consolidating the learning from previous phases to become fluent readers and increasingly accurate spellers	Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words Are secure with less common grapheme-phoneme correspondences, eg. could, two, laugh Can recognise phonic irregularities

Presentation slide 4.6c

page 61	commentary following presentation slide 4.6c	Explain that phases 5 and 6 are <u>usually</u> taught through years 1 and 2. The first four phases relate to the early years foundation stage. Pupils' rates of progress are of course heavily dependent on their previous experience and will differ considerably between individuals. Some pupils may be ready to progress even further while others will need to consolidate learning from earlier phases.
page 69	commentary for presentation slide 6.2a	Explain that by the end of phase two pupils should be able to orally blend and segment CVC words and blend and segment (using magnetic letters) VC words.
page 69	presentation slide 6.2b	Replace with revised slide 6.2b.

Letters and Sounds phase descriptors (2)

Phase	Descriptor	Knowledge
3	Teaching 43 phonemes in the English language and their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, and both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear Consolidating the skills of blending and segmenting Starting to build a stock of high frequency words	Blend and read single-syllable CVC words Segment and make a phonically plausible attempt at spelling CVC words Give the sound when shown the graphemes learnt in phases 2 and 3 Match the phase 2 and 3 phonemes to their grapheme
4	Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.) Continuing to focus on blending and segmenting skills Increasing the stock of high frequency words	Blend adjacent consonants in words and apply this skill when reading unfamiliar texts, eg. spoon, cried, nest Segment adjacent consonants in words and apply this in spelling

Presentation slide 6.2b

page 69	commentary for presentation slide 6.2b	Explain that the additional phoneme /zh/ found in the word 'vision' is taught at phase five.
page 68	presentation slide 6.2c	Replace with revised slide 6.2c.

Letters and Sounds phase descriptors (3)

Phase	Descriptor	Knowledge
5	Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way eg. the letter g can be both hard as in gate and soft as in giant Teaching children to read phonically decodable two- and three-syllable words Increasing the stock of high frequency words	Use alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes eg. /oe/ o-e, o, oa, ow Read phonically decodable two- and three-syllable words eg. <i>bleating, frogspawn, shopkeeper</i> Spell complex words using phonically plausible attempts
6	Teaching children less common grapheme-phoneme correspondences Embedding and consolidating the learning from previous phases to become fluent readers and increasingly accurate spellers	Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words Are secure with less common grapheme-phoneme correspondences, eg. could, two, laugh Can recognise phonic irregularities

Presentation slide 6.2c

page 71	presentation slide 6.3	Replace with revised slide 6.3.
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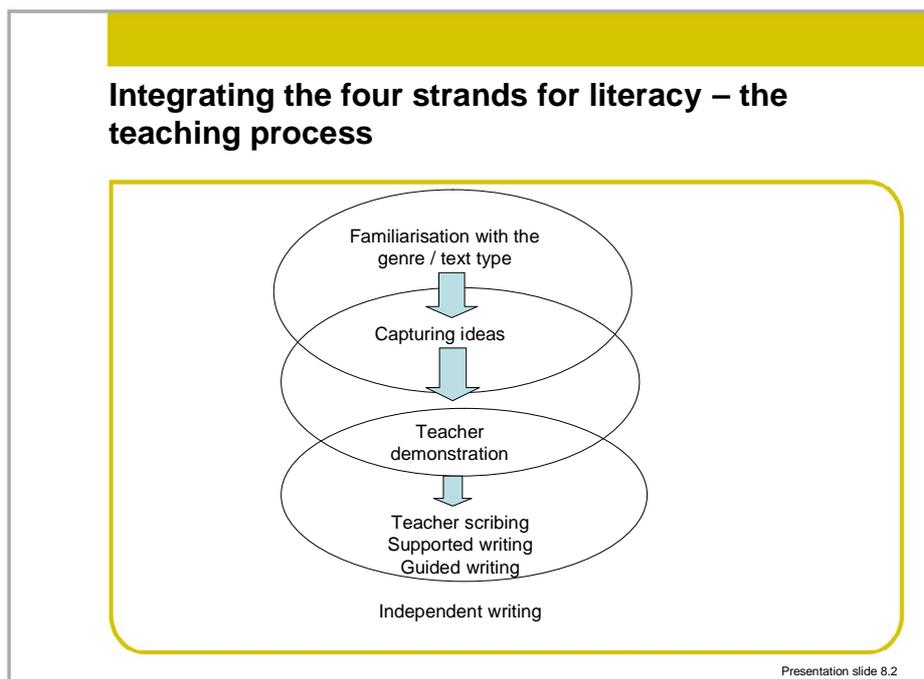
Vowel grapheme-phoneme correspondences

train	shout	meat	first	light	dew	spoil	
late	burn	door	try	boy	road	moon	tore
lay	term	bear	down	field	stole	stairs	
sweet	coin	hare	toe	cute	mine	round	born

Presentation slide 6.3

page 79	commentary for presentation slide 7.1b	Explain that different skills and abilities contribute to development of word recognition from those that contribute to comprehension. Therefore pupils who have good word recognition and poor language comprehension require a different focus to the support they are offered from those pupils who have good comprehension
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		and poor word recognition.
page 81	presentation slide 7.2b	Explain that it is generally accepted that most varieties of spoken English use about 44 phonemes (rather than 43 as stated on slide 7.2b).
page 82	presentation slide 7.2c	Remind participants that it is generally accepted that most varieties of spoken English use about 44 phonemes (rather than 43 as stated on slide 7.2c).
page 87	Resources	Add 'Improving Writing with a Focus on Guided Writing: leading improvement using the primary framework', 00618-2007BKT-EN available at www.standards.dfes.gov.uk/primary/publications/literacy/imp_writ/
page 88	Developing writing skills in lessons	Replace "teaching writing is a mammoth task" with "Writing is a complex activity involving the skills of communication, composition and transcription".
page 88/89	optional new presentation slide 8.2	Use new presentation slide 8.2 to summarise the teaching sequence for writing.



page 89	Shared writing	<p>Shared writing includes:</p> <ul style="list-style-type: none"> ▪ teacher demonstration: when the teacher demonstrates the process of writing and articulates his/her thoughts and decisions as writer ▪ teacher scribing: when the teacher invites contributions from the class which allows the pupils to focus on composition without the additional pressure of writing.
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page 89	Second wave or catch-up programmes and support	Replace last two lines with: "Intervention programmes are in addition to the literacy lesson. Years 3 and 5 include activities which can be completed in independent time in the literacy lesson".
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Primary induction materials for teaching assistants – foundation stage mathematics

page 5	Explaining the Early Years Foundation Stage	Explain that the early years foundation stage is statutory from September 2008 although some schools and early years settings started using it in 2007.
page 11	Resources	Delete reference to 'Curriculum Guidance for the Foundation Stage' as this is no longer relevant.
page 15	Key features of mathematics within the Primary National Strategy	Confirm that all participants have observed a problem solving, reasoning and numeracy session in an early years foundation stage class and have had the opportunity to see some daily mathematics lessons in other classes.
page 17	The Early Years Foundation Stage	For the second set of bullet points explain that "Problem solving, reasoning and numeracy (rather than mathematics) is further subdivided into the following areas: ...".
page 19	Activity 2	Explain that the learning objectives may trace back to the renewed framework for mathematics and/or the practice guidance for the early years foundation stage.
page 22	Catering for the need of children in the Early Years Foundation Stage	Refer to "problem solving, reasoning and numeracy" rather than mathematics.
page 24	The daily mathematics experience in the Early Years Foundation Stage	Explain that the EYFS is statutory from September 2008; the primary framework for mathematics is not. But, the two documents have been designed to complement each other.
page 33	The importance of talking about mathematics	<p>Refer to the importance of sustained shared thinking:</p> <ul style="list-style-type: none"> ▪ in the most effective settings practitioners support and challenge pupils' thinking by getting involved in the thinking process with them ▪ sustained shared thinking involves the adult being aware of the pupils' interests and understandings and the adult and pupils working together to develop an idea or skill ▪ sustained shared thinking can only happen when there are responsive trusting relationships between adults and pupils. ▪ the adult shows genuine interest, offers encouragement, clarifies ideas and asks open questions. This supports and extends the pupils' thinking and helps them to make connections in learning. <p>(see also www.standards.dfes.gov.uk/eyfs/resources/downloads/4_3_ep.pdf)</p>
page 40	following presentation slide 3.8	Draw participants' attention to the sustained shared thinking website at www.standards.dfes.gov.uk/eyfs/site/4/3.htm

		and the National Centre for Excellence in the Teaching of Mathematics (NCETM) website at www.ncetm.org.uk
page 41	Children who are learning English as an additional language	Make it clear that it is essential for TAs to provide EAL learners with cues consisting of key words, <u>objects</u> and pictures to help them understand instructions.
page 43	Resources	Add the EYFS and CD-ROM available in the 'EYFS Pack May 2008' at http://publications.teachernet.gov.uk/
page 47	Counting skills	Circulate copies of 'Practice Guidance for the Early Years Foundation Stage'.
page 51 onward	Sessions 5 & 6	Refer to the 'the daily PSRN experience' rather than 'the daily mathematics experience'.
page 56	commentary for slides 5.3 & 5.4	Remove "Working with too many children may be noisy and could therefore affect the rest of the class" from point 1.
page 61	Introduction to the teacher-TA link sheet	Add a fifth bullet point: "The TA feedback will be observations rather than judgements of pupils' learning."
page 66	The review of learning	Change wording to: "The review of learning can be a very important way of evaluating the success of the PSRN experiences in the session".

Primary induction materials for teaching assistants – mathematics

page 18	What the daily mathematics lesson looks like	<p>In the introduction to video clip 1.1 it would be useful to make participants aware of the issues surrounding the 'Oral and mental activity'. The three-part lesson as promoted by the original Numeracy Strategy in 1999 has been adopted successfully by schools and follows the pattern laid out here. One of the unintended outcomes has been that some schools have seen mental mathematics as something that happens at the beginning of the lesson and do not emphasise its importance sufficiently in the rest of the lesson. Therefore they need to be made aware that although the beginning of the lesson is called 'oral and mental activity' they need to be looking out for oral and mental activity throughout the lesson.</p> <p>Ask them to pick up on not just the pattern of the three-part lesson but the key elements within it. How are the pupils encouraged to do oral and mental mathematics, to work on their own problems, either individually or within small groups, and to review their learning?</p> <p>Make sure participants know that the video shows clips from the lesson, not the entire teaching content ie. what is shown, is not the entire mental and oral activity.</p>
page 20	Activity 3 – Difference and similarities in mathematics lessons	<p>Explain that the three-part lesson has been seen as an artificial straitjacket by some teachers, who find it beneficial to stop the class to review learning during the main activity. So they may see teachers departing from the rigid three-part lesson pattern. They should however see all three elements within any lesson they observe.</p>
page 29	The importance of questioning	<p>Before suggesting how other types of question might encourage explanation (third paragraph) explain that it is important to ask pupils to explain correct answers. They may have got the correct answer by an overly complicated route, or by using a method that will work in this case but cannot be generalised eg. adding zero when multiplying by 10. Explaining a correct answer will also help other pupils and will enable the pupil who got the correct answer to internalise their learning. This does not mean that every answer has to be questioned. Questioning should be used judiciously.</p>
page 35	Aims of the session	<p>Refer to the mathematics “section” in place of “strand” in the first bullet point because 'strand' is used within the framework to define an area of mathematics such as 'shape and space'.</p>
page 36	Mental calculation strategies	<p>In the second paragraph explain that adults and pupils might also use a calculator to do a calculation that is complex. Ask what skills are needed to be able to use a calculator effectively? Bring out the need to know which operation is required and the ability to interpret the calculator display.</p>
page 38	Comparing	<p>At the end of this section explain that pupils need to be helped</p>

	methods	to select methods appropriately and to refine their methods as they become increasingly confident with numbers eg. when it is appropriate to use compensation, when to use near doubles.
page 51	The daily mathematics lesson	Remind participants that there may be teachers who deviate from the rigid three-part lesson structure, putting in one or two reviews of learning within the main part of the lesson. What is important is that all three key elements of the three-part lesson are in place.
page 75	video clip 6.1	After discussing responses to the four questions explain that the video clips show mathematical activity that is limited to counting and calculation in a structured activity. Remind participants that many of the activities in the EYFS will impact on the learning of mathematics eg. model-making, cooking, less-structured role play, and that their role is to support this learning by recognising the possibilities and supporting the children appropriately. This is probably the most important part of their role in EYFS.

Primary induction materials for teaching assistants – ICT

page 5	Resources	Use 'Practice Guidance for the Early Years Foundation Stage' available at www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm) instead of 'Curriculum Guidance for the Foundation Stage' which is no longer relevant.
page 6	Outline of the session	Refer to ICT in the early years foundation stage.
page 10	ICT in the foundation stage	Refer to ICT in the early years foundation stage.
page 10	presentation slide 1.3	Use revised slide 1.3.

ICT in the Early Years Foundation Stage

Development stages

- Show an interest in ICT
- Know how to operate simple equipment
- Complete a simple program on the computer
- Use ICT to perform simple functions
- Use a mouse and keyboard to interact with age-appropriate computer software

Early learning goal

Find out about and identify the uses of everyday technology, and use ICT and programmable toys to support their learning

Presentation slide 1.3

page 10	commentary for presentation slide 1.3	Explain that the EYFS learning and development stages cover birth to five. The slide show the development stages for ICT from 3-plus. The statutory early learning goals establish expectations for most pupils to reach by the end of the reception year. By the end of the EYFS, some pupils will have exceeded the goals while others will still be working towards some or all of them.
page 11	presentation slide 1.4	Explain that this refers to ICT in the early years foundation stage.

Annex 6

Secondary induction materials for teaching assistants

Module leaders' notes

The module leaders' notes for the secondary induction materials for teaching assistants are mainly concerned with updating relevant modules to reflect changes in Secondary National Strategy resources. However we would ask that all module leaders remind participants of the opportunities and benefits of using the introductory training as the foundation for doing a national vocational qualification (NVQ) as described below.

Please make sure you read through 'Guidance on introductory training for teaching assistants and school support staff' before addressing changes as required to the module(s) you will be delivering.

Supporting progression to NVQs

Trainers should remind teaching assistants (TAs) that as they complete the introductory training programme and associated activities, and continue working in the school, they will be able to build up a significant body of evidence for assessment against the national occupational standards for supporting teaching and learning in schools. Keeping a journal or reflective diary of what they do on the introductory training programme, other training programmes and in school is a good way of recording their progress towards meeting the requirements of an NVQ.

To facilitate progression to an NVQ in supporting teaching and learning in schools, it would be helpful if trainers explain that:

- NVQs assess the application of skills and knowledge to real work practices. Assessment is rigorous and makes use of evidence from real work situations. The introductory training programme will contribute to this but is not sufficient in itself. It will provide a foundation of knowledge and understanding but further learning and development will be needed
- NVQs are independent of any specified learning route, so TAs can take advantage of any learning opportunities open to them, including school-based and externally arranged training sessions, reading relevant books and reports, and learning on the job. The induction materials include activities and observation schedules that can be used after the programme to develop and demonstrate competence
- prior learning and experience, for example that acquired through the introductory training, can be taken into account in NVQ assessment
- it is important that where written records may be used later as evidence for NVQ assessment, the records are dated and signed off as being a true record of the TA's own work by an expert witness, eg. his/her mentor or the class teacher, and
- further information about the STL NOS and NVQs is available on the TDA website at www.tda.gov.uk/stlnos_leaders

If relevant, give details of any arrangements the LA has made to provide access to the NVQs or encourage them to contact an awarding body for further guidance.

The four awarding bodies for the NVQs in supporting teaching and learning in schools are listed below.

Council for Awards in Children's Care and Education
Beaufort House
23 Grosvenor Road
St Albans

Hertfordshire
AL1 3AW
tel: 0845 347 2123 (calls charged at local rates)
e-mail: info@cache.org.uk
website: www.cache.org.uk

City & Guilds
1 Giltspur Street
London
EC1A 9DD
tel: 020 7294 2800
e-mail: enquiries@cityandguilds.com
website: www.cityandguilds.com

Edexcel
One90 High Holborn
London
WC1V 7BH
tel: 0844 576 0026
e-mail: enquiries@edexcel.org.uk
website: www.edexcel.org.uk

OCR
Progress House
Westwood Way
Coventry
CV4 8JQ
tel: 02476 851 509
e-mail: vocational.qualifications@ocr.org.uk
website: www.ocr.org.uk

New national strategies resources

Information about new national strategies resources is regularly posted on the national strategies websites. Trainers should check the relevant site when planning to deliver any of the introductory training modules for teaching assistants to ensure they have the latest guidance and resources.

The Secondary National Strategy website at www.standards.dcsf.gov.uk/secondary provides access to resources to support the secondary strategy and frameworks. Of immediate interest here will be the new renewed secondary frameworks website at www.standards.dcsf.gov.uk/secondary/framework

New and revised National Strategy resources which may be of interest to TAs working in secondary schools include:

- the updated Secondary Intervention site which has new TA and study plus modules. These additions will help in the planning and delivery of intervention strategies in English and mathematics.
- a new teaching speaking and listening website designed to help English subject leaders, teachers and TAs improve their teaching of speaking and listening, and
- recent strategy resources and advice relating to literacy, mathematics, ethnicity, social class and achievements (ESCA) and inclusion.

The national strategies resources also include some suitable for both primary and secondary schools, for example:

- the Inclusion Development Programme (IDP) which will develop and deliver a programme of CPD designed to strengthen the confidence and expertise of mainstream staff in early years settings and in primary and secondary schools in ensuring the progress and achievement of students with SEN. Information about the IDP can be accessed on the DCSF standards website at www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp
- a new primary and secondary national strategies SEN area at www.standards.dfes.gov.uk/primary/features/inclusion/sen/home
- a new national strategies area to support the use of P scales by schools to provide data for students with SEN who are working below level 1 of the National Curriculum. As mainstream schools and settings become more inclusive there will be an increasing need to include P scales in the whole school assessment and planning cycle as part of the continuum of learning and development in both special and mainstream schools and settings including secondary. The P scales focus area can be found at www.standards.dfes.gov.uk/secondary/keystage3/issues/focus/pscales

Integrating new resources

Information about where and how changes are needed to update the induction materials for teaching assistants to reflect changes to national strategies frameworks and resources is given below.

The modules requiring changes include:

Role and context	page 4
Literacy	page 5
Mathematics	page 8
ICT	page 12
Science	page 14
Inclusion	page 19

As a general point please remember to change all references to DfES to DCSF (Department for Children, Schools and Families).

Revised presentation slides

The revised presentation slides as indicated on the following pages can be downloaded at www.tda.gov.uk/partners/supportstafftraining/inductionmaterial/induction_ta_primary

Secondary induction materials for teaching assistants – role and context

page 102	Opportunities for continuing professional development	Refer to the NOS and NVQs in supporting teaching and learning in schools.
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Secondary induction materials for teaching assistants – literacy

page 5	Aims of the session	This should refer to the “Framework for secondary English” rather than the “KS3 Framework for teaching English”.
page 5	Resources	The ‘KS3 Framework for teaching English: years 7, 8 and 9’ is no longer relevant.
page 5	Outline of the session	The ‘KS3 Framework for teaching English: years 7, 8 and 9’ is no longer relevant and should be changed to the ‘Framework for secondary English’.
page 7	The KS3 Framework for teaching English: years 7, 8 and 9	Refer to the ‘Framework for secondary English’.
page 7	Introduction to presentation slide 1.2	Delete reference to holding up a copy of ‘Framework for teaching English’.
page 7	presentation slide 1.2	Replace with revised presentation slide 1.2.

The *Framework for Secondary English* provides:

- a framework of learning objectives for both key stages 3 and 4
- guidance on planning and teaching to ensure effective progression
- an electronic format to support flexible planning
- guidance on day to day and periodic assessment
- access to a wide range of National Strategies materials

Presentation slide 1.2

page 7	commentary to follow revised slide 1.2	Explain that the ‘Framework for secondary English’ is web-based to allow increased flexibility of use for teachers. It is available at
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		www.standards.dcsf.gov.uk/secondary/frameworks
page 8	presentation slide 1.3	Replace with revised presentation slide 1.3.

The structure of the *Framework for Secondary English*

Speaking and listening	Reading	Writing	Language
1 Listening and responding 2 Speaking and presenting 3 Group discussion and interaction 4 Drama, role-play and performance	5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts 6 Understanding the author's craft	7 Composition: generating ideas, planning and drafting 8 Composition: shaping and constructing language for expression and effect 9 Conventions: drawing on conventions and structures	10 Exploring and analysing language

Presentation slide 1.3

page 8	commentary for revised slide 1.3	<p>Explain that 'Framework for secondary English' organises the students' learning objectives into 10 strands of progression. Each strand has learning objectives for years 7, 8, 9, 10 and 11 and for extension. Say they might like to think of each strand as a pathway along which students need to progress if they are to reach the expected standards at the end of key stage 3 and key stage 4. It would be useful to provide an example of how this works by sharing one strand with them and pointing out how this looks in practice. If possible, access the framework on line to demonstrate this. Otherwise you will need to provide copies of a relevant page from the framework showing progression across one of the strands. The key point to stress is that as you look at a strand and follow it horizontally across the page or screen you can see the learning steps the student needs to make to improve this aspect of their English.</p>
page 28	presentation slide 3.4	Replace with revised presentation slide 3.4.

Year 7: some learning objectives for reading:

- use skimming and scanning to locate the main points and relevant information from a text or source
- use inference and deduction to recognise implicit meanings at sentence and text level
- make relevant notes when gathering ideas from texts
- identify and understand the main ideas, viewpoints themes and purposes in texts
- make a personal response to a text and provide some textual reference in support
- make informed personal choices of texts and express their preferences
- understand how readers choose and respond to texts

Presentation slide 3.4

page 28	commentary for revised slide 3.4	Explain to participants that in the new framework these are objectives notionally assigned to Year 7. This means that they should be regarded as the minimum expectation for learning for most students. Teachers are encouraged, however, to use the framework flexibly and choose objectives from further up the strands if appropriate. Point out that in meeting these objectives from the 'Reading for meaning' strand, students will have to be able to deploy all the searchlights confidently. Also explain that the framework does not prescribe the range and type of reading material for students at this stage – this is described in the National Curriculum programmes of study.
video 2.1	The TA's role during English lessons (1)	Explain that the videos were made some time ago and may refer to the KS3 framework and/or KS3 national strategy. These have since been replaced by the 'Framework for secondary English' and the 'Secondary National Strategy' respectively.
video 5.1	An overview of the LPUs	

Secondary induction materials for teaching assistants – mathematics

page 5	Aims of the session	This should refer to the 'Framework for secondary mathematics' rather than the 'Framework for teaching mathematics: years 7,8 and 9'
page 5	Resources	The 'Framework for teaching mathematics: years 7, 8 and 9' is no longer relevant.
page 6	Outline of the session	The 'Framework for teaching mathematics: years 7, 8 and 9' is no longer relevant and should be changed to the 'Framework for secondary mathematics'.
page 9	commentary for slide 1.2	Explain that the Secondary National Strategy started with these intentions, and talk about some of the successes that have been achieved to date – how mathematics lessons have changed. The important point is to emphasise that the strategy intends to make mathematics learning an enjoyable and engaging experience for all learners. This discussion can build on points arising from the earlier 'Crooked Rules' game - especially for participants who have negative memories of school mathematics. The message is that mathematics in schools is changing and that students can and should enjoy the subject.
page 10	presentation slide 1.3	Replace with revised presentation slide 1.3.

Some features of the mathematics strand of the secondary national strategy

- Planning based on the learning objectives from the *Framework for secondary mathematics*
- Structured mathematics lessons
- Regular opportunities to develop oral, mental and visualisation skills
- Focus on direct interactive teaching of the whole class and groups
- Emphasis on the development of key vocabulary and mathematical language
- Promotion of continuity between key stages 2 to 4 by building on pupils' achievements
- Pupil tracking and intervention to provide support for pupils at risk of underachievement

Presentation slide 1.3

page 11	commentary for revised slide 1.3	<p>Explain that the renewed 'Framework for Secondary Mathematics':</p> <ul style="list-style-type: none"> ▪ is based on the new secondary national curriculum being implemented over a three-year period from 2008–2010 ▪ covers key stages 3 and 4, and ▪ provides learning objectives for years 7, 8, 9, 10 and 11 and extension. <p>Student tracking and intervention are important aspects of the renewed framework – teachers should be assessing the progress made by students, and intervening to provide support to students at risk of underachievement. TAs may well find themselves working with students identified in this way.</p>
page 12	commentary for presentation slide 1.4	<p>Emphasise that this is a typical lesson – not a blueprint that all lessons are supposed to follow. Real lesson may have a different structure, but it is useful to bear this typical lesson in mind when thinking about the role of the TA in different phases of the lesson.</p>
page 13	Looking at the <i>Framework for teaching mathematics: years 7, 8 and 9</i>	<p>Refer to the 'Framework for Secondary Mathematics'.</p> <p>Explain that the 'Framework for Secondary Mathematics' is web-based to allow increased flexibility of use for teachers. It is available at www.standards.dcsf.gov.uk/secondary/frameworks</p>
page 13	new presentation slide 1.5	<p>Show new presentation slide 1.5.</p>

Structure of the *Framework for secondary mathematics*

The five strands of progression:

1. Mathematical processes and applications
2. Number
3. Algebra
4. Geometry and measures
5. Statistics

Presentation slide 1.5

page 13	Commentary for new presentation slide 1.5	<p>Explain that the framework organises the students' learning objectives into five strands of progression. Each strand has learning objectives for years 7, 8, 9, 10 and 11 and for extension. Say they might like to think of each strand as a pathway along which students need to progress if they are to reach the expected standards at the end of key stage 3 and key stage 4.</p> <p>It would be useful to provide an example of how this works by sharing one strand with them and pointing out how this looks in practice. If possible, access the framework on line to demonstrate this. Otherwise you will need to make copies of a relevant page from the framework showing progression across one of the strands. The key point to stress is that as you look at a strand and follow it horizontally across the page or screen you can see the learning steps the student needs to make to improve this aspect of their mathematics skills.</p>
page 14	Activity B - Planning	Explain that the teachers' planning may be based on the old programmes of study and framework guidance – or it may already take account of the guidance in the renewed secondary framework and the new programmes of study.
Session 2	Language and mathematics	<p>This session retains its validity, but can now be supplemented by reference to more recent Strategy resources and advice relating to literacy, mathematics and ESCA. For example, refer to 'Mathematics: developing dialogue and reasoning' CD-ROM (0023-2006CD0-EN), 'Literacy in Mathematics' booklet and CD-ROM (DfES 0035-2004), and the Strategy's ongoing guidance on ESCA and ethnic minority achievement (EMA). The EMA programme newsletter is available at www.standards.dfes.gov.uk/</p>
Session 3 Session 4	Approach to calculation 1 Approach to calculation 2	<p>These two sessions remain valid and relevant, although they should include references to 'Teaching Mental Mathematics from Level 5' materials. There are six booklets focusing on various aspects of mental mathematics, with a final booklet on data handling due for publication shortly. The booklets can be downloaded or ordered from www.standards.dfes.gov.uk/secondary/keystage3/all/respub/ma_tmml5up</p>

Secondary induction materials for teaching assistants – ICT

page 11	ICT in schools	<p>Include extra information from the National Curriculum 2007: The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society. ICT can be used to find, develop, analyse and present information, as well as to model situations and solve problems. ICT enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows students to collaborate and exchange information on a wide scale. ICT acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use ICT safely and responsibly. Increased capability in the use of ICT supports initiative and independent learning, as students are able to make informed judgements about when and where to use ICT to enhance their learning and the quality of their work.</p>
page 44	presentation slide 2.5	Replace with revised presentation slide 2.5.

Structure of the *Framework for secondary ICT*

Strands	Substrands
1 Finding information	1.1 Using data and information sources 1.2 Search and selecting 1.3 Organising and investigating
2 Developing ideas	2.1 Analysing and automating processes 2.2 Models and modelling 2.3 Sequencing instructions
3 Communicating information	3.1 Fitness for purpose 3.2 Refining and presenting information 3.3 Communicating
4 Evaluating	4.1 Evaluating work

Presentation slide 2.5

page 44	commentary for slide 2.5	<p>Explain that the renewed secondary framework for ICT breaks down the ICT programme of study into four strands and 10 substrands of capability. Each strand has learning objectives for years 7, 8, 9, 10 and 11 and for extension.</p>
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		Say they might like to think of each strand as a pathway along which students need to progress if they are to reach the expected standards at the end of key stage 3 and key stage 4.
page 45	presentation slide 2.6 & associated commentary	Delete as now covered by revised presentation slide 2.5 and associated commentary.
page 45	activity 8 – ICT capability	<p>Explain that course document 2.15 uses the old ICT framework terminology but they should be able to recognise the strands and substrands of the renewed ICT framework. Ask them to identify and make changes to their course document ie:</p> <ul style="list-style-type: none"> ▪ change "Theme" to "Strand" ▪ change "Key concept" to "Substrand" ▪ change "Finding things out" to "Finding information" ▪ delete "and making things happen" from Strand 2 heading ▪ change "Control and monitoring" to "Sequencing instructions" ▪ change Strand 3 heading to "Communicating information" <p>Explain that sequencing instructions (substrand 2.3) involves students using ICT to make things happen by planning, testing and modifying a sequence of instructions. They recognise where a group of instructions needs repeating. For example students working in mathematics explore tessellations and how they can group instructions together to make their work more efficient.</p>
page 85	Useful websites and suggestions for further reading	<p>Add: Childnet www.childnet.com/kia/default.aspx Childnet International is a non-profit organisation working with others, including TDA and BECTA, to "help make the Internet a great and safe place for children". 'Know IT All' is a set of resources to help educate young people, parents and teachers about safe and positive use of the internet. 'Know IT All for Teachers' has been produced for teachers in secondary schools and includes a video introduction to the issues. The Know IT All site highlights how e-safety can be embedded in the curriculum and also contains a unique interactive guide linking directly to a range of leading e-safety resources which you can use in your school.</p>

Secondary induction materials for teaching assistants – science

page 5	Aims of the session	This should refer to the 'Framework for Secondary Science' rather than the 'Framework for teaching science; years 7,8 and 9'
page 5	Resources	The 'Framework for teaching science: years 7, 8 and 9' is no longer relevant.
page 6	Outline of the session	The 'Framework for teaching science: years 7, 8 and 9' is no longer relevant and should be changed to the 'Framework for secondary science'.
page 7	presentation slide 1.1	Replace with revised presentation slide 1.1.

Aims of the session

- To provide a brief outline of the key features of the science strand of the secondary national strategy for school improvement
- To introduce TAs to the *Framework for Secondary Science*
- To familiarise TAs with some of the common science misconceptions held by pupils and others
- To identify and correct some commonly held science misconceptions

Presentation slide 1.1

page 8	presentation slide 1.2	Replace with revised presentation slide 1.2.
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Principles of the national strategies

- Expectations
- Progression
- Engagement
- Transformation

Presentation slide 1.2

page 9	Progression	Explain that the renewed secondary framework for science covers both key stages 3 and 4. You may also like to add something about your LA perspective on two levels of progress.
page 10	Framework for teaching science: years 7, 8 and 9	Refer to the 'Framework for Secondary Science'.
page 10	Introduction to presentation slide 1.3	Delete reference to participants opening their copy of the framework for teaching science.
page 10	presentation slide 1.3	Replace with revised presentation slide 1.3.

The *Framework for Secondary Science* provides:

- Yearly learning objectives for both key stages 3 and 4
- The five strands of progression
- Framework guidance
 - aims
 - structure
 - progression
 - planning
- Guidance and support
 - the new curriculum
 - learning and teaching
 - assessment, target setting and tracking
 - inclusion and intervention
 - subject leader guidance

Presentation slide 1.3

page 10	commentary to follow revised slide 1.3	Say that time does not allow a detailed look at the renewed secondary framework for science. Explain that the 'Framework for Secondary Science' is web-based to allow increased flexibility of use for teachers. They may want to look at it as part of the follow-up work for the day. It is available at www.standards.dcsf.gov.uk/secondary/frameworks
page 10	new presentation slide 1.3a	Show new presentation slide 1.3a.

Structure of the *Framework for secondary science*

The five strands of progression:

1. How science works
2. Organisms, behaviour and health
3. Chemical and material behaviour
4. Energy, electricity and forces
5. The environment, Earth and the universe

Presentation slide 1.3a

page 10	commentary for new presentation slide 1.3a	<p>Note that slide 1.3a and the following commentary replaces the examination of teaching objectives from the 'Framework for Teaching Science: years 7, 8 and 9' ie. from the bottom of page 10 through to the bottom of page 11 in the trainer handbook.</p> <p>Explain that the 'Framework for Secondary Science' organises the students' learning objectives into five strands of progression. Each strand has learning objectives for years 7, 8, 9, 10 and 11 and for extension. Say they might like to think of each strand as a pathway along which students need to progress if they are to reach the expected standards at the end of key stage 3 and key stage 4.</p> <p>It would be useful to provide an example of how this works by sharing one strand with them and pointing out how this looks in practice. If possible, access the framework on line to demonstrate this. Otherwise you will need to make copies of a relevant page from the framework showing progression across one of the strands. The key point to stress is that as you look at a strand and follow it horizontally across the page or screen you can see the learning steps the student needs to make to improve this aspect of their science.</p>
page 11	structured lesson	Reference can be made to the structured lesson. However it should be explained that this is not a rigid structure that all lessons are supposed to follow. Real lessons may have a different structure, but it is useful to bear this typical lesson in mind when thinking about the role of the TA in different phases of the lesson.
page 12	scientific vocabulary	<p>This activity can be presented using materials from the renewed secondary science framework if available or use the vocabulary list from the 'Framework for Teaching Science: years 7, 8 and 9' (appendix 3) which can be downloaded from</p> <p>www.standards.dfes.gov.uk/secondary/keystage3/downloads/sc_fwkd1_30app3vocab.doc</p>
page 20	Misconceptions	<p>Add that TAs with a particular interest in students' misconceptions in science may want to look at the following resources which are both available to download at http://publications.teachernet.gov.uk</p> <p>'Misconceptions in Key Stage 3 Science'</p> <p>'Science Subject Leader Development Materials – Summer 2007'</p>
page 29	Questioning	<p>Additional reference should be made to the 'Strengthening Teaching and Learning in Science through Using Different Pedagogies' pack which contains five study guides. Particularly relevant are 'Using Group Talk and Argument' and 'Active Questioning' available from http://publications.teachernet.gov.uk</p>
page 38	General advice	There is a new edition of 'CLEAPSS Hazcards 2007'.

page 49	CLEAPSS School Science Service	Change address to CLEAPSS, The Gardiner Building, Brunel Science Park, Kingston Lane, Uxbridge UB8 3PQ Telephone numbers etc remain the same.
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Secondary induction materials for teaching assistants – inclusion

general		Where reference is made to SENCOs throughout the training, it would be useful to ensure that participants are clear that this is now often part of a wider inclusion coordinator role to avoid confusion in terminology.
pages 9 & 10	participation	Explain that participation is not just about being physically present in the classroom, but about having individually appropriate goals and targets within each lesson supported by high quality personalised teaching tailored to the needs of the individual.
page 17	Resources	Add: 'Pedagogy and Personalisation', DfES 00126-2007DOM-EN Inclusion Development Programme which can be downloaded from www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp
page 22	Individual education plans (IEPs)	Trainers should ensure that the range of methods of planning, monitoring and recording the progress of students is discussed, in particular the use of provision mapping.
page 24	What factors influence learning?	Explain that it is the class teacher's responsibility for the teaching and learning of all students in his/her class through personalised quality-first teaching. The TA can tap into the resources and support available to support the teacher with his/her responsibilities eg. 'Pedagogy and Personalisation', DfES 00126-2007DOM-EN and/or Inclusion Development Programme which can be downloaded from www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp

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