



7th April 2022 to 17th July 2022

Demo Organisation

Teaching Assistant Development Programme

in partnership with



Contents

About this report	1
Overall results	2
Individual results	22
Recommended publications	25

22 respondents out of 27 (81%) submitted their answers before this report was generated.

The number of respondents who answered each question/response option is shown throughout the report in square brackets. The percentage of respondents who gave each response option is shown in grey text.

Anspear,
1-2 Brooklands Avenue,
Cambridge CB2 8BB

Tel 01223 350555
www.anspear.com

About this report

This report contains a summary of responses to the Teaching Assistant Development Programme (TADP) questionnaire taken by participants in your organisation. They answered questions about their ability to do various tasks that teaching assistants do as part of their job, and about how they would like to develop their abilities.

The first section shows how participants responded to each question. The second part lists the responses given by every individual participant.

On the basis of these responses, we have also produced a report for every participant recommending the publications from our CPD library that are most suited to their needs. The third section of this report shows which publications have been recommended to each participant.

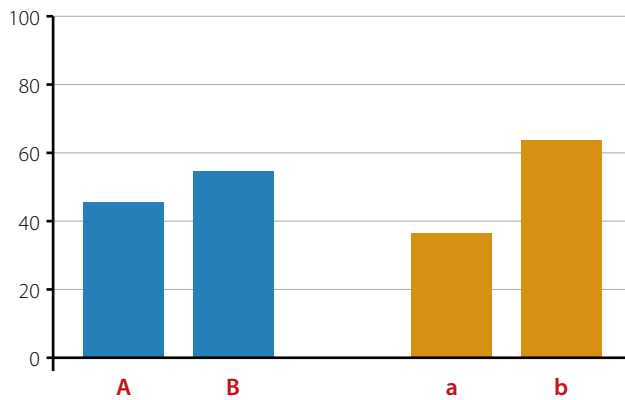
With their personalised login, they can now access these publications online, or on a mobile or tablet by downloading the app from the App Store or Google Play.

If you would like more information, you can contact us on 01223 350555 or info@anspear.com.

Overall results

Teaching and learning

1 I understand my role in the classroom and can give the teacher useful feedback about activities. [22]



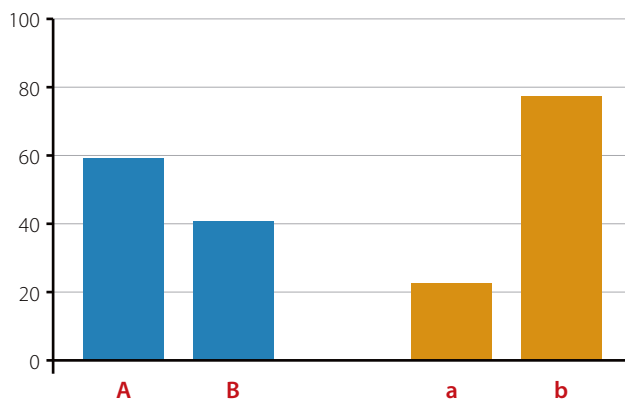
Are you confident?

[10] 45% **A** Yes
 [12] 55% **B** No

Do you want to develop this?

[8] 36% **a** Yes
 [14] 64% **b** No

2 I can work with the teacher to help pupils develop literacy skills. [22]



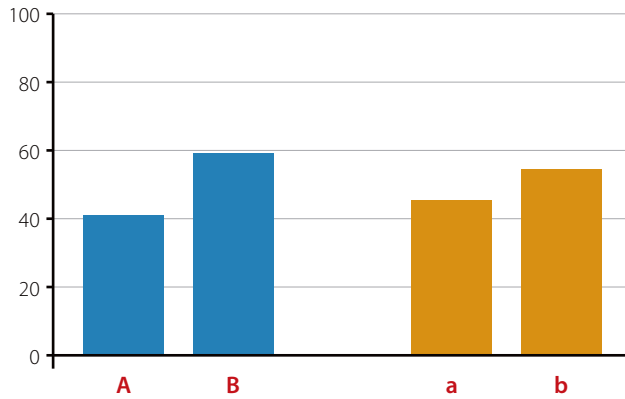
Are you confident?

[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[5] 23% **a** Yes
 [17] 77% **b** No

3 I can help pupils to use ICT resources safely and effectively. [22]



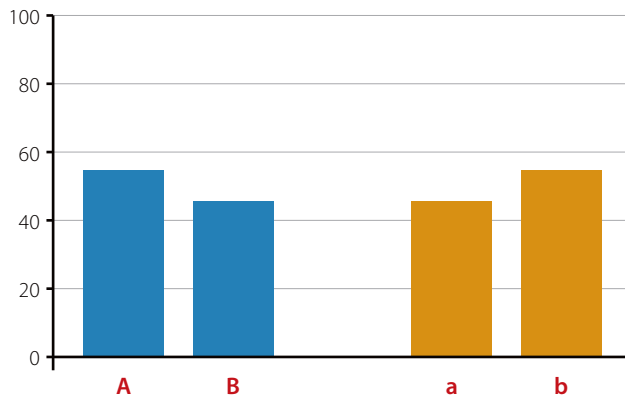
Are you confident?

[9] 41% **A** Yes
 [13] 59% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

4 I can use assessment for learning strategies, and help pupils to review their own learning. [22]



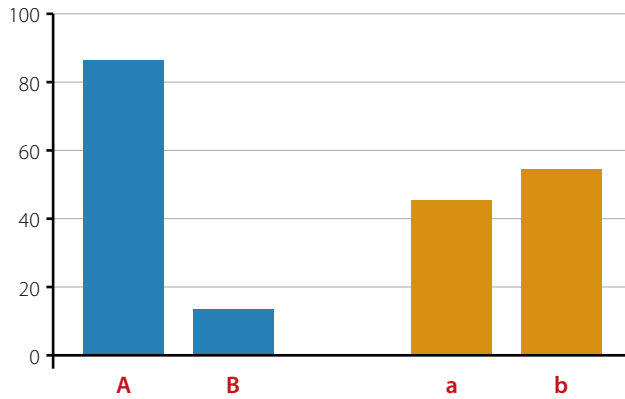
Are you confident?

[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

5 I am able to provide language development support to pupils who need it. [22]



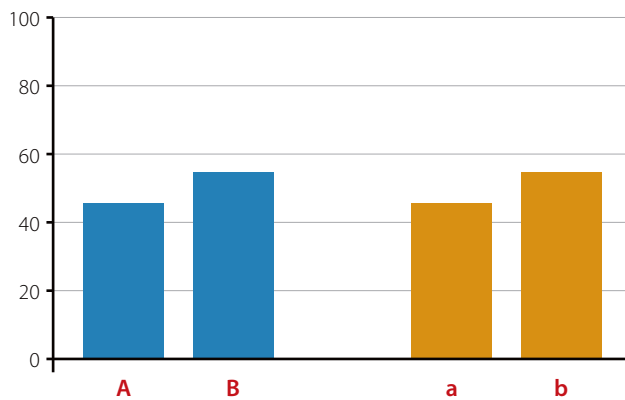
Are you confident?

[19] 86% **A** Yes
 [3] 14% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

6 I am confident in my subject knowledge and my skills in supporting the teaching and learning of the curriculum. [22]



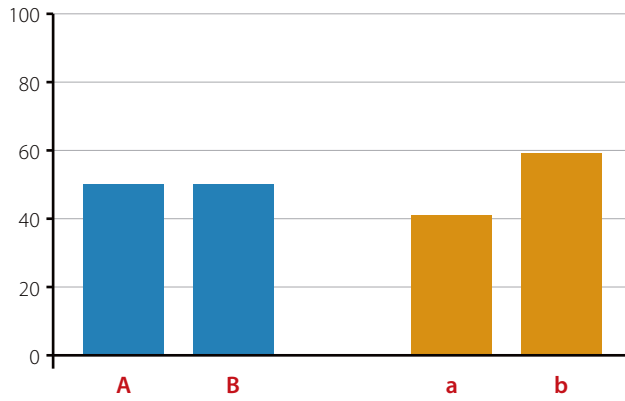
Are you confident?

[10] 45% **A** Yes
 [12] 55% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

7 I can implement behaviour management strategies. [22]



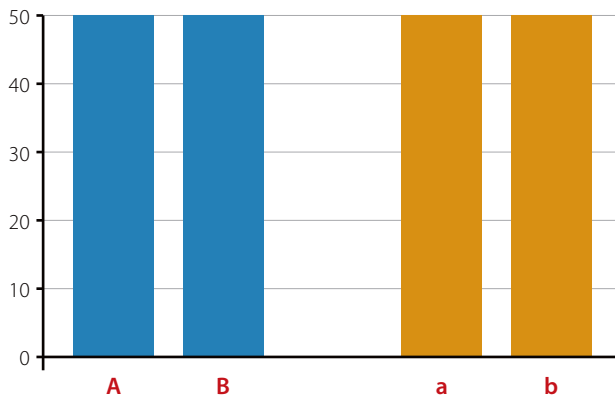
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[9] 41% **a** Yes
 [13] 59% **b** No

8 I can plan, deliver and evaluate learning activities myself, with support from the teacher. [22]



Are you confident?

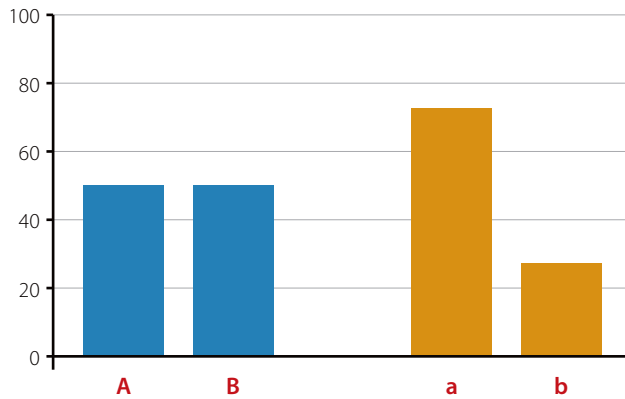
[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[11] 50% **a** Yes
 [11] 50% **b** No

Working with pupils

9 I can keep children safe, following the right procedures day to day and knowing what to do when an incident occurs. [22]



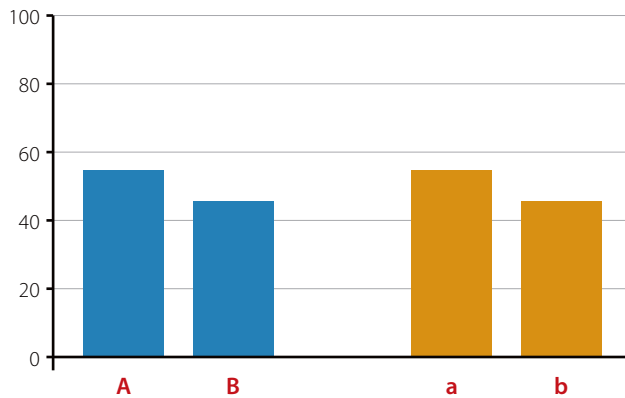
Are you confident?

[11] 50% **A** Yes
[11] 50% **B** No

Do you want to develop this?

[16] 73% **a** Yes
[6] 27% **b** No

10 I interact positively and appropriately with children, young people and adults, and promote positive relationships. [22]



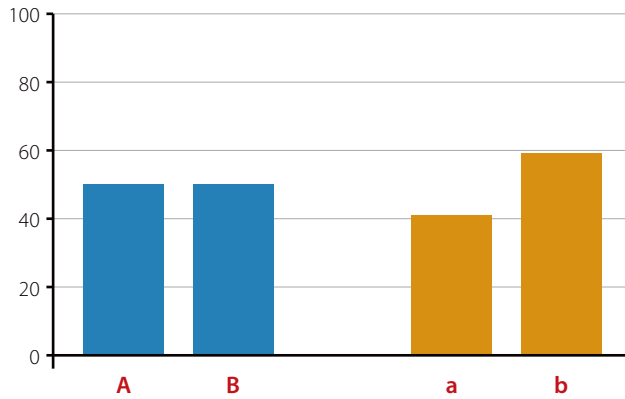
Are you confident?

[12] 55% **A** Yes
[10] 45% **B** No

Do you want to develop this?

[12] 55% **a** Yes
[10] 45% **b** No

11 I am able to promote children’s well-being, self-reliance and resilience. [22]



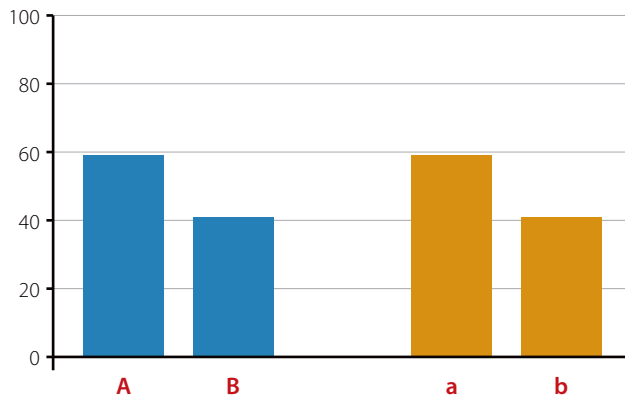
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[9] 41% **a** Yes
 [13] 59% **b** No

12 I am able to support children and young people during transitions in their lives. [22]



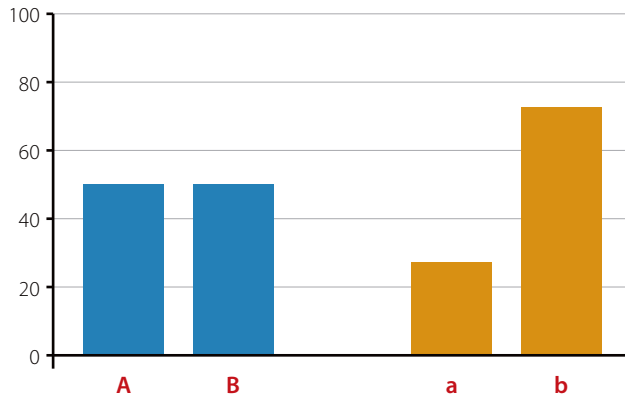
Are you confident?

[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[13] 59% **a** Yes
 [9] 41% **b** No

13 I establish and maintain good relations with pupils' parents, carers and families. [22]



Are you confident?

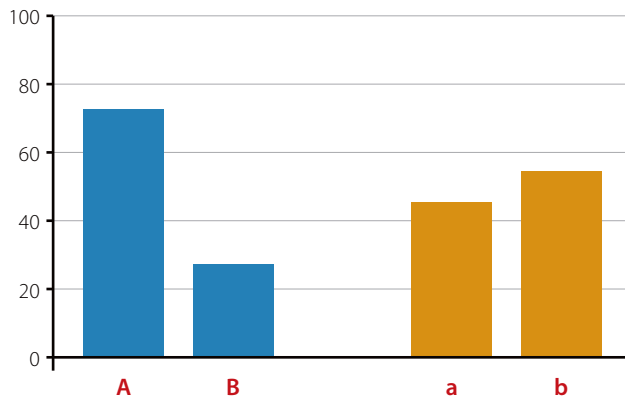
[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[6] 27% **a** Yes
 [16] 73% **b** No

Working with colleagues

14 I am able to work well with colleagues. [22]



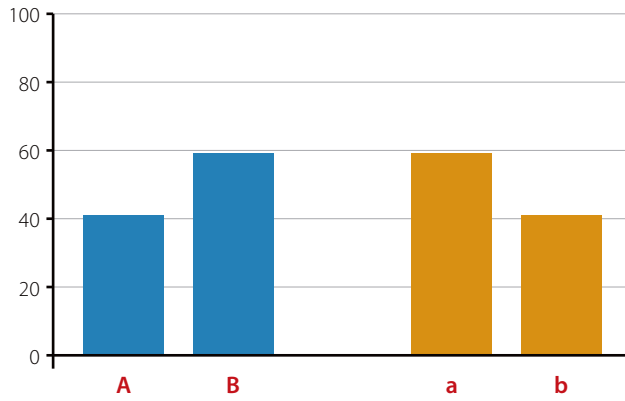
Are you confident?

[16] 73% **A** Yes
 [6] 27% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

15 I can provide effective leadership for my colleagues. [22]



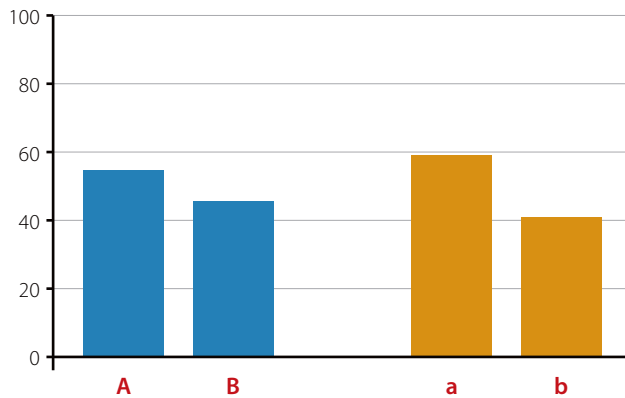
Are you confident?

[9] 41% **A** Yes
 [13] 59% **B** No

Do you want to develop this?

[13] 59% **a** Yes
 [9] 41% **b** No

16 I can act as a mentor for other colleagues. [22]



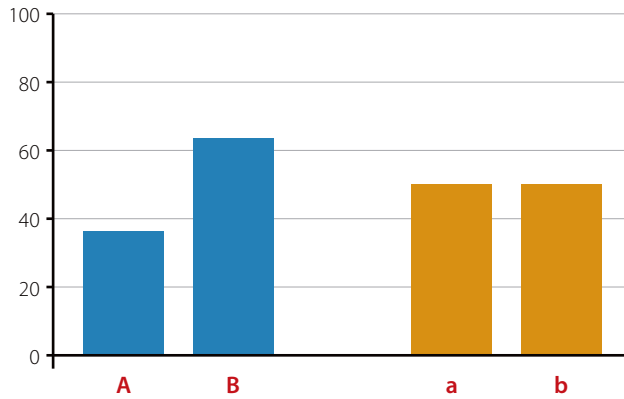
Are you confident?

[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[13] 59% **a** Yes
 [9] 41% **b** No

17 I can help organise cover for absent colleagues. [22]



Are you confident?

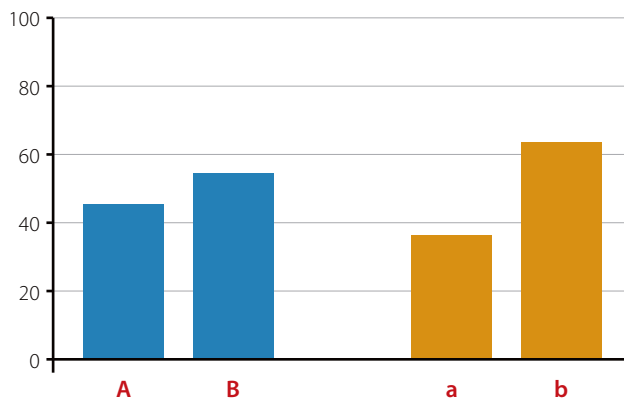
[8] 36% **A** Yes
 [14] 64% **B** No

Do you want to develop this?

[11] 50% **a** Yes
 [11] 50% **b** No

My own development

18 I know how to take an active role in developing my skills; I reflect on my practice and take part in CPD. [22]



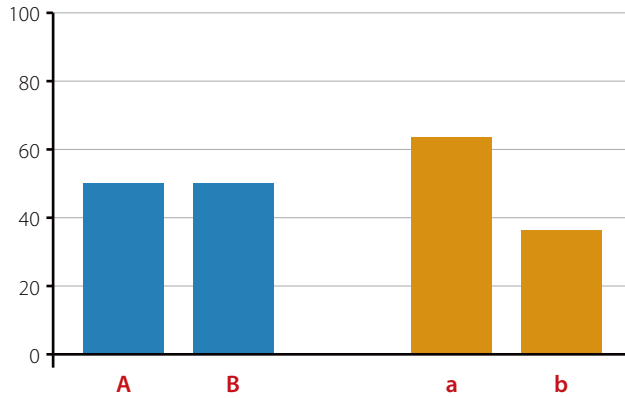
Are you confident?

[10] 45% **A** Yes
 [12] 55% **B** No

Do you want to develop this?

[8] 36% **a** Yes
 [14] 64% **b** No

19 I know how to look after my own well-being by dealing with stress and embracing resilient behaviour. [22]



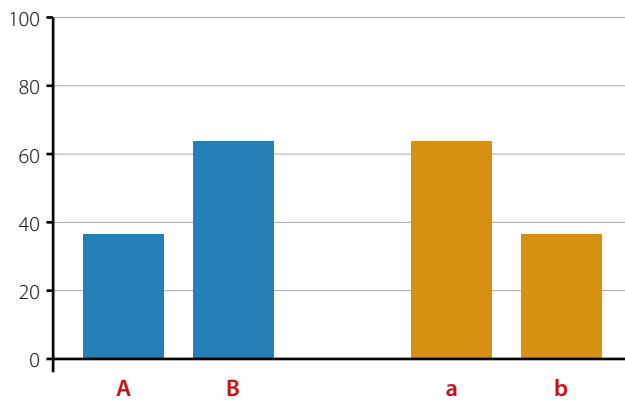
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[14] 64% **a** Yes
 [8] 36% **b** No

20 I have a general understanding of the issues faced by education institutions today. [22]



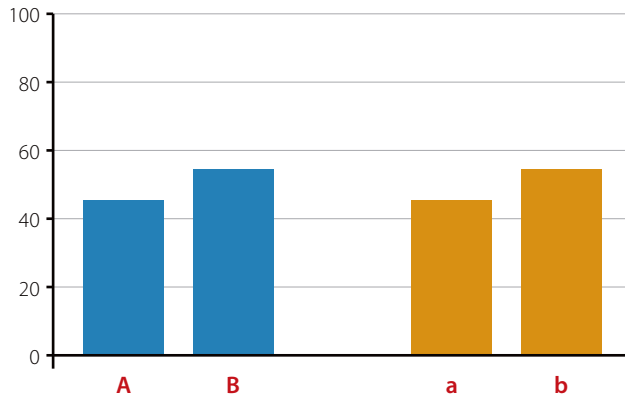
Are you confident?

[8] 36% **A** Yes
 [14] 64% **B** No

Do you want to develop this?

[14] 64% **a** Yes
 [8] 36% **b** No

21 I am well-informed about different ways to support pupils' learning. [22]



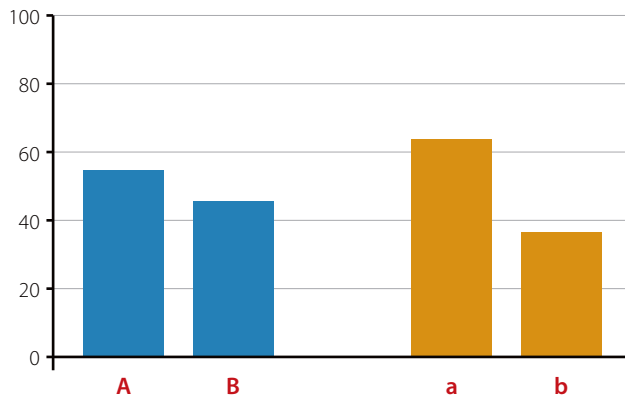
Are you confident?

[10] 45% **A** Yes
 [12] 55% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

22 I am well-informed about societal issues that can affect children and young people. [22]



Are you confident?

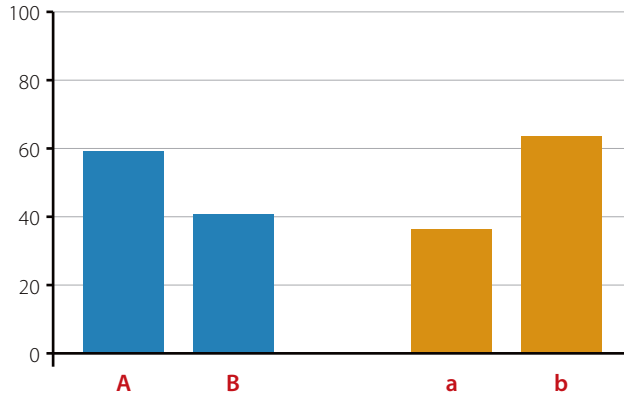
[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[14] 64% **a** Yes
 [8] 36% **b** No

Procedures and administration

23 I know about data protection law and how to keep personal data safe, especially data relating to pupils. [22]



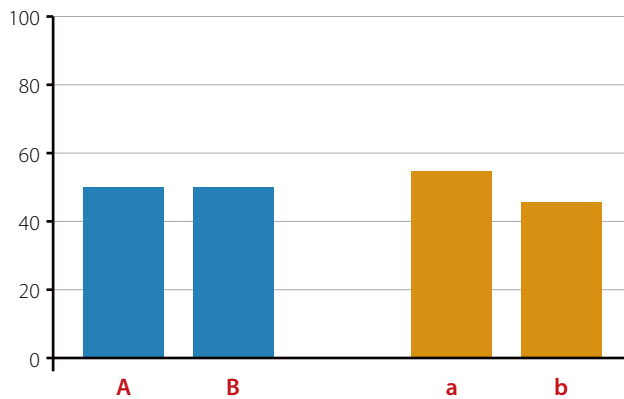
Are you confident?

[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[8] 36% **a** Yes
 [14] 64% **b** No

24 I can invigilate tests and examinations. [22]



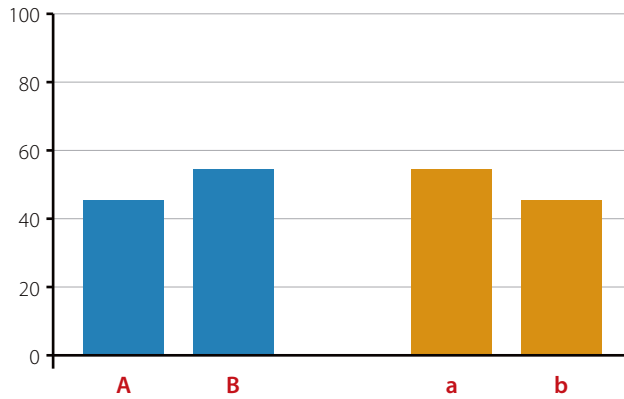
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

25 I know and can follow fire safety procedures. [22]



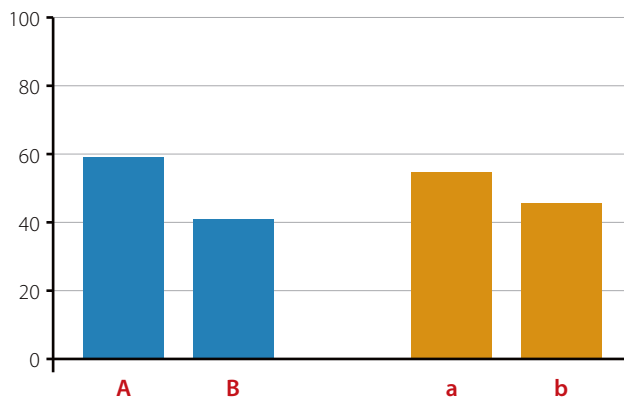
Are you confident?

[10] 45% **A** Yes
 [12] 55% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

26 I know what action to take if something at school is unsafe or if procedures are not being followed. [22]



Are you confident?

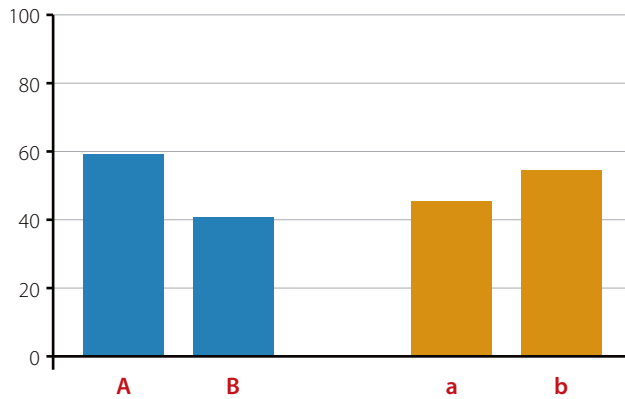
[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

Meeting pupils' needs

27 I can carry out systematic observations of pupils, and use them to plan the support they receive. [22]



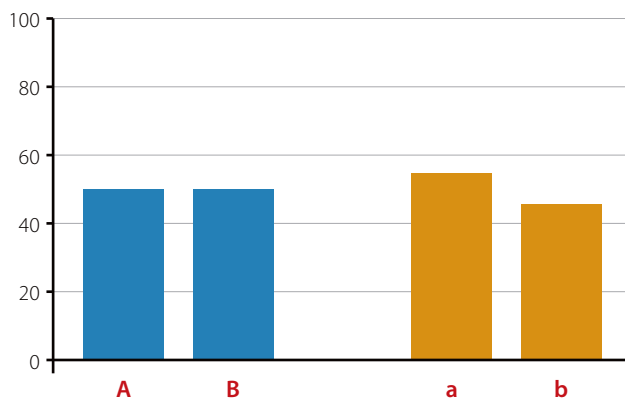
Are you confident?

[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[10] 45% **a** Yes
 [12] 55% **b** No

28 I can support pupils with behavioural, emotional and social development needs. [22]



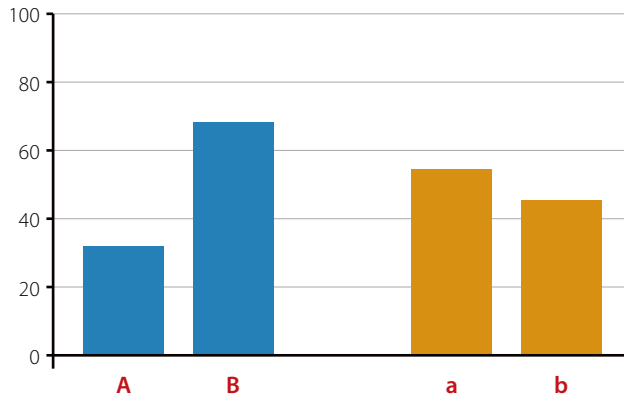
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

29 I can support gifted and talented pupils. [22]



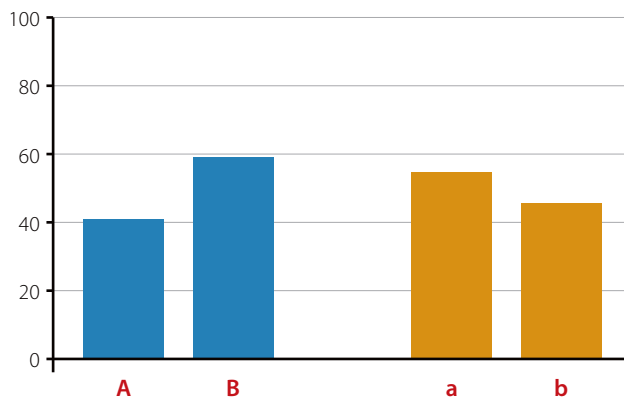
Are you confident?

[7] 32% **A** Yes
 [15] 68% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

30 I am able to support pupils with severe and/or complex communication and interaction needs. [22]



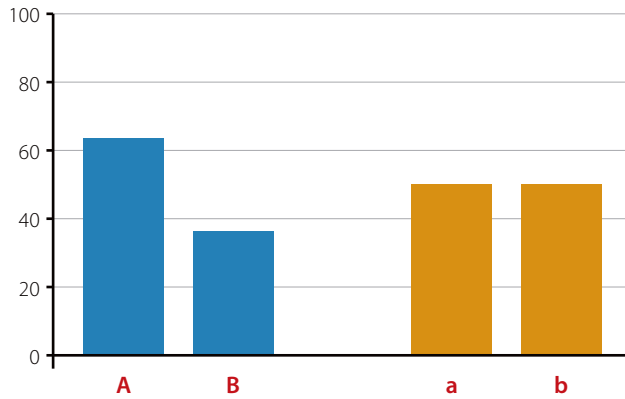
Are you confident?

[9] 41% **A** Yes
 [13] 59% **B** No

Do you want to develop this?

[12] 55% **a** Yes
 [10] 45% **b** No

31 I can support pupils with sensory and/or physical needs to maximise their learning. [22]



Are you confident?

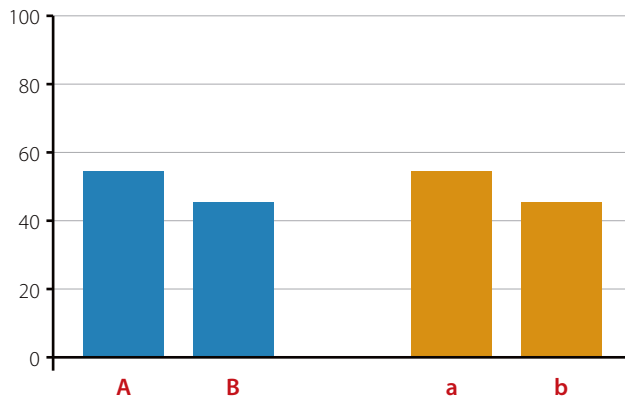
[14] 64% **A** Yes
[8] 36% **B** No

Do you want to develop this?

[11] 50% **a** Yes
[11] 50% **b** No

Pupils' needs: Learning support

32 Speech, Language and Communication Needs [22]



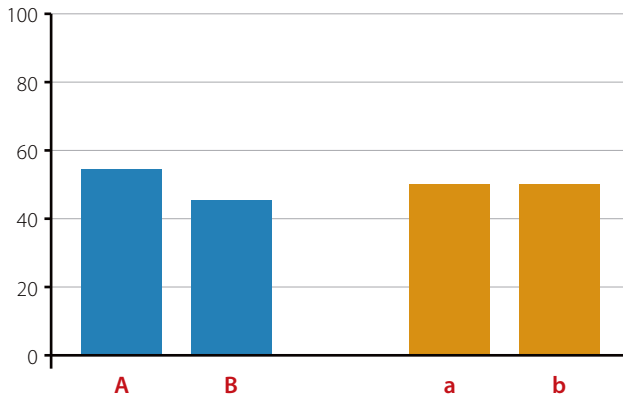
Are you confident?

[12] 55% **A** Yes
[10] 45% **B** No

Do you want to develop this?

[12] 55% **a** Yes
[10] 45% **b** No

33 Dyslexia [22]



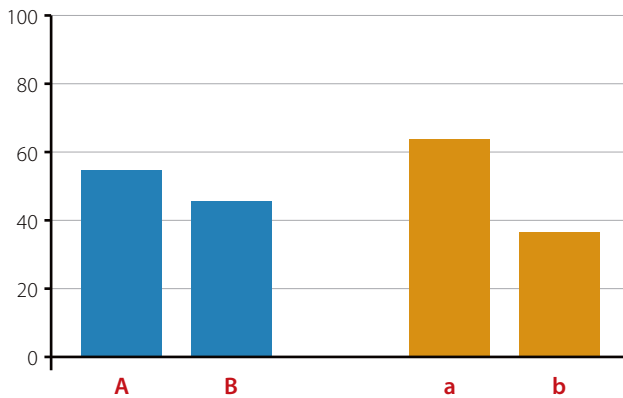
Are you confident?

[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[11] 50% **a** Yes
 [11] 50% **b** No

34 Autism spectrum conditions [22]



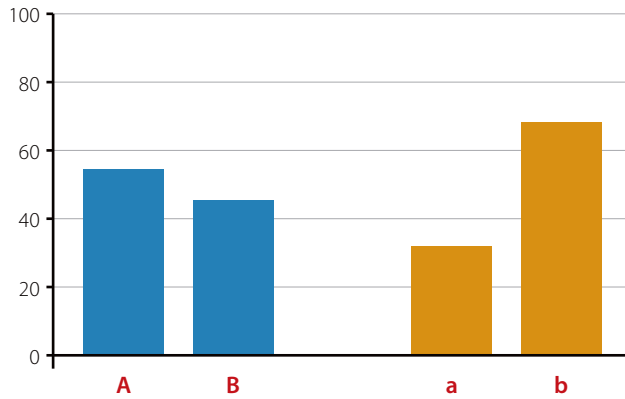
Are you confident?

[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[14] 64% **a** Yes
 [8] 36% **b** No

35 Attention deficit and hyperactivity disorder (ADHD) [22]



Are you confident?

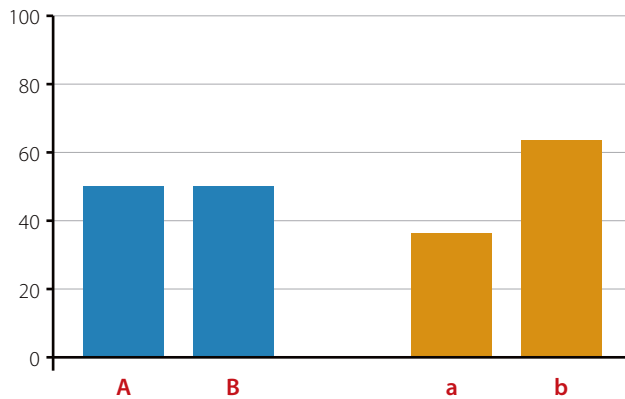
[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[7] 32% **a** Yes
 [15] 68% **b** No

Pupils' needs: Personal support

36 Mental health needs [22]



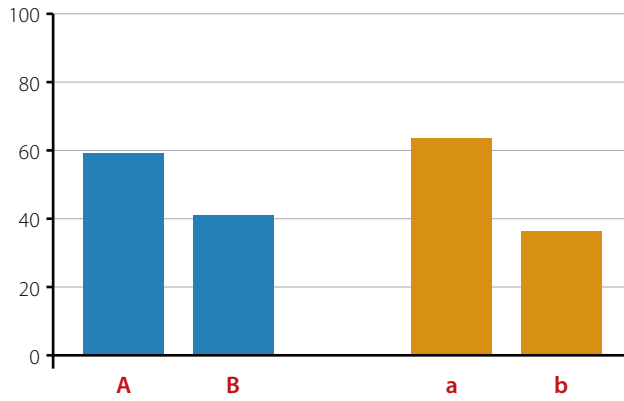
Are you confident?

[11] 50% **A** Yes
 [11] 50% **B** No

Do you want to develop this?

[8] 36% **a** Yes
 [14] 64% **b** No

37 Dyslexia [22]



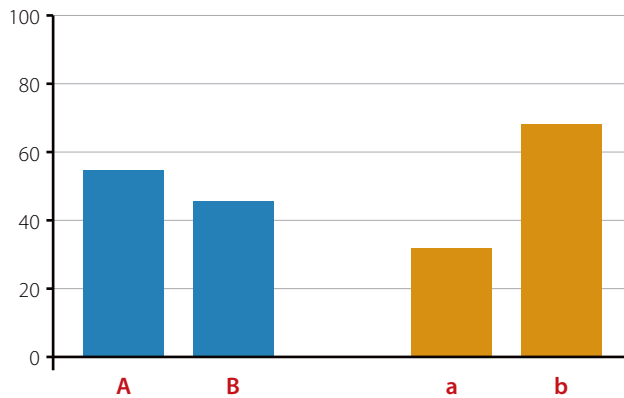
Are you confident?

[13] 59% **A** Yes
 [9] 41% **B** No

Do you want to develop this?

[14] 64% **a** Yes
 [8] 36% **b** No

38 Autism spectrum conditions [22]



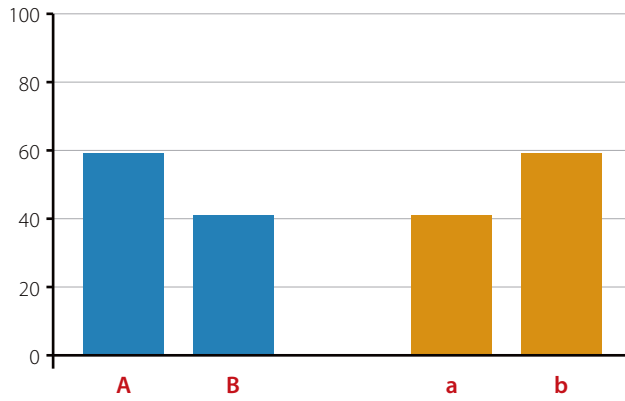
Are you confident?

[12] 55% **A** Yes
 [10] 45% **B** No

Do you want to develop this?

[7] 32% **a** Yes
 [15] 68% **b** No

39 Attention deficit and hyperactivity disorder (ADHD) [22]



Are you confident?

[13] 59% **A** Yes
[9] 41% **B** No

Do you want to develop this?

[9] 41% **a** Yes
[13] 59% **b** No

Individual results

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Miss Claudette Bonner	B, a	A, b	A, a	B, a	A, a	A, b	B, b	A, b	B, a	A, a	B, a	A, a	B, b	B, a	B, b	B, a	A, b	B, b
Mr Esteban Clarke	A, b	B, b	B, a	A, b	A, b	A, b	B, b	B, a	A, a	B, b	A, b	B, a	A, a	A, b	B, b	B, b	B, b	A, b
Ms Jesusita Coughenour	A, b	A, b	B, b	B, b	A, b	B, a	A, a	B, a	B, a	A, a	B, b	B, b	B, b	A, a	B, a	B, a	B, b	A, b
Mr Tomas Curry	A, b	A, b	A, b	B, a	A, b	A, b	A, b	B, b	A, a	A, b	A, a	A, a	A, b	A, a	A, b	A, a	B, a	A, a
Mr Van Faqua	B, b	B, a	A, a	A, b	A, a	B, b	A, b	A, b	B, a	B, b	B, b	B, b	A, b	A, b	A, a	A, b	B, b	A, b
Ms Narcisa Gregory	B, a	A, b	A, a	A, b	A, b	B, a	B, b	A, a	A, b	A, a	B, b	A, a	B, a	B, a	B, a	A, a	A, a	A, b
Ms Sachiko Heckendora	B, a	A, b	B, a	A, b	A, b	A, a	A, a	A, b	A, a	B, a	B, b	B, b	B, b	A, a	B, b	B, b	B, a	A, a
Mr Gabriel Isemann	B, b	A, b	B, a	B, b	A, a	B, b	B, b	B, b	A, a	B, b	A, a	B, b	A, b	A, a	A, a	A, a	A, b	A, b
Miss Latina Kadel	A, a	B, a	B, b	B, b	A, a	B, a	A, a	B, b	B, a	B, a	A, b	A, b	B, a	A, b	A, a	B, a	B, b	B, a
Mr Gus Little	A, b	B, b	B, b	B, a	B, b	B, a	B, b	B, b	B, b	B, a	B, a	B, b	A, b	A, b	A, b	A, a	B, a	A, b
Mr Floyd Mckee	B, a	A, b	A, b	A, b	A, b	A, b	B, b	A, b	A, a	A, b	A, b	B, a	A, b	A, b	B, b	A, b	B, a	B, b
Mr Otha Owens	B, b	A, b	B, a	A, b	A, a	A, b	B, a	A, a	B, b	A, a	B, b	B, b	B, b	B, a	B, a	B, a	B, b	B, a
Mr Miguel Patterson	B, a	A, b	A, b	A, b	A, a	A, b	B, b	B, a	A, a	B, a	B, a	A, a	A, b	B, b	B, a	A, b	B, a	B, b
Mrs Robbie Powers	A, b	B, b	B, b	B, a	A, a	A, a	B, a	A, a	B, a	B, b	A, b	A, a	B, a	B, b	B, a	B, a	B, b	A, a
Mrs Hsiu Ream	A, b	B, a	A, a	A, a	B, b	A, b	A, a	B, b	B, a	A, b	A, a	A, a	B, b	A, b	B, a	A, b	A, b	B, b
Miss Alida Stanfield	A, a	B, a	A, a	A, a	B, a	B, a	A, b	A, b	B, a	B, b	B, a	A, b	B, b	A, a	B, a	A, b	B, a	A, a
Mr Sherman Stange	A, b	A, b	B, b	A, a	A, a	B, a	A, a	B, a	A, b	A, a	A, a	A, a	A, b	A, b	A, b	A, b	A, b	B, a
Miss Stasia Swartzbaugh	A, b	A, b	A, b	A, b	A, b	B, b	B, b	A, a	A, a	A, b	A, a	A, a	A, b	A, b	B, a	B, a	A, a	B, a
Ms Stasia Swartzbaugh	B, b	A, a	B, b	B, b	A, b	B, a	A, a	A, a	A, a	A, a	A, b	A, a	A, a	A, b	A, b	A, a	B, b	B, b
Miss Josephine Weldi	B, b	B, b	B, b	B, a	A, b	B, b	A, a	A, b	B, a	B, b	B, b	A, a	B, a	B, b	B, b	B, b	A, a	B, b
Ms Susanne Willey	B, b	A, b	B, b	A, a	A, b	A, a	A, b	B, a	A, b	A, a	B, b	A, a	B, b	A, a	A, a	A, a	B, a	B, b
Mr Damon Williams	B, a	B, b	B, a	B, a	A, a	B, b	B, b	B, a	B, b	A, a	A, b	B, b	A, b	A, a	A, a	B, a	A, a	B, b

Please refer to the *Overall results* section of this report to see the questions and response options.

If you are viewing the report onscreen, click on a response in the table above to go to the relevant page for that question.

	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Miss Claudette Bonner	A, b	A, a	B, b	A, b	B, b	B, b	A, a	B, b	B, a	B, a	B, b	A, a	B, a	A, b	A, a	B, b	B, a	A, b
Mr Esteban Clarke	A, b	B, a	B, a	A, b	A, a	A, a	B, b	A, a	A, b	A, a	B, b	B, a	B, a	B, b	B, a	A, b	A, b	B, a
Ms Jesusita Coughenour	B, b	B, b	A, a	A, a	B, a	B, b	A, b	B, a	A, b	B, b	B, b	B, b	A, a	B, a	B, b	B, a	A, b	B, a
Mr Tomas Curry	A, a	B, a	A, b	B, a	A, b	A, a	A, b	A, a	B, b	A, a	B, b	A, b	A, b	B, a	A, a	A, b	B, b	A, b
Mr Van Faqua	B, a	A, b	B, b	A, b	A, b	A, b	B, a	A, a	A, a	B, b	B, a	B, b	B, b	B, a	B, b	A, b	B, b	A, a
Ms Narcisa Gregory	B, b	B, b	A, a	A, a	B, b	B, b	B, b	B, a	B, b	B, a	A, b	A, a	A, b	A, b	A, b	B, a	A, b	A, b
Ms Sachiko Heckendora	B, a	A, a	B, a	A, a	B, a	A, a	B, b	A, a	B, b	A, b	A, b	B, a	A, b	B, b	B, a	B, a	A, a	A, b
Mr Gabriel Isemann	A, a	B, b	B, b	B, a	A, a	A, b	B, a	A, a	A, b	A, a	B, a	B, a	B, b	A, a	B, a	B, a	A, a	B, b
Miss Latina Kadel	A, b	A, b	A, b	B, b	A, b	B, a	B, b	A, a	A, a	A, b	B, a	B, b	A, b	B, a	A, b	B, b	B, b	A, b
Mr Gus Little	B, a	A, a	B, a	B, b	A, b	A, a	B, a	B, b	A, b	B, a	A, a	A, a	A, a	A, a	B, b	A, b	B, a	A, b
Mr Floyd Mckee	A, b	B, a	A, b	B, a	B, a	B, a	A, a	B, a	A, b	A, b	A, a	B, a	A, a	A, b	A, b	A, a	B, b	A, a
Mr Otha Owens	B, a	B, a	B, a	A, b	B, b	A, b	A, b	A, b	A, a	A, a	A, a	B, b	A, b	A, a	A, b	A, a	A, a	B, a
Mr Miguel Patterson	A, a	B, a	B, b	A, b	B, a	B, a	B, b	B, a	B, a	A, a	A, b	A, a	A, a	A, b	A, a	B, a	B, b	B, b
Mrs Robbie Powers	B, b	A, b	A, b	B, b	B, b	A, a	B, a	A, b	A, b	B, a	A, a	B, a	B, b	B, b	A, b	B, a	A, b	A, a
Mrs Hsiu Ream	B, a	A, b	B, a	B, a	A, b	B, a	B, a	A, b	B, a	A, a	B, a	B, a	A, a	B, a	A, a	A, a	A, a	B, b
Miss Alida Stanfield	B, a	B, a	B, b	A, a	A, b	B, b	B, a	A, b	A, b	B, b	B, b	A, b	B, b	B, a	B, a	B, b	B, a	A, b
Mr Sherman Stange	A, a	B, a	A, a	B, a	A, a	B, a	B, b	B, b	B, a	B, b	B, b	A, b	B, a	A, b	A, a	A, a	B, b	B, b
Miss Stasia Swartzbaugh	B, a	A, a	A, b	B, a	A, b	B, b	A, b	B, b	B, b	B, a	B, a	B, a	A, a	A, b	B, a	A, a	A, b	B, b
Ms Stasia Swartzbaugh	A, a	B, a	A, a	B, a	A, b	A, b	A, a	A, b	A, a	B, b	B, b	B, a	A, b	B, a	A, b	A, a	A, a	B, b
Miss Josephine Weldi	A, a	B, a	B, a	A, a	A, a	A, b	A, a	A, b	A, b	A, b	B, a	A, b	A, a	A, a	B, b	A, b	A, b	A, a
Ms Susanne Willey	A, a	B, a	A, b	A, a	A, b	A, a	A, a	A, a	A, a	A, a	B, a	A, b	B, b	A, b	B, a	A, a	A, b	B, b
Mr Damon Williams	B, b	B, b	B, b	A, a	B, b	B, a	A, a	B, a	B, a	B, b	B, a	B, b	A, a	A, a	A, b	B, a	B, b	B, a

Please refer to the *Overall results* section of this report to see the questions and response options.

If you are viewing the report onscreen, click on a response in the table above to go to the relevant page for that question.

	37	38	39
Miss Claudette Bonner	A, b	B, b	B, a
Mr Esteban Clarke	A, a	A, a	B, a
Ms Jesusita Coughenour	A, b	A, a	A, a
Mr Tomas Curry	A, a	B, b	A, b
Mr Van Faqua	A, a	B, a	A, a
Ms Narcisa Gregory	A, b	A, b	A, b
Ms Sachiko Heckendora	B, a	A, b	A, a
Mr Gabriel Isemann	A, a	A, a	A, b
Miss Latina Kadel	A, a	B, b	B, b
Mr Gus Little	A, a	B, b	A, b
Mr Floyd Mckee	B, b	B, a	A, a
Mr Otha Owens	B, a	A, b	B, b
Mr Miguel Patterson	B, a	B, b	B, a
Mrs Robbie Powers	B, a	A, b	A, b
Mrs Hsiu Ream	B, a	B, b	B, b
Miss Alida Stanfield	A, a	B, b	A, b
Mr Sherman Stange	B, a	A, b	A, a
Miss Stasia Swartzbaugh	A, b	A, b	B, b
Ms Stasia Swartzbaugh	A, b	A, a	A, b
Miss Josephine Weldi	A, a	A, a	A, b
Ms Susanne Willey	B, b	A, b	B, b
Mr Damon Williams	B, b	B, b	B, a

Please refer to the *Overall results* section of this report to see the questions and response options.

If you are viewing the report onscreen, click on a response in the table above to go to the relevant page for that question.

Recommended publications

	Child Protection: 2020-2021	Code of Conduct	Safe Information Handling	Preventing Radicalisation	Whistleblowing	Fire Safety: 2019-20	Working as a TA	Effective Communication	Positive Behaviour: TAs	Speaking and Listening: TAs	Supporting Literacy: TAs	ICT in the Classroom	Promoting Inclusion	Managing Behaviour	Online Safety	Team Leaders	Engagement	Assessment for Learning: TAs	Beat Bullying	Collaborative Learning	Stress and Wellbeing	Supporting EAL Learners	Understanding Autism	Understanding Dyslexia	Understanding ADHD	Supporting HPA Students	Active Reading	Family Issues	
Miss Claudette Bonner	●	●	●	●	●	●	●	●	●	●			●		●			●					●		●				
Mr Esteban Clarke	●	●	●	●	●	●	●		●	●			●		●								●	●	●				
Ms Jesusita Coughenour	●	●	●	●	●	●	●	●	●	●			●		●	●							●		●				
Mr Tomas Curry	●	●	●	●	●	●	●			●			●					●					●	●	●	●			
Mr Van Faqua	●	●	●	●	●	●				●	●				●			●					●		●	●			
Ms Narcisa Gregory	●	●	●	●	●	●	●	●	●	●			●			●		●					●		●				●
Ms Sachiko Heckendora	●	●	●	●	●	●	●		●	●		●			●			●						●	●	●			
Mr Gabriel Isemann	●	●	●	●	●	●	●	●		●					●								●	●	●	●			
Miss Latina Kadel	●	●	●	●	●	●	●	●	●	●	●		●		●			●								●	●		
Mr Gus Little	●	●	●	●	●	●	●		●	●			●					●					●		●	●			
Mr Floyd Mckee	●	●	●	●	●	●	●			●													●		●				
Mr Otha Owens	●	●	●	●	●	●	●	●	●	●			●		●			●					●		●				
Mr Miguel Patterson	●	●	●	●	●	●	●		●	●			●					●					●	●	●				
Mrs Robbie Powers	●	●	●	●	●	●	●	●	●	●			●		●								●		●				
Mrs Hsiu Ream	●	●	●	●	●	●				●					●			●					●	●	●	●			

	Child Protection: 2020-2021	Code of Conduct	Safe Information Handling	Preventing Radicalisation	Whistleblowing	Fire Safety: 2019-20	Working as a TA	Effective Communication	Positive Behaviour: TAs	Speaking and Listening: TAs	Supporting Literacy: TAs	ICT in the Classroom	Promoting Inclusion	Managing Behaviour	Online Safety	Team Leaders	Engagement	Assessment for Learning: TAs	Beat Bullying	Collaborative Learning	Stress and Wellbeing	Supporting EAL Learners	Understanding Autism	Understanding Dyslexia	Understanding ADHD	Supporting HPA Students	Active Reading	Family Issues
Miss Alida Stanfield	●	●	●	●	●	●	●		●	●					●								●	●	●			
Mr Sherman Stange	●	●	●	●	●	●	●		●	●			●				●	●					●	●	●			
Miss Stasia Swartzbaugh	●	●	●	●	●	●	●	●	●	●			●			●							●		●	●		
Ms Stasia Swartzbaugh	●	●	●	●	●	●	●		●	●			●		●			●					●		●			
Miss Josephine Weldi	●	●	●	●	●	●	●		●	●					●			●		●			●	●		●		
Ms Susanne Willey	●	●	●	●	●	●	●	●	●	●			●					●					●	●	●	●		
Mr Damon Williams	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●					●		●			

	Supporting SLCN: Primary	Supporting SLCN: Early Years	Mental Health	Grey & Invisible Students	Learning Needs	Improving Writing	Understanding CSE	Understanding Street Gangs	Medical Conditions	Independent Learning	Attachment	Relaxation	Assessment for Learning	Resilient Learners	Broader Curriculum: Early Career	Being Resilient	Social Needs	CPD Explained	Education Issues	Managing Cover Lessons	Teenage Life	Embrace Challenge	Starting Invigilation	Stop Cheat	Step Up Maths	Step Up ICT	Guide to Grammar	Reading and Phonics
Miss Claudette Bonner			●		●				●					●			●											
Mr Esteban Clarke	●	●	●		●				●								●											
Ms Jesusita Coughenour	●	●	●		●				●																			
Mr Tomas Curry	●		●		●							●				●	●											
Mr Van Faqua	●	●	●		●				●			●															●	
Ms Narcisa Gregory			●		●											●	●											
Ms Sachiko Heckendora	●	●			●							●		●		●												
Mr Gabriel Iseman	●	●	●		●							●					●											
Miss Latina Kadel	●	●			●																						●	
Mr Gus Little	●		●		●							●		●			●											
Mr Floyd Mckee	●	●			●		●	●	●								●		●	●	●							
Mr Otha Owens			●		●							●				●	●											
Mr Miguel Patterson			●		●				●			●		●			●											
Mrs Robbie Powers	●	●	●		●				●								●											
Mrs Hsiu Ream	●	●	●		●				●			●					●											

	Supporting SLCN: <i>Primary</i>	Supporting SLCN: <i>Early Years</i>	Mental Health	Grey & Invisible Students	Learning Needs	Improving Writing	Understanding CSE	Understanding Street Gangs	Medical Conditions	Independent Learning	Attachment	Relaxation	Assessment for Learning	Resilient Learners	Broader Curriculum: <i>Early Career</i>	Being Resilient	Social Needs	CPD Explained	Education Issues	Managing Cover Lessons	Teenage Life	Embrace Challenge	Starting Invigilation	Stop Cheat	Step Up Maths	Step Up ICT	Guide to Grammar	Reading and Phonics	
Miss Alida Stanfield			●		●				●			●		●		●												●	
Mr Sherman Stange			●		●							●		●			●												
Miss Stasia Swartzbaugh			●		●				●			●					●												
Ms Stasia Swartzbaugh	●	●			●		●	●																			●		
Miss Josephine Weldi			●		●				●	●		●																	
Ms Susanne Willey			●		●											●	●												
Mr Damon Williams			●		●																								