



3rd May 2022

Ms Charlie Tennant

Demo Organisation

Teaching Assistant Development Programme

in partnership with



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Teaching Assistant Development Programme

Your recommendations

In this report you will find your personalised training and development programme, based on the answers you gave to the Teaching Assistant Development Programme (TADP) survey.

You answered questions about your ability to do various tasks that teaching assistants do as part of their job, and about how you would like to develop your abilities. We have used your answers to show you the publications in our CPD Library that suit you best.

We based the questions on the professional standards for teaching assistants published in 2010. These give the most detailed picture available of teaching assistants' responsibilities.

Turn to page 2 to see your recommended CPD publications.

Starting your CPD programme

Your recommended CPD publications are now available in your personalised learning account. Your login details are below.

Complete as many publications as you can to develop your skills and build confidence. You will earn a certificate for each publication you complete.

USERNAME

user0802@example.invalid

PASSWORD

knucqy

You can access your publications either via our mobile app, or online:



APP NAME

Anspear

ONLINE

learn.anspear.com

For more information, contact Anspear on 01223 350555 or via info@anspear.com.

Your recommendations



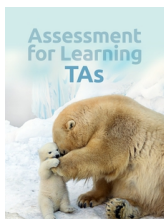
Learning Needs

Covering learning needs such as Gifted & Talented, learning difficulties and behavioural and communication needs.



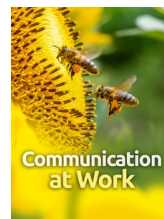
Speaking and Listening: TAs

A guide helping TAs to support speaking and listening activities in the classroom.



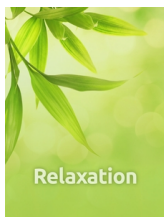
Assessment for Learning: TAs

Focusing on different types of questioning and how to provide good oral feedback to help TAs carry out Assessment for Learning.



Communication at Work

Ten key topics to help you improve your communication with others and increase your chances of success at work. Part of the 50 Ways to Succeed at Work series.



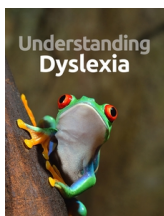
Relaxation

A series of guided everyday relaxation exercises to help you relax and feel more in control.



Study Skills

A short course for teachers to help them teach transferable study skills.



Understanding Dyslexia

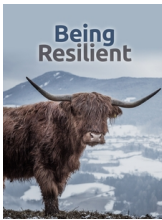
A practical tool covering what dyslexia is, what it is like to have it, the importance of early identification and how to support pupils in the classroom.



Working as a TA

Helping you understand and reflect on your role as a teaching assistant in the classroom.

You might also be interested in...



Being Resilient

A short course designed to help teachers develop their resilience, written by David Gumbrell of the Resilience Project.



Lesson Design

Helping teachers to plan and design effective lessons.



Promoting Inclusion

Strategies to reduce exclusions and improve the behaviour and attainment of children with complex needs or SEMH problems.



Social Needs

Covering a range of social and wellbeing issues, including staying safe, friendships, relationships and fostering resilience.



Supporting Literacy: TAs

Helping teaching assistants develop key skills in supporting pupils learning to read, spell and improve their subject-specific vocabulary.



Understanding ADHD

A short course designed to help staff understand the basics of ADHD and strategies they can implement, created in partnership with ImpactADHD.

Statutory guidance



Child Protection

Covering your responsibilities, signs of abuse and what to do if you have a concern about a child.



Code of Conduct

How to maintain professional standards and raise concerns about children's welfare, based on the Teachers' Standards.



Safe Information Handling

A guide to protecting information, legislation, storing data and how to keep technology safe and secure.



Online Safety: 2021

A short CPD course introducing the principles of online safety, covering statutory requirements, online risks and how to support pupils and staff.



Whistleblowing

Looking at what whistleblowing is, when to blow the whistle, reporting a concern and the safeguards in place to protect whistleblowers.



Fire Safety

Written by experts TP Fire & Security, this course is a crucial introduction to fire safety for all school staff.

Your responses

Teaching and learning

- | | |
|--|--|
| 1 I understand my role in the classroom and can give the teacher useful feedback about activities. | <i>I am confident</i>
<i>I want to develop</i> |
| 2 I can work with the teacher to help pupils develop literacy skills. | <i>I am not confident</i>
<i>Not a development priority</i> |
| 3 I can work with the teacher to help pupils develop numeracy skills. | <i>I am not confident</i>
<i>Not a development priority</i> |
| 4 I can help pupils to use ICT resources safely and effectively. | <i>I am not confident</i>
<i>Not a development priority</i> |
| 5 I can use assessment for learning strategies, and help pupils to review their own learning. | <i>I am confident</i>
<i>I want to develop</i> |
| 6 I am able to provide language development support to pupils who need it. | <i>I am not confident</i>
<i>I want to develop</i> |
| 7 I am confident in my subject knowledge and my skills in supporting the teaching and learning of the curriculum. | <i>I am confident</i>
<i>I want to develop</i> |
| 8 I can implement behaviour management strategies. | <i>I am confident</i>
<i>Not a development priority</i> |
| 9 I can plan, deliver and evaluate learning activities myself, with support from the teacher. | <i>I am confident</i>
<i>I want to develop</i> |

Working with pupils

- | | |
|---|--|
| 10 I can keep children safe, following the right procedures day to day and knowing what to do when an incident occurs. | <i>I am confident</i>
<i>Not a development priority</i> |
| 11 I interact positively and appropriately with children, young people and adults, and promote positive relationships. | <i>I am not confident</i>
<i>Not a development priority</i> |
| 12 I am able to promote children's well-being, self-reliance and resilience. | <i>I am confident</i>
<i>I want to develop</i> |
| 13 I am able to support children and young people during transitions in their lives. | <i>I am not confident</i>
<i>I want to develop</i> |
| 14 I establish and maintain good relations with pupils' parents, carers and families. | <i>I am not confident</i>
<i>Not a development priority</i> |

Working with colleagues

- | | |
|---|--|
| 15 I am able to work well with colleagues. | <i>I am confident</i>
<i>I want to develop</i> |
| 16 I can provide effective leadership for my colleagues. | <i>I am not confident</i>
<i>Not a development priority</i> |
| 17 I can act as a mentor for other colleagues. | <i>I am confident</i>
<i>Not a development priority</i> |
| 18 I can help organise cover for absent colleagues. | <i>I am confident</i>
<i>I want to develop</i> |

My own development

- | | |
|---|--|
| 19 I know how to take an active role in developing my skills; I reflect on my practice and take part in CPD. | <i>I am confident</i>
<i>Not a development priority</i> |
| 20 I know how to look after my own well-being by dealing with stress and embracing resilient behaviour. | <i>I am not confident</i>
<i>I want to develop</i> |
| 21 I have a general understanding of the issues faced by education institutions today. | <i>I am not confident</i>
<i>I want to develop</i> |
| 22 I am well-informed about different ways to support pupils' learning. | <i>I am confident</i>
<i>I want to develop</i> |
| 23 I am well-informed about societal issues that can affect children and young people. | <i>I am not confident</i>
<i>I want to develop</i> |

Procedures and administration

- | | |
|--|--|
| 24 I know about data protection law and how to keep personal data safe, especially data relating to pupils. | <i>I am not confident</i>
<i>I want to develop</i> |
| 25 I can invigilate tests and examinations. | <i>I am confident</i>
<i>I want to develop</i> |
| 26 I know and can follow fire safety procedures. | <i>I am confident</i>
<i>I want to develop</i> |
| 27 I know what action to take if something at school is unsafe or if procedures are not being followed. | <i>I am confident</i>
<i>Not a development priority</i> |

Meeting pupils' needs

- | | |
|---|---|
| 28 I can carry out systematic observations of pupils, and use them to plan the support they receive. | <i>I am confident</i>
<i>I want to develop</i> |
|---|---|

- | | |
|---|--|
| 29 I can support pupils with behavioural, emotional and social development needs. | <i>I am confident</i>
<i>Not a development priority</i> |
| 30 I can support gifted and talented pupils. | <i>I am confident</i>
<i>Not a development priority</i> |
| 31 I am able to support pupils with severe and/or complex communication and interaction needs. | <i>I am confident</i>
<i>I want to develop</i> |
| 32 I can support pupils with sensory and/or physical needs to maximise their learning. | <i>I am not confident</i>
<i>Not a development priority</i> |

Pupils' needs: Learning support

- | | |
|---|--|
| 33 Speech, Language and Communication Needs | <i>I am not confident</i>
<i>I want to develop</i> |
| 34 Dyslexia | <i>I am not confident</i>
<i>I want to develop</i> |
| 35 Autism spectrum conditions | <i>I am confident</i>
<i>Not a development priority</i> |
| 36 Attention deficit and hyperactivity disorder (ADHD) | <i>I am not confident</i>
<i>I want to develop</i> |

Pupils' needs: Personal support

- | | |
|---|--|
| 37 Mental health needs | <i>I am not confident</i>
<i>Not a development priority</i> |
| 38 Dyslexia | <i>I am not confident</i>
<i>I want to develop</i> |
| 39 Autism spectrum conditions | <i>I am not confident</i>
<i>Not a development priority</i> |
| 40 Attention deficit and hyperactivity disorder (ADHD) | <i>I am not confident</i>
<i>Not a development priority</i> |