

Cumbria Children's Services

Professional Development Framework of Opportunities for Learning & Teaching Support Staff

Career stage progression routes	Qualifications		What should the Teaching Assistant do?	What should the school do to support the Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional development and Accreditation
	Essential	Desirable					
Teaching Assistant (TA)	<ul style="list-style-type: none"> Relevant L2 	<ul style="list-style-type: none"> Working towards L3 Or at Level 3 	<ul style="list-style-type: none"> Join a Professional Association Maintain a professional development portfolio Identify professional development needs through performance review Attend staff meetings when appropriate Understand the roles and responsibilities of others in school Have working knowledge and implement relevant policies / codes of practice / legislation / and frameworks Liaise appropriately and effectively with internal and external contacts e.g. staff, pupils, wider school community, suppliers, local authority, external agencies. Keep up to date by visiting websites and reading relevant materials Develop knowledge and understanding of the relevant key stage curriculum Develop effective 	<ul style="list-style-type: none"> Provide full induction programme including: <ul style="list-style-type: none"> Health & Safety- to include basic first aid awareness Moving and handling E-safety Parent liaison Child Protection –safeguarding L1 ICT Managing information Behaviour management Inclusion, SEN & disabilities School Curriculum English as an Additional Language Carry out focussed discussions about the TA's professional development needs as part of a performance review process Support the TA's professional development needs Provide opportunities to manage intervention programmes 	<ul style="list-style-type: none"> Local support staff networks Training opportunities as part of local school cluster groups Observe practice Exchange placement with another school 	<ul style="list-style-type: none"> Apprenticeships in Supporting Teaching & Learning in Schools through CAE Adult Certificate in Literacy and Numeracy Training relevant to the role e.g. related to specific aspects of child development, curriculum, ICT. Special educational needs (SEN) Support staff network groups (Local Learning Network) Learning Improvement Service (LIS) professional development offer Children's Services Learning and Development programme Corporate Organisation & Development Programme 	<ul style="list-style-type: none"> Intermediate L2 Apprenticeship in Supporting Teaching & Learning in Schools (includes Functional skills – English at L2, Maths L1 and ICT L1) GCSE Maths & English Adult Certificate Literacy & Numeracy Advanced L3 Apprenticeship in Specialist Support for Teaching & Learning in Schools (includes Functional skills – English at L2, Maths at L2 and ICT at L2) GCSE Maths & English Adult Certificate in Literacy & Numeracy CYPW L2 and L3 Other appropriate courses with FE colleges and training providers

			<p>use of ICT and other equipment.</p> <ul style="list-style-type: none">• Consider HLTA status• Act as a role model for students and other support staff in supporting and managing pupils				
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Career stage progression routes	Qualifications		What should the Senior Teaching Assistant do?	What should the school do to support the Senior Teaching Assistant?	Links with other schools	Provided or brokered by the LA	Professional Development and Accreditation
	Essential	Desirable					
Senior Teaching Assistant (STA)	<ul style="list-style-type: none"> • Relevant L3 	<ul style="list-style-type: none"> • L2 English, Maths and ICT • Relevant specialist qualification 	<ul style="list-style-type: none"> • As above <p>PLUS</p> <ul style="list-style-type: none"> • Take lead responsibility for co-ordinating a school activity • Be involved in, and contribute to, whole school issues and activities • Support pupils attending activities • Contribute to the development and implementation of lesson plans. • Develop teaching materials • Contribute to planning, monitoring, assessment and reporting arrangements in partnership with the class teacher • Contribute to the development and implementation of IEPs, Care Plans etc. • Contribute to recording and reporting pupil progress • Contribute to the development of pupils' expertise with ICT to support learning 	<ul style="list-style-type: none"> • As above <p>PLUS</p> <ul style="list-style-type: none"> • Enable the STA to gain and apply substantial knowledge and understanding of the curriculum, age range or SEN • Provide opportunities to co-ordinate a school activity • Provide opportunities to use specialist knowledge to support pupils • Give responsibility for coordinating pupil information e.g. for IEPs • Ensure familiarity with the processes involved in the development and implementation of IEPs, Care Plans etc. • Provide varied opportunities to work towards meeting the 33 HLTA standards 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above <p>PLUS</p> <ul style="list-style-type: none"> • HLTA preparation for assessment • Relevant specialist qualification e.g. certificate in Autism 	<ul style="list-style-type: none"> • Advanced L3 Apprenticeship in Specialist Support for Teaching & Learning in Schools (includes Functional skills – English at L2, Maths at L2 and ICT L2) • Relevant National Diploma in Children's Care, Learning and Development • GCSE English and Mathematics or equivalent • Adult Certificate in Literacy and Numeracy at Level 2 • Assessment for HLTA status • Children's Care, Learning and Development (CCLD) L3, 0-16 • Children and Young People's Workforce (CYPW) - workplace diploma L3, 0-16

Career stage progression routes	Qualifications		What should the Higher Level Teaching Assistant do?	What should the school do to support the Higher Level Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional Development and Accreditation
	Essential	Desirable					
Higher Level Teaching Assistant (HLTA)	<ul style="list-style-type: none"> HLTA accredited status or Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> Relevant specialist qualification at Level 4 or above Training in relevant strategies eg literacy, particular curriculum 	<ul style="list-style-type: none"> As above PLUS Work collaboratively with colleagues Understand assessment procedures and evaluate pupils' progress in a range of assessment activities Develop and implement IEPs and Care Plans Have working knowledge of relevant policies / codes of practice / legislation / and frameworks, and implement them Plan and deliver challenging teaching and learning objectives under the supervision of a teacher Continue to meet the 33 HTLA standards provide accurate feedback on pupil progress to contribute to records Mentor new and less experienced staff/students 	<ul style="list-style-type: none"> As above PLUS Provide opportunity to make a significant contribution to teaching and learning in the classroom Provide opportunity to develop and implement the use of ICT effectively for the benefit of the school, its pupils and the HLTA's own work Expect the HLTA to plan and deliver challenging teaching and learning objectives 	<ul style="list-style-type: none"> As above PLUS Networking with other HLTA colleagues in local schools Placement or observation of work in other settings Contribute to training networks and partnerships 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Relevant Level 4 or above qualification e.g., HNC/D QTS Foundation degree BA (Hons) Accredited CPD modules e.g., Supporting SENS Literacy Numeracy Sciences and other Specialisms

Career stage progression routes	Qualifications		What should the Higher Level Teaching Assistant with management responsibilities do?	What should the school do to support the Higher Level Teaching Assistant with management responsibilities?	Links with other schools	Provided or brokered by the LA	Accreditation Opportunities
	Essential	Desirable					
Higher Level Teaching Assistant (HLTA) with management responsibilities	<ul style="list-style-type: none"> HLTA accredited status or QTS 	<ul style="list-style-type: none"> Relevant specialist qualification at Level 4 or above Training in relevant strategies eg literacy, particular curriculum 	<ul style="list-style-type: none"> As above <p>PLUS</p> <ul style="list-style-type: none"> Demonstrate leadership skills Mentor support staff and students Contribute to the recruitment process Carry out induction and performance review of support staff and students Develop knowledge of administrative and financial procedures 	<ul style="list-style-type: none"> As above <p>PLUS</p> <ul style="list-style-type: none"> Provide opportunities to support the school leadership and management Expect team leadership / unit management 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Relevant Level 4 or above qualification e.g., HNC/D Foundation degree BA (Hons) Accredited CPD modules e.g., Supporting SENS Literacy Numeracy Sciences and other Specialisms Relevant NVQ 5 or above in Leadership and Management QTS Relevant post graduate study