

Self Audit of Professional Standards for Higher Level Teaching Assistants

Section One is completed as an example – please use this to guide your own self audit			
1. Professional values and practice	Comments re. attainment	Related evidence	Head teacher confirmation
1.1. They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.	Fully met - experience as a Teaching Assistant for 5 years with a wide range of pupils demonstrates high expectations of all pupils. Includes support for EAL pupils for last 2 years.	Head Teacher testimonial NVQ portfolio report on celebrating diversity Year 3 Class teacher testimonial and observation report INSET training – Education for a multicultural Society	
1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.	Fully met - experience as a Teaching Assistant for 5 years with a range of pupils demonstrates consistent respect and consideration for their needs as learners. Work with pupil with special needs - autism	Year 3 Class teacher testimonial Head Teacher's report – performance appraisal SENCo testimonial Evidence from NVQ portfolio – report on support for pupil with autism School training day – fostering relationships with pupils	
1.3. They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.	Fully met - experience as a Teaching Assistant for 5 years with a range of pupils provides a positive role model	Head Teacher's testimonial Observation report by Class teacher focusing on modelling positive attitudes Self-report with examples of ways of prompting positive values	
1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.	Fully met - experience as a Teaching Assistant for 5 years in same school but working with a range of teachers and TAs. Part of TA team for KS2.	Head Teacher's testimonial Year 3 Class teacher testimonial Testimonials from colleagues Brief report of illustrative examples of seeking advice from other colleagues	
1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.	Fully met – part of role in supporting pupil with SEN was to liaise with parents NVQ course included review of role of parents/carers	SENCo testimonial Record of meetings with parents, annual reviews and notes home NVQ portfolio report on role of parents/carers	
1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.	Fully met – experience of observing colleagues and self evaluation as part of NVQ course. Regular discussion with other TAs to improve practice Performance appraisal	NVQ portfolio reports for self evaluation and observations Notes of TAs meetings Record of performance appraisal and targets	

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Name:

School:

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1.1. They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.			
1.3. They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.			
1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.			
1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.			
1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.			

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2. Knowledge and understanding	Comments re. attainment	Related evidence	Head teacher confirmation
2.1 They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.			
2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.			
2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.			
2.4 They know how to use ICT to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.			
2.5 They know the key factors that can affect the way pupils learn.			
2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.			

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	Comments re. attainment	Related evidence	Head teacher confirmation
2.7 They are aware of the statutory frameworks relevant to their role.			
2.8 They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting SEN given in the SEN Code of Practice.			
2.9 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.			

3. Teaching and learning activities <i>[under the direction and supervision of a qualified teacher]</i>	Comments re. Attainment	Related evidence	Head teacher confirmation
3.1.Planning and expectations			
3.1.1 They contribute effectively to teachers' planning and preparation of lessons.			
3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning			

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and behaviour.			
	Comments re. attainment	Related evidence	Head teacher confirmation
3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.			
3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.			

3.2. Monitoring and assessment	Comments re. attainment	Related evidence	Head teacher confirmation
3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.			
3.2.2. They monitor pupils' responses to learning tasks and modify their approach accordingly.			
3.2.3. They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.			
3.2.4. They contribute to maintaining and analysing records of pupils' progress.			

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3.3. Teaching and learning activities	Comments re. attainment	Related evidence	Head teacher confirmation
3.3.1. Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.			
3.3.2. They communicate effectively and sensitively with pupils to support their learning			
3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.			
3.3.4. They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.			
3.3.5. They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.			
3.3.6. They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.			
3.3.7. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.			
3.3.8. They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.			