

City & Guilds 7329
**NVQ LEVEL 3 IN SUPPORTING TEACHING AND
LEARNING IN SCHOOLS
2008/09
INTRODUCTION**

I am pleased to offer the opportunity for teaching assistants to apply for this award which replaces the NVQ Level 3 for Teaching Assistants. If you already have a TA/CA NVQ you do not need to retake your qualification

This award is also available at level 2 through Adult Education, details can be found at www.norfolk.gov.uk/adulteducation or call the School Support Staff Curriculum team on: 01603 306566

The NVQ Level 3 qualification forms part of a core training programme supported and funded by the Local Authority for teaching assistants. The programme includes an Induction for Teaching Assistants (suitable to those new to working in a school), the NVQ Level 3 (suitable for those with a minimum of one years experience), the Higher Level Teaching Assistant Status, HLTA (designed to recognise and reward professionalism and experience) and the Foundation Degree for Teaching Assistants (an award offering aspiring learners the opportunity to progress on to a full degree programme). Please consider which opportunity best suits your current role and experience before applying for any of our courses. If you need any guidance on this please contact me to discuss the best option.

Our aim is to allocate places equitably to teaching assistants working in all key stages and in all types of schools throughout the county. The award will be delivered this year via two different routes.

TRAINING ROUTE

Eight workshops and two full day sessions will be delivered over the autumn, spring and summer terms to support candidates. An Adult Education Assessor will visit each candidate about once a month to observe practice and assess portfolio work. We expect candidates to complete the qualification within the school year. Please note that candidates will be required to have the support of a mentor in their school; this could be a member of the teaching staff or a senior teaching assistant.

DISTANCE LEARNING

This route would be suitable for those candidates who are familiar with the NVQ process and confident they can meet the standards without any additional support. To allow flexibility you can choose to begin this route in either September 2008 or February 2009. Candidates are required to attend one full day introductory workshop and complete seven full day's school based assessment.

Norfolk Adult Education

FUNDING

The cost of the training and assessment will be met by the Local Authority, however places are limited. If demand is high we will use the following selection criteria

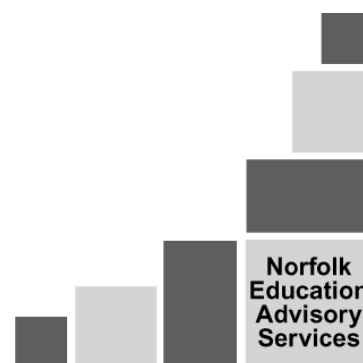
- Length of service and hours of work
- Previous relevant experience (including breadth and scope of experience)
- Qualifications
- Number of applicants at any one school
- Commitment to achieve the qualification

Schools will need to fund any supply cover needed. The funding of this course will be dependent on satisfactory attendance and or completion.

An information sheet is attached which outlines the Units included in this NVQ. An application form is also attached.

Please return completed applications by Friday 2nd May 2008 to :-

Heather Habbin
Learning Manager
School Support Staff
Wensum Lodge
169 King Street
Norwich
Norfolk
NR1 1QW
01603 306566
heather.habbin@norfolk.gov.uk



NVQ LEVEL 3 IN SUPPORTING TEACHING & LEARNING IN SCHOOLS

City & Guilds 7329

APPLICATION FORM – 2008/09

Please return completed form to:-
Workforce Development Team
Heather Habbin
Learning Manager
Wensum Lodge
169 King Street
Norwich
Norfolk NR1 1QW
heather.habbin@norfolk.gov.uk
01603 306566

SECTION ONE – PERSONAL DETAILS

Name:..... **School:**.....

Title (tick one) Mr Mrs Ms Other

First names(s) Family name

Residence name/number:	<input type="text"/>
Address:	<input type="text"/>
City/town:	<input type="text"/>
County:	<input type="text"/>
Postcode:	<input type="text"/>

Contact telephone Number: Contact e-mail address:

Previous Awarding Body Registration No. (if known/applicable)

Please indicate whether you have previously applied for this course.

YES

NO

SECTION TWO - TRAINING AND DEVELOPMENT

Please list your academic and/or vocational qualifications

e.g. GCSE English Lit. Grade B

*Qualification/Award	Grade	Year (or expected completion date)

*Other relevant training attended eg; TA Induction Training, INSET		
Date (Month & Year)	Where / Training Provider	Title of course, type of training

***If you have previously been funded by the LA for training or development what this was for;**

.....
 *Please continue on a separate sheet if necessary.

In the past six months have you worked with:	Yes,	No
Individual pupils?	<input type="checkbox"/>	<input type="checkbox"/>
Small groups of pupils?	<input type="checkbox"/>	<input type="checkbox"/>
Whole Classes?	<input type="checkbox"/>	<input type="checkbox"/>

SECTION FOUR – TRAINING ROUTE

Please select your preferred route. Full details on both routes can be found in the information pack. Distance learning will begin in Autumn and Spring Terms to allow Schools flexibility. If you are not certain about which route is most suitable, please contact us for advice.

1. TRAINING ROUTE	√	2. DISTANCE LEARNING	√
<ul style="list-style-type: none"> • 8 half-day workshops, plus 2 full-day sessions over three terms. 		<ul style="list-style-type: none"> • Introductory workshop and schools based assessment. <p style="margin-top: 10px;">Please indicate start date; SEPTEMBER 2008 START</p> <p style="margin-top: 10px;">FEBRUARY 2009 START</p> <p style="margin-top: 10px;"><i>This route is ONLY suitable for candidates familiar with the NVQ process who are confident they can meet the standards WITHOUT any additional support.</i></p>	

SECTION FIVE – CANDIDATE STATEMENT

Candidate's statement

Please write a brief statement explaining why you think this training programme is suitable for you and give details of your current job and all responsibilities.

Candidate's Declaration

I agree to the data given on this form to be used for any legitimate purposes connected with my studies. All personal data is processed in accordance with current Data protection.

The information I have given on this form is correct to the best of my knowledge

Signature:

Name:

Date: __/__/__

Headteacher's section

Are you willing to support the candidate during the programme? Yes [] No []

Supporting/additional comments, please add any further relevant information.

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Headteacher's declaration and signature:

I have read the completed application form and confirm, to the best of my knowledge, that the information provided is accurate.

Signed: Date: / /

Name.....

The funding of this course will be dependent on satisfactory attendance and or completion thereof.

Equal Opportunities Monitoring Form

We are committed to ensuring equality of opportunity for all applicants. We will monitor the profile of those undertaking training and the outcomes of the training by using the information provided below. Information from this form will not be used for recruitment or selection purposes.

1) Ethnicity

How would you best describe your ethnicity?
(Please choose ONE section from A to E, and then tick the appropriate box to indicate your cultural background)

A White
British
Irish
Any other White background, please write in

B Mixed
White and Asian
White and Black African
White and Black Caribbean
Any other Mixed background, please write in

C Asian or Asian British
Bangladeshi
Indian
Pakistani
Any other Asian background, please write in

D Black or Black British
African
Caribbean
Any other Black background, please write in

E Other Ethnic group
Chinese
Any other background, please write in

2) Gender Male Female

3) Date of Birth:
.....
.....

4) Do you consider you have a disability? Yes* No

* If yes, how would you describe your disability?
.....
.....
.....

The Disability Discrimination Act (DDA) defines a disability as a physical or mental impairment which has a substantial (i.e. more than just trivial or minor) and long-term (i.e. which has lasted or is likely to last 12 months or more) adverse effect on a person's ability to carry out normal day-to-day activities.

STRICTLY PRIVATE AND CONFIDENTIAL WHEN COMPLETED

Autumn 2008

NVQ LEVEL 3 in

Supporting Teaching and Learning in Schools.

ADDITIONAL INFORMATION

Awarding Body:

City and Guilds 7329

Qualification suitable for:

Staff working with children at Foundation Stage to Key Stage 4 in schools.

For teaching assistants working solely in Nursery classes training is offered through the Early Years and Childcare Team (Norfolk Childcare Information Service 01603 622292 – www.norfolkchildcare.info) or Adult Education Early Years team on: 01603 306565 or Sharon.lock@norfolk.gov.uk

For teaching assistants working with pupils with Special Educational Needs and seeking Level 3 NVQ in Supporting Teaching & Learning, training is offered through the Professional Development Centre, Norwich 01603 433276 or michelle.steel@norfolk.gov.uk

Entry Requirements:

Candidates must be employed in a Local Authority School and need to have a minimum of one year's experience. To meet all the standards you will also need to work at least 15 hours per week. It is not a requirement that candidates achieve the level 2 NVQ before taking the level 3; the choice of qualification depends on an individual's knowledge, experience and role. Candidates will be required to identify a mentor within their school.

Learning routes to qualification: (choose the most appropriate option)

- **Training:** 8 workshops and 2 full day sessions over three terms will be provided by Advisory Services tutors.
- **Distance learning:** One full day induction session, 7 full days' school based assessment.

Assessment methods:

- An Adult Education assessor will observe you in your normal job/role to assess your competence.
- They will also assess the evidence you have provided to meet the National Occupational Standards.

Time Commitments:

- Preparing for assessment visits.
- Attending induction or training sessions as detailed.
- Completion of portfolio

On average learners will spend 4 hours per week working towards the award and we would expect you to achieve this qualification within one school year.

Norfolk Adult Education

Outline of qualification:

The level 3 NVQ requires the achievement of **ten** units of competence from the National Occupation Standards. There are six mandatory units and **four** optional units. *Full details attached.*

Funding:

Norfolk County Council Children's Services will fund a number of learners for this NVQ.

ADULT EDUCATION- MENTOR AGREEMENT

Establishment : _____

Mentor Name: _____

The mentor is that person in the learner's workplace most likely to have the expertise and time to assist the learner. They will be appointed by the workplace manager, with agreement from the learner.

The mentor agrees to:

- be available for consultation at agreed times
- assist the learner to be honest in evaluating their role and tasks
- help the learner to find sources for research tasks
- assist the learner to achieve written/academic portfolio work if necessary
- encourage the learner to meet the targets they have agreed in the Assessment Plans with their assessor and monitor their progress
- consult the assessor about problems if necessary

Mentor Signature: _____ Date: _____

Learner: _____

The learner agrees to:

- consult their mentor at agreed times
- ask their mentor about any organisational or other procedures if they are unsure, before describing them in their portfolio
- notify their mentor in advance if help is needed with research
- honestly notify their mentor about any problems they are experiencing
- keep their mentor updated on their progress at agreed times

Learner Signature: _____ Date: _____

If any problem arises between the learner and their mentor that they cannot resolve themselves, they should raise the matter with their Manager.

GUIDANCE ON RESPONSIBILITIES OF ALL PARTNERS
NVQ LEVEL 3 in
Supporting Teaching & Learning in Schools (2008/09)

**NORFOLK COUNTY COUNCIL
CHILDRENS SERVICES**

- Provide funding for Training and Assessment
- ADULT EDUCATION**
- Provision of training programme
- Ensure quality
- Provide Course Tutors/Assessors
- Presentation to successful TAs
- Training provider with City & Guilds
- Internal verification
- Certification

ASSESSORS

- Plan assessment visits
- Give feedback to TA after each assessment visit
- Assess evidence and portfolio

TEACHING ASSISTANT (TA)

- Attend and engage in all training sessions
- Fulfil all assessment requirements
- Complete portfolio evidence
- Prepare for assessor visits
- Liaise with Mentor
- Be prepared to learn from and with tutors, assessors, mentors, line manager and other colleagues

MENTOR / LINE MANAGER

- Ensures appropriate opportunities for assessment, feedback and reviews
- Assist the learner to be honest in evaluating their role and tasks
- Help the learner to find sources for research tasks
- Encourage the learner to meet targets
- Consult the assessor about problems if necessary

SCHOOL

- To release TA to attend all workshops
- To provide appropriate opportunities for assessment feedback and reviews
- To provide a mentor with appropriate experience and expertise.

ALL PARTIES

Maintain confidentiality
Improve the ability of TAs to support the learning of children and young people

Level 3

The level 3 NVQ/SVQ requires the achievement of **ten** units of competence from the national occupational standards. There are **six** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **four** of the optional units with **no more than 2 units taken from Group E**.

Apart from the restriction on the number of units that may be taken from Group E, any combination of optional units may be selected. Optional units may be selected from within the same group or from across different groups. Selection of optional units will be a matter of choice for the candidate in consultation with the school, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (6 units)

3 Help to keep children safe (CCLD 202)

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

18 Support pupils' learning activities

- 18.1 Support learning activities
- 18.2 Promote independent learning

19 Promote positive behaviour

- 19.1 Implement agreed behaviour management strategies
- 19.2 Support pupils in taking responsibility for their learning and behaviour

20 Develop and promote positive relationships (CCLD 301)

- 20.1 Develop relationships with children
- 20.2 Communicate with children
- 20.3 Support children in developing relationships
- 20.4 Communicate with adults

21 Support the development and effectiveness of work teams

- 21.1 Contribute to effective team practice
- 21.2 Contribute to the development of the work team

22 Reflect on and develop practice (CCLD 304)

- 22.1 Reflect on practice
- 22.2 Take part in continuing professional development

Optional units (select any 4 units from groups A - E but no more than 2 units from group E)

Group A Supporting pupil's learning

8 Use information and communication technology to support pupils' learning

- 8.1 Prepare for using ICT to support pupils' learning
- 8.2 Support pupils' learning through ICT

23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

- 23.1 Plan teaching and learning activities under the direction of a teacher
- 23.2 Deliver teaching and learning activities
- 23.3 Evaluate teaching and learning activities and outcomes

24 Contribute to the planning and evaluation of teaching and learning activities

- 24.1 Contribute to the planning of teaching and learning activities
- 24.2 Contribute to the evaluation of teaching and learning activities

25 Support literacy development

- 25.1 Support pupils to develop their reading skills
- 25.2 Support pupils to develop their writing skills
- 25.3 Support pupils to develop their speaking/talking and listening skills

26 Support numeracy development

- 26.1 Support pupils to develop numeracy skills
- 26.2 Support pupils to use and apply mathematics

27 Support implementation of the early years curriculum

- 27.1 Contribute to planning implementation of the early years curriculum
- 27.2 Support teaching and learning activities to deliver the early years curriculum
- 27.3 Contribute to the monitoring and assessment of children's progress

28 Support teaching and learning in a curriculum area

- 28.1 Develop, use and improve your own subject knowledge to support teaching and learning
- 28.2 Develop and evaluate materials to support teaching and learning in a curriculum area

29 Observe and promote pupil performance and development

- 29.1 Observe and report on pupil performance and development
- 29.2 Promote pupil performance and development

30 Contribute to assessment for learning

- 30.1 Use assessment strategies to improve learning
- 30.2 Support pupils in reviewing their own learning

31 Prepare and maintain the learning environment

- 31.1 Prepare the learning environment
- 31.2 Prepare learning materials for use
- 31.3 Monitor and maintain the learning environment and resources

Qualification structure for NVQ/SVQ in supporting teaching and learning in schools

32 Promote the transfer of learning from outdoor experiences (SkillsActive D35)

- 32.1 Facilitate learning through individual and shared reflection on experience
- 32.2 Help participants identify how they can transfer learning to other aspects of their lives

Group B Meeting additional support needs

33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

- 33.1 Provide literacy support to help pupils to access the wider curriculum
- 33.2 Provide numeracy support to help pupils to access the wider curriculum

34 Support gifted and talented pupils

- 34.1 Work with others to develop learning programmes for gifted and talented pupils
- 34.2 Support learning activities for gifted and talented pupils

35 Support bilingual/multilingual pupils

- 35.1 Support development of the target language
- 35.2 Support bilingual/multilingual pupils in accessing the curriculum

36 Provide bilingual/multilingual support for teaching and learning

- 36.1 Contribute to the assessment of bilingual/multilingual pupils
- 36.2 Provide bilingual/multilingual support for teachers and pupils
- 36.3 Support communication with families of bilingual/multilingual pupils

37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

- 37.1 Work with children and young people to identify goals and boundaries for acceptable behaviour
- 37.2 Support children and young people to manage challenging behaviour
- 37.3 Enable children and young people to recognise and understand their behaviour and its consequences

38 Support children with disabilities or special educational needs and their families (CCLD 321)

- 38.1 Contribute to the inclusion of children with disabilities or special educational needs
- 38.2 Help children with disabilities or special educational needs to participate in the full range of activities and experiences
- 38.3 Support families to respond to children's needs

39 Support pupils with communication and interaction needs

- 39.1 Support pupils with communication and interaction needs to maximise learning
- 39.2 Support pupils with communication and interaction needs to develop relationships with others

40 Support pupils with cognition and learning needs

- 40.1 Support pupils with cognition and learning needs during learning activities
- 40.2 Support pupils with cognition and learning needs to develop effective learning strategies

Qualification structure for NVQ/SVQ in supporting teaching and learning in schools

41 Support pupils with behaviour, emotional and social development needs

- 41.1 Support the behaviour management of pupils with behaviour, emotional and social development needs
- 41.2 Support pupils with behaviour, emotional and social development needs to develop relationships with others
- 41.3 Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

42 Support pupils with sensory and/or physical needs

- 42.1 Enable pupils with sensory and/or physical needs to maximise learning
- 42.2 Implement structured learning programmes for pupils with sensory and/or physical needs

43 Assist in the administration of medication (SfH CHS2)

44 Work with children and young people with additional requirements to meet their personal support needs (HSC315)

- 44.1 Support children and young people with additional requirements to identify and develop plans to meet their personal support needs
- 44.2 Support children and young people to address their personal support needs
- 44.3 Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Group C Providing pastoral support

45 Promote children's well-being and resilience (CCLD 308)

- 45.1 Enable children to relate to others
- 45.2 Provide a supportive and challenging environment
- 45.3 Enable children to take risks safely
- 45.4 Encourage children's self-reliance, self-esteem and resilience

46 Work with young people to safeguard their welfare (YW D4)

- 46.1 Promote a safe working environment for youth work
- 46.2 Work with young people to assess and manage risk
- 46.3 Assist individuals to take action when they are distressed

47 Enable young people to be active citizens (YW A3)

- 47.1 Assist young people to understand their communities and their role within them
- 47.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

48 Support young people in tackling problems and taking action (YW A4)

- 48.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations
- 48.2 Enable young people to take action based on their plans
- 48.3 Enable young people to reflect on and learn from their actions

49 Support children and young people during transitions in their lives

- 49.1 Recognise and respond to signs of transitions
- 49.2 Support children and young people to manage transitions in their lives

Qualification structure for NVQ/SVQ in supporting teaching and learning in schools

50 Facilitate children and young people's learning and development through mentoring (LDSS 9)

- 50.1 Identify the learning and development needs of children and young people
- 50.2 Plan with children and young people how learning and development needs will be addressed through mentoring
- 50.3 Mentor children and young people to achieve identified outcomes
- 50.4 Review the effectiveness of mentoring with children and young people

51 Contribute to improving attendance (LDSS 6)

- 51.1 Contribute to monitoring attendance
- 51.2 Contribute to processes and procedures for improving attendance

52 Support children and families through home visiting (CCLD 331)

- 52.1 Establish, develop and maintain relationships with families
- 52.2 Provide support for families
- 52.3 Liaise with colleagues, professionals and agencies to support families

Group D Supporting the wider work of the school

16 Provide displays (IL 3/10)

- 16.1 Set up displays
- 16.2 Maintain and dismantle displays

17 Invigilate tests and examinations

- 17.1 Prepare to run tests and examinations
- 17.2 Implement and maintain invigilation requirements

53 Lead an extra-curricular activity

- 53.1 Prepare children and young people for the activity
- 53.2 Introduce children and young people to the activity
- 53.3 Lead the activity
- 53.4 Maintain and encourage effective working relationships during the activity

54 Plan and support self-directed play (PW9)

- 54.1 Collect and analyse information on play needs and preferences
- 54.2 Plan and prepare play spaces
- 54.3 Support self-directed play
- 54.4 Help children and young people to manage risk during play

55 Contribute to maintaining pupil records

- 55.1 Collect and input pupil data
- 55.2 Contribute to maintaining the record-keeping system

56 Monitor and maintain curriculum resources

- 56.1 Monitor and maintain supplies of curriculum resources
- 56.2 Organise and maintain curriculum resources

57 Organise cover for absent colleagues

- 57.1 Arrange cover for absent colleagues

Qualification structure for NVQ/SVQ in supporting teaching and learning in schools

57.2 Monitor and review cover arrangements

58 Organise and supervise travel (SkillsActive B228)

58.1 Make travel arrangements

58.2 Supervise travel

59 Escort and supervise pupils on educational visits and out-of-school activities

59.1 Escort pupils on visits and out-of-school activities

59.2 Supervise pupils on visits and out-of-school activities

60 Liaise with parents, carers and families

60.1 Establish and maintain relationships with parents, carers and families

60.2 Facilitate information sharing between the school and parents, carers and families

61 Provide information to aid policy formation and the improvement of practices and provision (YW F1)

61.1 Provide information and advice to aid development of strategies, policies, practice and provision

61.2 Collect and present information to aid monitoring, review and improvement of performance

Group E Working with colleagues (no more than 2 units allowed from this group)

62 Develop and maintain working relationships with other practitioners

62.1 Maintain working relationships with other practitioners

62.2 Work in partnership with other practitioners

63 Provide leadership for your team (M&L B5)

OR

64 Provide leadership in your area of responsibility (M&L B6)

65 Allocate and check work in your team (M&L D5)

66 Lead and motivate volunteers (MV D2)

66.1 Brief volunteers on work requirements and responsibilities

66.2 Help volunteers to solve problems during volunteering activities

66.3 Debrief and give feedback to volunteers on their work

67 Provide learning opportunities for colleagues (M&L D7)

68 Support learners by mentoring in the workplace (L&D L14)

68.1 Plan the mentoring process

68.2 Set up and maintain the mentoring process

68.3 Give mentoring support

69 Support competence achieved in the workplace (L&D L20)

69.1 Assess performance in the workplace against agreed standards

69.2 Give staff members support in the workplace and feedback on their performance