

DOWNLOAD PDF BECOMING A PRIMARY HIGHER LEVEL TEACHING ASSISTANT (PROFESSIONAL TEACHING ASSISTANTS)

Chapter 1 : Institute for Apprenticeships / Teaching assistant

Higher level teaching assistant status is awarded to support staff who meet the national HLTA standards. An HLTA does all the things that regular teaching assistants do but the biggest difference is the increased level of responsibility.

Teaching assistants provide essential support and feedback in a classroom. With professional training, you can increase your responsibilities and salary by becoming a higher level teaching assistant. As you progress, you can take on the task of teaching lessons, setting learning objectives and managing a class. What will I learn? Find out more about the day-to-day duties of a higher level teaching assistant and requirements for the role. Understand child development and the factors that can influence it. Support students who need extra help or have special educational needs SEN. Develop the skills you need to react to challenging situations and promote positive behaviour. Plan effective learning activities, tailored to both groups and individuals. Encourage communication with children, teachers and parents. Teach lessons to suit a range of different ability and language levels. All this and much, much more. How can I study? Complete this qualification in your free time, from home. Distance learning offers the flexibility to update your skills, while working full-time. Benefit from the support of a personal tutor and connect with our vibrant online community.

Child Development and Wellbeing On completion of this unit you will: Understand the policies and procedures for promoting positive behaviour Be able to promote the positive values and attitudes and behaviour expected from children and young people Be able to respond to inappropriate and challenging behaviour from children and young people Be able to contribute to reviews of behaviour and behaviour policies

Unit 5: Working with Individual and Groups of Learners On completion of this unit you will: Understand ways of working with individuals and small groups

Unit 6: Positive Working Relationships On completion of this unit you will: Be able to communicate effectively and sensitively with children, young people, colleagues, parents and carers

Unit 7: The position can be either paid or unpaid in order to complete the qualification in a suitable setting. You are required to undertake a minimum of 50 hours work experience within a school. You can support children in academies as well as mainstream, independent or specialist settings.

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Chapter 2 : Teaching Assistant Certificates :OTI:NYSED

Are there any standards for teaching assistants (TAs)? We link to professional standards for TAs, published in June We also link to previously developed national occupational standards for support staff and higher level teaching assistants (HLTAs).

Padstow, Cornwall Acknowledgements [Page ix] There are a number of individuals and organisations who contributed in many ways to the development of this book. First and foremost we would like to thank the teaching assistants, without whom this book would not have been possible. In particular, our thanks go to Chris Cooper, Ann Dann, Jane Johnstone and Beverley Linnett, as well as the students from the '2 and '3 cohorts of the Diploma in Professional Education Studies at the University of Sussex who participated in interviews, trialled materials and read draft chapters. We are extremely grateful to them all for their enthusiasm, support and tolerance. We would also like to extend our thanks to colleagues at the University of Sussex Institute of Education, especially Michael Eraut, Harry Torrance, Simon Thompson and Lori Altendorff for their critical comments and helpful suggestions. We are grateful to them all for their support. Lastly, we would like to extend special thanks to Maddy Robbins, who coped magnificently with both us and the manuscript. The fact that you are taking this step is as a result of a huge sea change in the acknowledgement of the place of teaching assistants in schools, and recognition of the important part they can play in supporting the teaching and learning of pupils. For the first time in our history of education, career development for teaching assistants is coming to be seen as an essential aspect of making the most of schooling for young people. Some teaching assistants are nurturing ambitions to progress in career terms eventually to become teachers. Others may be interested more in developing distinct aspects of their work to support teaching and learning collegially alongside teachers. Whether aiming to qualify as teachers or as higher-level teaching assistants or simply seeking professional development, increasingly, teaching assistants are turning to universities and colleges for programmes of professional development. For some it is the first time that they have set foot in this environment. Why Write This Book? Following requests from the local education authorities in our region we have been working with secondary teaching assistants at undergraduate level. This has been very exciting but during this time it became clear that there were no books or resources that really addressed the situation our students faced: Teaching assistants are taking on more and more responsibility and working in larger numbers in a wider range of classes than ever before, and as a result are developing their own education theories and organisational structures. Coming together in a [Page xii]higher-education setting encourages the articulation of those theories, or an exchange of ideas, comparison of school structures, reflection on practice, and increasing confidence in, and consciousness of, the significance of the work that they do in schools. A grant from the DfES enabled research into barriers that teaching assistants faced if they aimed to become qualified teachers. As well as a survey of local provision, we interviewed a range of teaching assistants and carried out case studies to investigate the nature of their work, and thoughts about career progression. It became apparent that where training courses did exist, they tended to be self-contained and unconnected to other courses. Thus, teaching assistants, however enthusiastic, tended not to be able to access a coherent path of further development tailored to their needs. What also became clear from this project was the range of roles undertaken by teaching assistants, from teacher-like work to ancillary-type activities. The relationships between teaching assistants and teachers are subtle and complex, and through the project we were able to discern some of the factors that make those relationships mutually successful and fulfilling. A further grant from the University of Sussex Teaching and Learning Development Fund enabled us to bring together the findings of our earlier research with our work with mature students in higher education. The research projects informed our teaching and our learning, just as our teaching, our mutual learning and the experiences of the teaching assistants at work informed the direction of the research. This book, reflecting this complementarity, is a means of disseminating the shared experience of working as

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teachers, researchers and students together, in a manner that will equally support others setting out on a similar journey of exploration and development. The stories of the teaching assistants are included as a means of raising significant issues about relating learning to work, from their perspective. Each chapter includes activities for readers to do, to help make explicit their own thoughts, feelings, ideas and theories. The teaching assistants we worked with were mainly, although not exclusively, women. Not surprisingly, the stories therefore reflect the position and status of women in low-paid occupations, struggling to combine work in school with work to sustain family and friends. Taking on the additional challenge of entering higher education added pressure to already full lives, and this pressure is evident in several of the stories that are included. Readers may also want to engage with the issues that this dimension raises. This book is intended mainly for teaching assistants enrolled on higher-education programmes in England and Wales, and aims to facilitate transition into undergraduate study. As such it is essentially introductory in nature. Sections I and II would be of interest to any teaching assistants entering higher education. The text will be a useful teaching resource for tutors in higher education. It will also provide the line managers of teaching assistants in schools with in-school support for professional development. How is the Book Organised? The book is arranged in four sections: Experiences of entering higher education; Learning in higher education; Developing professional skills and knowledge; Issues of professionalism. We do not expect that the book will be read as a single narrative although we hope that readers would enjoy doing so should they wish. Rather, students, mentors, tutors and line managers will be able to draw on and use sections that are immediately pertinent to arising needs. An expanded contents page should help navigate for this purpose. Each section is introduced by a short preface highlighting the main issues raised in the chapters, so that readers can dip in and out of the material just as easily as following a continuous narrative. Course tutors will therefore be able to use the material in any order, according to preference and course structure. In terms of structure and style, the book develops from providing direct guidance in Sections I and II, to becoming more analytical and critical in Sections III and IV, so as to provide exemplification of what this means for students new to higher education. Each chapter is punctuated by activities for teaching assistants to think about, discuss, or research, thereby creating a continuous link between work experience and school practice, and development as learners.

Experiences of entering higher education. In this section experiences of others who have faced the challenges of studying in higher education are presented, from first steps towards choosing a suitable course, through to dealing with challenges arising out of acquiring funding, and from balancing work, family life and study. The section provides the means to engage with issues through four case studies of teaching assistants, supplemented by other examples. It leads towards consideration of the gains to be made professionally by combining work with study, which, in the cases highlighted, offsets the sacrifices made.

Learning in higher education. This section offers a practical guide to studying in higher education, and deals specifically with a range of study skills. The section focuses on what it means to study, and offers practical support and strategies in understanding what will be expected of you.

Developing professional skills and knowledge. In this section we examine three issues that impinge significantly on the work of teaching assistants in schools: Teaching assistants, in order to expand their remit in schools, will want to understand some of the thinking underpinning these issues, and to be ready to make sense of them in their own school settings. Expectations of the contribution of teaching assistants are increasing, as are the expectations from teaching assistants for recognition and status. Routes to teacher accreditation have become more abundant. A growing sense of professionalism is emerging, and in this section of the book we discuss how and why this has happened, and what it might mean for teaching assistants.

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Chapter 3 : Teaching assistant | Job profiles | National Careers Service

Exactly what is required of teaching assistants at each level varies between schools and local authorities, but as you work up the pay scale from a level one teaching assistant (TA1) to a level three teaching assistant (TA3) you will take on an increasing amount of responsibility and autonomy.

Eight ex-teaching assistants tell us about the hurdles they encountered on their rise to becoming a teacher. Alamy Heather Lawrence, assistant headteacher and year 6 teacher, Abbey Junior School, Smethwick I was lucky enough to work in a very supportive school. The headteacher had a deeply embedded ethos for continued professional development CPD. That meant I was included in the same training as the teachers. The late s saw a lot of changes with the introduction of the national numeracy and literacy strategies and special educational needs SEN considerations were being given higher priority. As a result of this, I was given more autonomy to lead and teach my groups. I also did team teaching with some staff. Being so closely involved with actual teaching gave me an amazing insight into education. I worked my way through periods of unqualified teaching cover which was allowed then to a higher level teaching assistant HLTA and then was able to train as a teacher through the graduate teacher programme GTP at my own school, which was great. My teaching colleagues always said that I had been thought of as a teacher anyway. My NQT year was altered to reflect my experience. I do think carefully about the TAs that support me and still have an affinity with them. I can talk with them as both teacher and equal and they trust me in the knowledge that I have been promoted through the ranks. Since qualifying I have moved school, but I am still asked to coach and mentor trainee TAs. I got a job working with children with SEBD and the headteacher told me it would be a "baptism of fire". Working as a TA allowed me to learn quite a lot about education without necessarily being bogged down by the other things that teachers usually have to worry about, which was helpful during teacher training. Being a TA helped me develop a sense of the kind of teacher I wanted to be, as well as convincing me that I wanted to continue working with children with SEN, something which stayed with me during my PGCE. Thankfully after my training finished there was a job vacancy at the same school, which means that I returned, taking over a class in September When I first returned the children that knew me from before clearly found it difficult to adapt the way they saw me, and I found it very difficult to consider the classroom mine. I also learned the value of keeping my TAs informed and using their insights and skills to make my job easier. I also took small literacy and numeracy groups during this time. The funding ran out and so I got a job at a Catholic high school in Macclesfield. It is very different being a TA in secondary to primary and not enough training is given to support TAs wishing to work in secondary. There needs to be more specialised courses for secondary TAs. It was while doing this that I had the support of my family and constant gentle pushing from my peers, both in primary and secondary, to go and do a full-time degree and PGCE and I still worked 15 hours a week for the first two years. I have now been working at Tytherington for three years; the first two part-time so it took longer to complete my NQT year. Has it been hard work? For those I have worked with and those I work with now, I only have the greatest respect, admiration and humility that I will someday be as good a teacher as they are and were. Emma Langman, final year BA early primary education student and former TA I decided to retrain as a teaching assistant after the birth of my daughter, at first the decision was based on my own personal need to re-enter the working world, however it did not take long for me to realise that I had discovered a world that I did not know existed behind the walls of the local first school. I fell in love with education and helping children gain knowledge from the start and was inspired and motivated to further better myself and develop my knowledge and skills in the areas I was responsible for. Not for my own gain, I discovered very quickly that education becomes a passion and I constantly challenged myself to become better at it in order to give more to the children I worked with. It is this passion that made me choose to take the next step and apply to university, as much as I loved my job as a TA I watched some children who needed more support get left behind and as a TA I did not know how to help them. It is that experience that I will always

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carry with me, that I as the class teacher should know how to reach each child and how best they learn, however I will ensure that I always listen and work with my TA as they see things that a busy, pressurised teacher can miss. My experience varied enormously from teacher to teacher. Some wanted me to use initiative and go where the greatest need for me was; others were more prescriptive, some wanted me teaching, while some used me as cleaner, washer, organiser, resourcer. In effect, all were needed but working in smaller groups and one-to-one gave me the best insights into learning itself. Observing everyday practice and organisation has benefitted me to some extent but that time spent with individual children have inspired me the most. As a TA, smaller groups develop relationships far quicker, so too did playground and lunchtime duties. Being with the children in contexts out of the class was just as rewarding. I try to incorporate this into my new role as a teacher. I was given equal authority in the classroom by teachers. We need our TAs! I knew then that no other profession would be as rewarding as working in education. After completing my teacher training, I felt I had an advantage over other NQTs; I was familiar with the day-to-day running of a class, behaviour management and teaching demands, which can only be gained by experience within the classroom. If I had not been a TA, I probably would never have considered being a teacher, let alone understood the nature of the job. One day a flyer appeared in the staffroom from Edge Hill College offering a foundation degree and a route into a teaching career. Five years part-time seemed like a good idea because my children were young. Over the five years I learned the theory behind the practice I saw on a daily basis. I saw some excellent teaching and knew which teachers I wanted to be like; I stored up all their good ideas ready for the future. I enjoyed learning and believe that combining theory and practice over a number of years was a great way to consolidate what I was being taught. I was fortunate to be given lots of teaching experience during the final two years and was very well supported by my colleagues. I have now been teaching for seven years; the best career decision I have made. The TAs in my school know that I understand their role and their value, and as a member of the senior management team this is particularly useful. Lyndsey Garnett, geography teacher, Parrenthorn High School, Prestwich Spending 18 months as a TA was a very useful eye-opener into my future career as a teacher. During that time, I was lucky enough to see varied teaching styles and pupil abilities across a wide range of different subject areas. It was important for me as a TA that I felt valued and informed within the classroom, being kept up-to-date on simple things like room changes are just as important as being kept in the know about schemes of work and lesson plans. This is something I have aimed to do with each of the TAs who now support me in my lessons; I know from experience that there is nothing worse than feeling like a spare part in a classroom environment. Each TA brings so much more than just an extra pair of hands to a lesson; they have their own individual areas of expertise and preferred ways of working. Getting to know your TAs and how to work with them effectively can provide you with the most useful classroom tool you will ever have. This content is brought to you by Guardian Professional. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs.

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Chapter 4 : Professional standards for teaching assistants | The Key for School Leaders

Teaching assistants support teachers and help children with their educational and social development, both in and out of the classroom. The job will depend on the school and the age of the children. This role can include.

Permanent Contract - Required 7th January Salary: Point 29 €” 31 FTE: Work at a new bespoke SEMH provision? Be part of the 45 million pound wider development of the academy across the city? Move away from the restrictions of a mainstream pathway? Have a passion to develop individuals with a more flexible curriculum than mainstream? We require a talented, creative HLTA at our East site who is passionate about providing the best possible education and care for vulnerable students. You will be based at the East site in the Seacroft area of the city that opened last January and is part of a wider 45 million pound investment across the city. As we are a nurture based provision we follow a primary based model and post holders would spend the majority of their time working as a consistent tutor with a Key Stage 4 class. You will lead on areas such as PSHCE and pastoral subjects and be the support or co-teacher for the specialist teachers that come to the class to deliver more academic input. This is an exciting opportunity to get back to teaching children and play a significant part of their overall development. This could be a great opportunity to take full pastoral and part teaching responsibility for a small group as a stepping stone into teaching. We would provide full training to staff to support them in either of these areas. Springwell Leeds Academy is a new all through special school from key stage 1 to key stage 4 and as such, there is great potential for both support, professional development and promotion. All of our four sites operate in line with best practise in an SEMH provision, which is a nurturing type curriculum model with significant investment in therapeutic and wrap around support for our students. This position would suit a candidate with a proven track record of being an advocate and supporting the learning of vulnerable pupils with social, emotional and mental health difficulties SEMH. The ability to be creative and use imaginative flair to engage is essential, along with having resilience, drive and high expectations to inspire students to achieve. As we are a growing Academy with a teacher training school in the trust, it may also provide an opportunity of further opportunities in the future. About us Springwell Leeds is now in its third year in Leeds but it is the first year of all of our new provisions fully in place. Our aim is to provide the best possible care and education that we can for children and young people with Social, Emotional and Mental Health SEMH needs. Unconditional Positive Regard is at the centre of what we do and we are creating an academy that is welcoming, caring, safe, warm and believes that all its pupils can be supported and empowered to succeed. We are creating individual and personalised pathways for our students that are built around their varied needs which will help them achieve positive outcomes and prepare them for their onward destinations into continuing education, work or training. In order to achieve this, we have developed a curriculum that provides opportunities for academic progression as well as vocational learning, whilst being engaging, creative, and innovative. We see strong relationships as the key to our success €” with students, parents, carers and the wider community and we ensure that our academies are welcoming safe places for children to learn and prosper. We believe in working closely with our families and carers and welcome their support, but also realise that at times they will need our support too. We work closely with other agencies and schools to make sure we do all we can to make learning and life the best it possibly can be. Working in partnership with Leeds City Council, we are building an exciting future and we need like-minded staff to join us in this unique opportunity. Springwell places a huge emphasis on professional development and invests significantly in staff training at all levels. This means that, although experience of working in an SEMH setting would be an advantage, specialist support and training will be provided for outstanding teachers wishing to make the career-fulfilling move into special education. We already have a number of ex-mainstream teachers who have successfully made this transition. If you would like to discuss or find out more about this post, please contact Shona Crichton, Associate Principal, in the first instance via email. The letter should outline why you feel your experience makes you a strong applicant for this exciting opportunity,

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highlighting areas in which you have shown impact. The deadline for electronic submissions is

Chapter 5 : Part Time Higher Level Teaching Assistant Jobs in Hawkshaw live in November - Jobsite

The pinnacle of teaching assistance - The Higher Level Teaching Assistant. Higher Level Teaching Assistants are tasked with doing all that regular teaching assistants do (that's levels TA1, TA2 and TA3), but are also given increased responsibilities across the board.

Chapter 6 : Higher Level Teaching Assistants (RQF) Level 4 Certificate Course Online | learndirect

Higher Level Teaching Assistant Job in Brighton both full and part time. Your new company Hays Education is currently looking for HLTA's to work in East Sussex Schools. We are looking to recruit Higher Level Teaching Assistants who have a passion for working in a primary school environment with proven experience of working within an educational setting.

Chapter 7 : Teacher becoming a teaching assistant | TES Community

Kath Robinson, higher-level teaching assistant at Woodthorpe Community Primary School Jeanette Rigby, head of inclusion at Hawkley Hall High School, Wigan Karen Jackson, higher-level teaching.

Chapter 8 : Teaching assistant (United Kingdom) - Wikipedia

Highly Experienced: Â£17, to Â£23, (higher level teaching assistant) Wages are set by local education authorities or by the school. You may only get paid for the weeks you work during term time, so you may get a proportion of the rates shown (pro-rata payment).

Chapter 9 : Higher Level Teaching Assistant Jobs - November | www.nxgvision.com

Career Framework and Continuing Professional Development for Teaching Assistants Guidance for School Leadership Teams.