**Teaching Assistant (TA) Self Reflection Tool**

This tool has been developed to support your reflection on current teaching practice and the identification of Growing Great People (GGP) goals. Please refer to the Teaching Assistant Toolkit to help your reflection. You may wish to complete all four Domains; alternatively, you may have already identified a Domain(s) to focus on.

Once you have selected which sub domain(s) should be your focus, the information should form the starting point for your GGP goal setting and discussions.

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| **Teaching Assistant Toolkit Domains** |
| **Domain 1 Preparing for Learning** | **Some Impact** | **High Impact** | **Highest Impact** |
| **1a Professional knowledge and learning** |
| 1. Acquire the appropriate qualifications, skills and experience with the classroom
 |[ ] [ ] [ ]
| 1. Ensure that knowledge is up to date by accessing relevant professional learning
 |[ ] [ ] [ ]
| 1. Have proper & professional regards for ethos, policies and practices of the school school
 |[ ] [ ] [ ]
| 1. Work collaboratively with others
 |[ ] [ ] [ ]
| **1b Subject knowledge and skills** |
| 1. Have secure subject knowledge and skills
 |[ ] [ ] [ ]
| 1. Have knowledge of misconceptions
 |[ ] [ ] [ ]
| 1. Have knowledge of resources
 |[ ] [ ] [ ]
| **1c Demonstrate knowledge of pupils** |
| 1. Understand how pupils learn (metacognition, cognitive load)
 |[ ] [ ] [ ]
| 1. Have knowledge of pupils’ individual learning needs e.g., SEND, PP, EAL
 |[ ] [ ] [ ]
| **Domain 2** **Culture for Learning** | **Some Impact** | **High Impact** | **Highest Impact** |
| **2a Create an effective learning environment** |
| 1. Create a climate for learning
 |[ ] [ ] [ ]
| 1. Manage the physical space
 |[ ] [ ] [ ]
| 1. Use resources to ensure pupil interaction
 |[ ] [ ] [ ]
| 1. Enable all pupils to succeed in a supportive and inclusive environment
 |[ ] [ ] [ ]
| **2b Managing routines and behaviours** |
| 1. Align classroom approaches with behaviour management systems
 |[ ] [ ] [ ]
| 1. Establish rules and routines
 |[ ] [ ] [ ]
| 1. Motivate through rewards
 |[ ] [ ] [ ]
| 1. Use positive language to promote learning behaviours and aspiration
 |[ ] [ ] [ ]
| 1. Use the approach of choices and consequences
 |[ ] [ ] [ ]
| **2c Foster positive relationships** |
| 1. Interact with pupils
 |[ ] [ ] [ ]
| 1. Engage with families
 |[ ] [ ] [ ]
| 1. Teach pupil to pupil interactions
 |[ ] [ ] [ ]
| 1. Model positive attitudes, values and behaviours to encourage pupils’ self-control
 |[ ] [ ] [ ]
| **Domain 3 Facilitating Learning**  | **Some Impact** | **High Impact** | **Highest Impact** |
| **3a Use retrieval practices to recall knowledge** |
| 1. Understand the purpose of retrieval practice
 |[ ] [ ] [ ]
| 1. Use retrieval activities
 |[ ] [ ] [ ]
| **3b Explaining and modelling** |
| 1. Understand that learning is built around a logical set of ideas and steps
 |[ ] [ ] [ ]
| 1. Choose or adapt an appropriate way to model learning
 |[ ] [ ] [ ]
| 1. Use subject specific vocabulary and Standard English
 |[ ] [ ] [ ]
| 1. Demonstrate the thought process
 |[ ] [ ] [ ]
| **3c Questioning** |
| 1. Use questioning to engage pupils
 |[ ] [ ] [ ]
| 1. Use a variety of questioning techniques
 |[ ] [ ] [ ]
| **3d Opportunities for practice** |
| 1. Support guided practice
 |[ ] [ ] [ ]
| 1. Encourage independent practice
 |[ ] [ ] [ ]
| **3e Meeting pupils’ needs** |
| 1. Adjust learning to specific needs
 |[ ] [ ] [ ]
| 1. Be adaptable to pupils’ needs during learning
 |[ ] [ ] [ ]
| 1. Support learning behaviours
 |[ ] [ ] [ ]
| **3f Assessment for learning**  |
| 1. Contribute to effective assessment
 |[ ] [ ] [ ]
| 1. Check for understanding
 |[ ] [ ] [ ]
| 1. Provide feedback to move pupil learning forward
 |[ ] [ ] [ ]
| **Domain 4 Delivering Intervention to Support Learning**  | **Some Impact** | **High Impact** | **Highest Impact** |
| **4a Prepare and plan for effective implementation**  |
| 1. Complete the training provided for the intervention
 |[ ] [ ] [ ]
| 1. Plan for intervention delivery
 |[ ] [ ] [ ]
| 1. Be aware of the pupils’ starting points
 |[ ] [ ] [ ]
| **4b Maintaining alignment to the programme** |
| 1. Follow the planning and tasks set out in the planning
 |[ ] [ ] [ ]
| 1. Manage intervention time effectively
 |[ ] [ ] [ ]
| **4c Support the monitoring and evaluation of impact** |
| 1. Use record keeping monitoring progress
 |[ ] [ ] [ ]
| 1. Communicate with class teacher or SENDCo
 |[ ] [ ] [ ]
| 1. Adapt delivery of intervention with guidance from class teacher or SENDCo
 |[ ] [ ] [ ]
| **4d Make explicit links between an intervention and the classroom**  |
| 1. Make connections between interventions and classroom learning
 |[ ] [ ] [ ]
| 1. Communicate with class teacher the links to class learning
 |[ ] [ ] [ ]
| 1. Communicate intervention strategies with parents/carers
 |[ ] [ ] [ ]

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| **Use this space to jot down your ideas for potential focus areas you have identified as a starting point for your goal setting discussions.** |