



COMMUNITY ACADEMIES TRUST
Institute of Education



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TEACHING ASSISTANT TOOLKIT



'All members of our staff community see themselves as learners.'

The Teaching Assistant (TA) Toolkit is a framework to support and enable teaching assistant professional growth and development. This toolkit has been developed with reference to the agreed Teaching Assistant Standards and evidence-based guidance on teaching assistant impact on pupils' learning. It should be used as a self-reflection tool to provide a starting point for Growing Great People goal setting. The quality of teaching and learning in a school has a significant impact on pupils' progress and achievement, the teaching assistant makes an important contribution to this. As a Trust, we strive to develop, grow and enhance classroom practice across our community of schools.

The TA Toolkit is divided into four domains with subdomains to support personal reflection, which include further components. These components are the detail that is required for a concise focus on improving TA effectiveness and impact with learning activities.

The domains are:

1. Preparing for Learning
2. Culture for Learning
3. Facilitating Learning
4. Delivering Intervention to Support Learning

The domains in the framework can be evaluated against three points of proficiency:

Some impact	High impact	Highest impact
<p>A teaching assistant at this stage is a supportive and reliable contributor to the classroom, positively impacting pupils' learning and fostering a productive school environment.</p> <p>They communicate with teachers to ensure pupils receive the necessary support and are dedicated to developing their skills to enhance their contributions further.</p>	<p>A teaching assistant at this stage plays a proactive role, fostering a supportive learning environment where pupils excel.</p> <p>They demonstrate strong initiative, effective communication and a deep understanding of pupils' needs, while collaborating with teachers to deliver high-quality learning experiences.</p> <p>They are committed to ongoing professional development to maximise their impact on pupils' progress.</p>	<p>A teaching assistant at this stage plays a pivotal role in pupils' success and personal growth, contributing to the school culture.</p> <p>They collaborate with colleagues and external professionals to plan, adapt, and evaluate learning experiences, fostering maximum pupil progress.</p> <p>They strengthen inclusive experiences by modelling lifelong learning, bringing innovation and evidence-based practice, which empowers pupils to succeed and thrive.</p>

Toolkit Smart Card

Domain 1 Preparing for Learning	Domain 2 Culture for Learning
<p>1a Professional knowledge and learning</p> <ol style="list-style-type: none"> i. Acquire the appropriate qualifications, skills and experience within the classroom ii. Ensure that knowledge is up to date by accessing relevant professional learning iii. Have proper and professional regards for the ethos, policies and practices of the school iv. Work collaboratively with others <p>1b Subject knowledge and skills</p> <ol style="list-style-type: none"> i. Have secure subject knowledge and skills ii. Have knowledge of misconceptions iii. Have knowledge of resources <p>1c Demonstrate knowledge of pupils</p> <ol style="list-style-type: none"> i. Understand how pupils learn (metacognition, cognitive load) ii. Have knowledge of pupils' individual needs e.g. SEND, PP, EAL 	<p>2a Create an effective learning environment</p> <ol style="list-style-type: none"> i. Create a climate for learning ii. Manage the physical space iii. Use resources to ensure pupil interaction iv. Enable all pupils to succeed in a supportive and inclusive environment <p>2b Managing routines and behaviours</p> <ol style="list-style-type: none"> i. Align classroom approaches with behaviour management systems ii. Establish rules and routines iii. Motivate through rewards iv. Use positive language to promote learning behaviours and aspiration v. Use the approach of choices and consequences <p>2c Foster positive relationships</p> <ol style="list-style-type: none"> i. Interact with pupils ii. Engage with families iii. Teach pupil to pupil interactions iv. Model positive attitudes, values and behaviours to encourage pupils' self-control
Domain 3 Facilitating Learning	Domain 4 Delivering Intervention to Support Learning
<p>3a Use retrieval practices to recall knowledge</p> <ol style="list-style-type: none"> i. Understand the purpose of retrieval practice ii. Use retrieval activities <p>3b Explaining and modelling</p> <ol style="list-style-type: none"> i. Understand that learning is built around a logical set of ideas and steps ii. Choose or adapt an appropriate way to model learning iii. Use subject specific vocabulary and Standard English iv. Demonstrate the thought process <p>3c Questioning</p> <ol style="list-style-type: none"> i. Use questioning to engage pupils ii. Use a variety of questioning techniques <p>3d Opportunities for practice</p> <ol style="list-style-type: none"> i. Support guided practice ii. Encourage independent practice <p>3e Meeting pupils' needs</p> <ol style="list-style-type: none"> i. Adjust learning to specific needs ii. Be adaptable to pupil needs during learning iii. Support learning behaviours <p>3f Assessment for learning</p> <ol style="list-style-type: none"> i. Contribute to effective assessment ii. Check for understanding iii. Provide feedback to move pupil learning forward 	<p>4a Prepare and plan for effective implementation</p> <ol style="list-style-type: none"> i. Complete the training provided for the intervention ii. Plan for intervention delivery iii. Be aware of the pupils' starting points <p>4b Maintain alignment to the programme</p> <ol style="list-style-type: none"> i. Follow the planning and tasks set out in the planning ii. Manage intervention time effectively <p>4c Support the monitoring and evaluation of impact</p> <ol style="list-style-type: none"> i. Use record keeping monitoring progress ii. Communicate with class teacher or SENDCo iii. Adapt delivery of intervention with guidance from class teacher or SENDCo <p>4d Make explicit links between an intervention and the classroom</p> <ol style="list-style-type: none"> i. Make connections between interventions and classroom learning ii. Communicate with class teacher the links to class learning iii. Communicate intervention strategies with parents/carers

Domain 1 Preparing for Learning

A teaching assistant needs professional knowledge, skills, and qualifications to effectively support teachers and pupils, creating a positive learning environment. Staying updated with educational developments and engaging in professional learning shows their commitment to lifelong education and inspires pupils. They should respect the school's ethos, policies, and practices to work effectively within the team. Strong subject knowledge and curriculum understanding enable them to answer questions, provide adapted support and deepen pupils' learning. An understanding of how pupils learn, including strategies like metacognition, helps pupils reflect on their learning and become more independent. Adapting to diverse needs ensures inclusivity, while using techniques like retrieval practice improves memory and benefits all learners.

	Some impact	High impact	Highest impact
1a Professional knowledge and learning			
i. Acquire the appropriate skills, qualifications and experience within the classroom	<p>A teaching assistant will</p> <ul style="list-style-type: none"> be working towards the acquisition of a named teaching assistant qualification and experience to enhance their classroom practice. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have gained the relevant qualification and be developing their knowledge and experience to move to the next level of qualification. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> be securely engaged in furthering their skills to achieve a higher-level teaching assistant qualification. This could include progression to become a teacher.
ii. Ensure that knowledge is up to date by accessing relevant professional learning	<ul style="list-style-type: none"> be taking some proactive steps to ensure that knowledge is up to date and engage positively with in-school professional learning. 	<ul style="list-style-type: none"> be taking many proactive steps to ensure that knowledge is up to date and engages positively with wider professional learning. 	<ul style="list-style-type: none"> always be proactive in ensuring that knowledge is up to date informed by wider professional learning and DfE research-based practices.
iii. Have proper and professional regard for the ethos, policies and practices of the school	<ul style="list-style-type: none"> be working towards developing their understanding of the ethos, policies and practices of the school. 	<ul style="list-style-type: none"> have a full understanding of the ethos of the school and many of the school's policies and practices. 	<ul style="list-style-type: none"> have full understanding of the ethos, policies and practices of the school.
iv. Work collaboratively with others	<ul style="list-style-type: none"> listen and reflect through ideas with colleagues and contribute within the team. 	<ul style="list-style-type: none"> communicate and share ideas with colleagues to improve pupils' learning and contribute positively during team discussions. 	<ul style="list-style-type: none"> lead initiatives and confidently support other colleagues. Work with a wide range of colleagues in a friendly, approachable manner.
1b Subject knowledge and skills			
i. Have subject knowledge and skills	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have subject knowledge and skills that are secure for the current learning, lesson by lesson, and engages in (named) subject specific knowledge and skills development. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have subject knowledge and skills that are secure for the whole year group or curriculum and engage in knowledge and skills development. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have subject knowledge and skills that are secure for a key stage and engages in knowledge and skills development. Are likely to engage in a professional community dialogue to discuss and enhance their knowledge.
ii. Have knowledge of misconceptions	<ul style="list-style-type: none"> have knowledge of common misconceptions within assigned subjects and year groups. 	<ul style="list-style-type: none"> have knowledge of common misconceptions and address them within their groups or individual support sessions. 	<ul style="list-style-type: none"> have extensive knowledge of misconceptions and addresses them within their groups or individual support sessions and supports others within their practice.
iii. Have knowledge of resources	<ul style="list-style-type: none"> identify resources and include them in their learning sessions. 	<ul style="list-style-type: none"> have a strong knowledge of a range of resources. Their resource knowledge is routinely refreshed and updated. 	<ul style="list-style-type: none"> have an excellent knowledge of resources and engage in a professional community dialogue to reflect and improve their proficiency.

1c Demonstrate knowledge of pupils

Some impact

A teaching assistant will

- have some awareness of the cognitive processes that pupils use to learn, with support from documentation, a scheme of learning or a colleague.
- have some knowledge of individual learning needs, and their adaptation of learning considers the different types of learning needs using appropriate documentation.

i. Understand how pupils learn (metacognition, cognitive load)

ii. Have knowledge of pupils' individual needs e.g. SEND, PP, EAL

High impact

A teaching assistant will

- be consistently aware of the cognitive processes that pupils use to learn and adapt learning to support the pupil using them within the classroom.
- have a secure knowledge of individual learning needs and engage with developing their understanding of pupils' learning needs is ongoing. Their adaptation of learning uses all appropriate documentation and guidance to ensure pupils' learning needs are met.

A teaching assistant will

- have a strong knowledge and understanding of how all pupils learn best, ensuring that the correct approach is applied. Are likely to engage in a professional dialogue to enhance their knowledge further.
- have an excellent understanding of all pupils' learning needs. Are fully engaged using all appropriate documentation, research, and guidance to ensure pupils' learning needs are met.

Highest impact

Domain 2 Culture for Learning

Contributing to the creation of a positive learning environment is essential for teaching assistants. A supportive atmosphere helps pupils engage confidently and thrive. This involves organising the space and resources effectively and aligning classroom practices with behaviour management systems to set clear expectations. Encouraging positive behaviours and routines promotes self-regulation, while fostering strong relationships through sensitive communication and family engagement builds a supportive network. Teaching assistants can model respect and collaboration, encouraging pupils to interact positively with peers. This approach helps pupils develop self-regulation and succeed in a nurturing environment.

2a Create an effective learning environment	Some impact	High impact	Highest impact
<p>i Create a climate for learning</p> <p>ii Manage the physical space</p> <p>iii Use resources to ensure pupil interaction</p> <p>iv Enable all pupils to succeed in a supportive and inclusive environment</p>	<p>A teaching assistant will</p> <ul style="list-style-type: none"> understand the importance of creating a positive climate for learning. set up the physical space including displays, working walls and furniture to facilitate learning. select appropriate resources that support, scaffold and extend learning. recognise and accommodate pupils' needs and individuality to ensure learning can take place. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> create a climate that leads to an environment that is always safe, respectful, welcoming and supportive, with high levels of pupils' focus. manage and utilise the physical space including displays, working walls and furniture to maximise learning. select appropriate and stimulating resources are used that support, scaffold and extend learning to encourage independence. recognise and effectively responds to pupils' needs and individuality to ensure that learning takes place. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> ensure that the climate is owned and demonstrated by all, ensuring an environment that is safe, respectful, welcoming and supportive, with the highest levels of pupils' focus, curiosity and engagement. manage and adapt intuitively the physical space including displays, working walls and furniture to maximise learning for all pupils. select appropriate and stimulating resources are used that support, scaffold and extend learning to ensure independence for all pupils. understand and swiftly adapts to pupils' needs and individuality to make sure that all learning opportunities have maximum impact on all pupils.

2b Managing routines and behaviours

	<p>A teaching assistant will</p> <ul style="list-style-type: none"> understand the importance of having a consistent approach with the implementation of the schools' behaviour system and the need for high expectations. This is demonstrated within their classroom most of the time. Supports the establishment of clear rules and routines with an understanding of the need for positive learning behaviours and takes responsibility for promoting good learning behaviours. use a range of strategies to praise and reward consistently and fairly. have knowledge of and often uses positive language to promote learning behaviour, which can create aspiration. have an understanding of how choices and consequences can influence pupils' behaviour. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> model classroom practice that is aligned with the school's behaviour system, and have high expectations of behaviour within the classroom. demonstrate clear rules and routines embedded within their daily practise and takes full responsibility for promoting good learning behaviours. use a range of strategies appropriately to praise and reward consistently and fairly. A combination of rewards is chosen appropriately for the pupils' needs and are used to motivate them. consistently use positive language to promote learning behaviour and aspiration. have a good understanding of how choices and consequences can influence pupils' behaviour and their interactions with pupils are consistent, proportionate and respectful. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> always demonstrate classroom practice aligned with the schools' behaviour system and have the highest expectations for behaviour. Is proactive in modelling best practice. employ subtle and preventative measures to ensure that clear rules and routines are fully embedded in practice. Take full responsibility for promoting excellent learning behaviours in their own classroom and around the school. use a range of strategies appropriately to praise and reward consistently and fairly. A combination of rewards is always used appropriately with sensitivity and consideration of an ambitious outcome. consistently use positive language to promote learning behaviour and aspiration. Take responsibility for sharing their practice with other colleagues and promoting the use of positive language with pupils. have an excellent understanding of how choices and consequences can influence pupils' behaviour and their interactions with pupils is always exemplary. Is a beacon of excellence across the school.
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Some impact

High impact

Highest impact

- i Align classroom approaches with behaviour management systems
- ii Establish rules and routines
- iii Motivate through rewards
- iv Use positive language to promote learning behaviours and aspiration
- v Use the approach of choices and consequences

2c Foster positive relationships

	<p>A teaching assistant will</p> <ul style="list-style-type: none"> interact with pupils in a professional manner. Pupils will exhibit some respect for the adult and be courteous most of the time. establish relationships with some families. support pupils' interactions with each other that are respectful and courteous. use positive behaviours and a mindset most of the time to motivate pupils to self-regulate. Many pupils show the control and motivation to work independently. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> interact with pupils in a professional manner and demonstrate general caring and respect. Pupils will exhibit respect for the adult and contribute high levels of courtesy most of the time. establish effective relationships with many families and understands the needs of individuals. support and model pupils to pupil interactions that are friendly and demonstrate respect for each other contributing high levels of courtesy between pupils most of the time. model positive behaviours and a mindset to motivate all pupils to self-regulate. All pupils show high levels of control, motivation and independence. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> interact with pupils in a professional manner reflecting genuine warmth, caring, and sensitivity to pupils as individuals. Pupils exhibit respect for the adult and contribute to high levels of courtesy all the time. establish long standing relationships with families and there is a shared focus on the best interest of the pupil. facilitate the tools that allow all pupils to exhibit respect for each other and reflect genuine warmth and courtesy all the time. enacts a shared belief of positive behaviours with their pupils in the importance and love of learning. All pupils take the initiative and responsibility to improve the quality of their own work and demonstrate excellent control and self-regulation.
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Some impact

High impact

Highest impact

- i Interact with pupils
- ii Engage with families
- iii Teach pupil to pupil interactions
- iv Model positive attitudes, values and behaviours to encourage pupils' self-control

Domain 3 Facilitating Learning

A teaching assistant's primary responsibility is to support the teacher in delivering the curriculum and ensuring all pupils engage with the learning material. This includes reviewing prior knowledge, to help pupils recall important information for new learning. Engaging pupils with questioning techniques promotes thinking and encourages participation. During guided practice, teaching assistants assist pupils with tasks and help them build independence. They adapt and evaluate their approach to meet individual needs, offering personalised support to promote inclusivity. Encouraging positive behaviours and peer interactions helps develop social skills and an inclusive environment. Ongoing feedback allows pupils to identify areas for improvement, guiding them towards their learning goals and enabling academic growth.

	Some impact	High impact	Highest impact
3a Use of retrieval practices to recall knowledge	<p>A teaching assistant will</p> <ul style="list-style-type: none"> be aware that retrieval practice ensures pupils will remember more when a new word, process or knowledge is being presented. use some retrieval activities that will happen during learning activities. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> understand that new words, processes and knowledge need to be secured to the appropriate prior knowledge and make connections between them. use appropriate retrieval activities to occur at relevant times during the lesson or learning activity to reinforce knowledge and adapt the learning accordingly. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have a secure understanding of how retrieval practice helps pupils learn and can support them to make fluent connections between concepts, subjects and curriculum. use a variety of retrieval strategies to implement at relevant points within their lesson and learning activity to reinforce knowledge, check errors and adapt the learning accordingly.

	Some impact	High impact	Highest impact
3b Explaining and modelling	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have some understanding of the need to follow the sequence of learning. have the ability to choose an approach to support learning and use images and concrete resources. correctly use subject specific vocabulary that is entirely suited to the lesson. Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary. talk through the thought process linked to the task, so that pupils understand why and how something is constructed in this way. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have an understanding of the need to follow the sequence of learning and support the teacher in explaining these steps. choose the approach to support learning and adapt the resources in a variety of ways, with regard to the age and stage of the pupil. accurately use subject specific vocabulary and ensure there is evidence of most pupils' independence and accurate use of vocabulary. Always ensure that their own speaking, listening, writing and reading of English support pupils in effectively utilising their language and vocabulary. talk through the thought process creating a worked example, so that pupils understand why and how something is constructed in this way, deepening their understanding allowing application. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have a secure understanding of the need to follow the sequence of learning and have the confidence to explain, rehearse and build fluency within the steps. choose the approach to support learning and adapt the resources in a variety of ways combined with verbal and written explanations, with regard to the age and stage of the pupil. effectively use subject specific vocabulary and ensure there is strong evidence of all pupils' independence and accurate use of vocabulary. Find more opportunities to extend the pupils' vocabularies both within the subject and the wider curriculum. talk through the thought process in worked examples, so that pupils understand why and how something is constructed in this way and empowers pupils to copy the skill and take ownership of their learning.

i Understand that learning is built around a logical set of ideas and steps	
ii Choose or adapt an appropriate way to model learning	
iii Use of subject specific vocabulary and Standard English	
iv Demonstrate the thought process	

3c Questioning and feedback		Some impact	High impact	Highest impact
i	Use questioning to engage pupils	<p>A teaching assistant will</p> <ul style="list-style-type: none"> engages some pupils in questioning within the classroom. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> use targeted questions based on prior assessments and knowledge of pupils' learning. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> use effective questioning that challenges pupils cognitively and deepens their thinking, so that they can engage in an authentic and challenging dialogue.
ii	Use a variety of questioning techniques	<ul style="list-style-type: none"> use some questioning techniques effectively. 	<ul style="list-style-type: none"> use a variety of questioning techniques to challenge thinking and develop understanding. 	<ul style="list-style-type: none"> use a variety of questioning techniques to challenge thinking and develop understanding leading to pupils' confidence to engage in effective dialogue.

3d Opportunities for practice		Some impact	High impact	Highest impact
i	Support guided practice	<p>A teaching assistant will</p> <ul style="list-style-type: none"> provide the relevant amount of guided practice to ensure pupils understand the knowledge. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> use the appropriate guided practice to respond to the pupils' developing needs. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> be proficient at appropriate guided practice techniques to ensure that all pupils are ready for independent learning.
ii	Encourage independent practice	<ul style="list-style-type: none"> recognise the importance of independent practice to develop pupils' autonomy. 	<ul style="list-style-type: none"> provide support and opportunities for independent practice interspersed with feedback for pupils with different learning needs. 	<ul style="list-style-type: none"> have equipped and empowered all pupils to facilitate their own learning because they provide explicit, relevant and interspersed feedback.

3e Meeting pupils' needs		Some impact	High impact	Highest impact
i.	Adjust learning to specific needs	<p>A teaching assistant will</p> <ul style="list-style-type: none"> listen to guidance from the class teacher to adjust activities to meet specific pupil needs. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> act on the guidance from the class teacher and outside agency reports to adjust learning for specific pupil needs using a range of approaches. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> always follow guidance from a range of professionals when adjusting activities to specific pupil need.
ii.	Be adaptable to pupil needs during learning	<ul style="list-style-type: none"> understand what adaptive teaching is and recognises the importance of the need to be adaptable and respond to pupils' needs. 	<ul style="list-style-type: none"> understand the pupils' starting points adapting and responding to pupils' needs in the moment. Have some strategies that they use during learning. 	<ul style="list-style-type: none"> have a strong understanding of pupils' starting points and consistently adapts to their needs effectively using a wide range of strategies.
iii.	Support learning behaviours	<ul style="list-style-type: none"> understand what good learning behaviours would look like in the classroom. 	<ul style="list-style-type: none"> have a good understanding of learning behaviours and teaches appropriate learning behaviours. 	<ul style="list-style-type: none"> model and explicitly teaches exemplary learning behaviours.

3f Assessment for learning

Some impact

- A teaching assistant will**
- circulate in class to monitor pupils' outcomes and share this knowledge with the class teacher.
 - use questions, observations and response mechanisms that allow pupils to demonstrate their understanding.
 - provide opportunities for verbal or written feedback, recognising how it supports pupils' learning

High impact

- A teaching assistant will**
- use circulating observations and group feedback to inform the class teacher of pupils' outcomes.
 - use a variety of appropriate questions, observations and response mechanisms to check the understanding of all pupils.
 - use timely and effective feedback which supports pupil reflection as well as also moving learning forward.

Highest impact

- A teaching assistant will**
- use lots of points of assessment: knowledge of the pupils, observations and feedback in class and intervention knowledge (where necessary) to feedback to the class teacher and other professionals that then informs next steps.
 - select the most appropriate questions, observations and response mechanisms so that pupils can demonstrate their understanding. By circulating or working effectively in a group, feedback to the class teacher will inform next steps.
 - provide timely, effective, appropriate feedback that significantly impacts on the pupils' progress. Successfully adapt to address pupils' needs and allows pupils to take ownership of their learning.

i. **Contribute to effective assessment**

ii. **Check for understanding**

iii. **Provide feedback to move pupil learning forward**

Domain 4 Delivering Intervention to Support Learning

Effective intervention is key to helping pupils progress and reach their potential. Teaching assistants should prepare by setting clear goals, planning carefully, and gathering necessary resources. Assessing pupils' starting points ensures the intervention meets their needs. Following the prescribed planning helps to achieve reliable results and boosts pupil engagement. Keeping clear records is important for tracking progress and monitoring the impact. Teaching assistants must work closely with the class teacher to align intervention with classroom activities and strengthen connections between the two, enhancing learning and supporting pupil success.

4a Prepare and plan for effective implementation	Some impact	High impact	Highest impact
i. Complete the training provided for the intervention	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have completed the necessary training and follow the training provided to deliver the intervention. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have completed and will use the training required for the intervention. Communicate with the class teacher when further training or guidance is needed when delivering the intervention. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> have completed and will use the training required for the intervention. Work together with the class teacher to ensure that their training is up to date and regularly refresh their knowledge.
ii. Plan for intervention delivery	<ul style="list-style-type: none"> have read and understood the objectives of the intervention and prepared all resources necessary to deliver it. 	<ul style="list-style-type: none"> have accessed the planning and objectives in advance and prepared all the resources necessary. 	<ul style="list-style-type: none"> have accessed all planning and objectives and engaged with them to ensure a full understanding. Resources will have been prepared in advance and guidance requested from others where necessary.
iii. Be aware of the pupils' starting points	<ul style="list-style-type: none"> understand the knowledge and skills expectations of the year group. 	<ul style="list-style-type: none"> be aware of the current starting point of the pupil and understand the knowledge and expectations of the year group. 	<ul style="list-style-type: none"> liaise with the class teacher to fully understand the starting points of the pupil, using this knowledge to impact on the intervention that will be delivered.

4b Maintain alignment to the programme	Some impact	High impact	Highest impact
i. Follow the planning and tasks set out for the intervention	<p>A teaching assistant will</p> <ul style="list-style-type: none"> demonstrate an understanding of the requirements and use the planning provided by the intervention and the class teacher with some pupils making progress. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> consistently carry out interventions as per the planning and requirements with most pupils making progress. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> engage proactively with intervention resources to ensure all pupils make rapid progress.
ii. Manage intervention time effectively	<ul style="list-style-type: none"> follow the planning to deliver most of the intervention within the allocated time frame. 	<ul style="list-style-type: none"> follow the planning to ensure that the intervention is delivered at the correct time and within the correct time. 	<ul style="list-style-type: none"> use effective time management strategies to ensure no learning time is wasted and the intervention is regularly delivered in a timely manner, adapting the intervention where necessary.

4c Support the monitoring and evaluation of impact		Some impact	High impact	Highest impact
i.	Use record keeping monitoring progress	<p>A teaching assistant will</p> <ul style="list-style-type: none"> keep a record of the learning undertaken during the intervention. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> keep clear, accurate records of the learning undertaken including progress made. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> keep clear, accurate records that they will use to inform next steps or adaptations needed and further communication with professionals.
ii.	Communicate with class teacher or SENDCo	<ul style="list-style-type: none"> communicate outcomes of the intervention with the class teacher. 	<ul style="list-style-type: none"> frequently communicate outcomes and relevant information to the class teacher. 	<ul style="list-style-type: none"> effectively communicate appropriate information to inform the class teacher and SENDCo (if appropriate) to monitor the impact of the intervention.
iii.	Adapt delivery of intervention with guidance from class teacher or SENDCo	<ul style="list-style-type: none"> adapt the delivery of an intervention, with support from the class teacher or SENDCo 	<ul style="list-style-type: none"> make some adaptations to the delivery of the intervention with minimal guidance from other colleagues. 	<ul style="list-style-type: none"> confidently, make all the necessary adaptations to the delivery of the intervention with minimal guidance from other colleagues and support others to use the most effective methods.

4d Make explicit links between an intervention and the classroom		Some impact	High impact	Highest impact
i.	Make connections between interventions and classroom learning	<p>A teaching assistant will</p> <ul style="list-style-type: none"> demonstrate an awareness of the links between the intervention learning and the classroom and will make connections for the pupil. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> regularly draw explicit links between interventions and classroom post interventions. The teaching assistant will do this within the intervention and the classroom. 	<p>A teaching assistant will</p> <ul style="list-style-type: none"> consistently create transferable connections between the intervention and the classroom both before and after the intervention takes place, both in the classroom and during the intervention.
ii.	Communicate with class teacher the links to class learning	<ul style="list-style-type: none"> inform the class teacher of the strategies used in the intervention. 	<ul style="list-style-type: none"> offer suggestions of possible connections to strategies taught in the intervention and those used within the classroom. 	<ul style="list-style-type: none"> collaborate seamlessly with the class teacher so that the intervention and classroom learning are aligned.
iii.	Communicate intervention strategies with parents/carers	<ul style="list-style-type: none"> communicate the intervention strategies undertaken with parents/carers on request. 	<ul style="list-style-type: none"> regularly updates parents/carers of progress, strategies and learning. There is a dialogue, working together to support the pupil. 	<ul style="list-style-type: none"> constantly collaborates with parents/carers to create a shared understanding of the pupil's strategies and learning. There is a consistent reinforcement of learning between home and school.

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.

Teaching Assistant Toolkit Domains			
Domain 1 Preparing for Learning	Some Impact	High Impact	Highest Impact
1a Professional knowledge and learning			
i. Acquire the appropriate qualifications, skills and experience with the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Ensure that knowledge is up to date by accessing relevant professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Have proper & professional regards for ethos, policies and practices of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Work collaboratively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b Subject knowledge and skills			
i. Have secure subject knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Have knowledge of misconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Have knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c Demonstrate knowledge of pupils			
i. Understand how pupils learn (metacognition, cognitive load)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Have knowledge of pupils' individual learning needs e.g., SEND, PP, EAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2 Culture for Learning	Some Impact	High Impact	Highest Impact
2a Create an effective learning environment			
i. Create a climate for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage the physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Use resources to ensure pupil interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Enable all pupils to succeed in a supportive and inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b Managing routines and behaviours			
i. Align classroom approaches with behaviour management systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Establish rules and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Motivate through rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Use positive language to promote learning behaviours and aspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Use the approach of choices and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c Foster positive relationships			
i. Interact with pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Engage with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Teach pupil to pupil interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Model positive attitudes, values and behaviours to encourage pupils' self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3 Facilitating Learning	Some Impact	High Impact	Highest Impact
3a Use retrieval practices to recall knowledge			
i. Understand the purpose of retrieval practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Use retrieval activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b Explaining and modelling			
i. Understand that learning is built around a logical set of ideas and steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Choose or adapt an appropriate way to model learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Use subject specific vocabulary and Standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate the thought process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c Questioning			
i. Use questioning to engage pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Use a variety of questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d Opportunities for practice			

i. Support guided practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Encourage independent practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e Meeting pupils' needs			
i. Adjust learning to specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Be adaptable to pupils' needs during learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Support learning behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f Assessment for learning			
i. Contribute to effective assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Check for understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Provide feedback to move pupil learning forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4 Delivering Intervention to Support Learning	Some Impact	High Impact	Highest Impact
4a Prepare and plan for effective implementation			
i. Complete the training provided for the intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Plan for intervention delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Be aware of the pupils' starting points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b Maintaining alignment to the programme			
i. Follow the planning and tasks set out in the planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage intervention time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c Support the monitoring and evaluation of impact			
i. Use record keeping monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Communicate with class teacher or SENDCo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Adapt delivery of intervention with guidance from class teacher or SENDCo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d Make explicit links between an intervention and the classroom			
i. Make connections between interventions and classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Communicate with class teacher the links to class learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Communicate intervention strategies with parents/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

