



Professional standards for assisting teaching

Welcome to these pages which will help guide you through the professional standards for assisting teaching. The standards are part of a range of standards for teachers, leaders and those who assist teaching. They have been designed to support you to be the best you can be and they reflect practice that is consistent with the realisation of the new curriculum.

From 1 September 2019 the standards will be available for use by all teaching assistants (TAs) and higher level teaching assistants (HLTAs) to reflect on their practice and identify professional learning.

Contents

Mae'r ddogfen yma hefyd ar gael yn Gymraeg
This document is also available in Welsh

Making best use of this interactive PDF

You will need a mouse or pointer to click on features which allow you to choose how to navigate the pages.

The standards section is intended to be interactive – click on titles and symbols in the main pages to explore the standards in your own way.

Clicking on each of the five standards will take you to a breakdown of elements within each standard.

Clicking on the element headings will take you to the descriptors for that element.

Pages with a **yellow tab** relate to the assisting teaching descriptors.

Clicking on icons in the bottom right corner of pages will allow you to return to earlier pages, or navigate between each of the five standards.

The descriptor pages have an icon which will take you back to the element breakdown of that standard, where you will also find links to enable you to go to the ‘Five professional standards for assisting teaching’ page.

The home icon will take you back to the contents page.

A new model for professional standards

After working with TAs, HLTAs, teachers and leaders across Wales, we have five professional standards for assisting teaching for TAs and HLTAs with an overarching set of values and dispositions which should drive everyone who works with learners. The standards concentrate on the essential elements of assisting teaching – pedagogy, collaboration, leadership, innovation and professional learning – and will underpin the development of the significant part of our school workforce that assists teaching, contributing to the transformation of our education system in Wales. The new standards have been developed with the profession, for the profession, to be relevant to the day-to-day work of those assisting teaching.

Each standard is divided into elements with descriptors that exemplify how the standards could apply to their work depending on where they are in terms of their role and career.

The **lower descriptors** exemplify effective practice.

The **upper descriptors** exemplify sustained highly effective practice.

TAs seeking HLTA status should be demonstrating sustained highly-effective practice in the relevant descriptors before undertaking the HLTA scheme and if successful, being awarded HLTA status.

Who will use them and when?

This set of professional standards for assisting teaching will be introduced from September 2019.

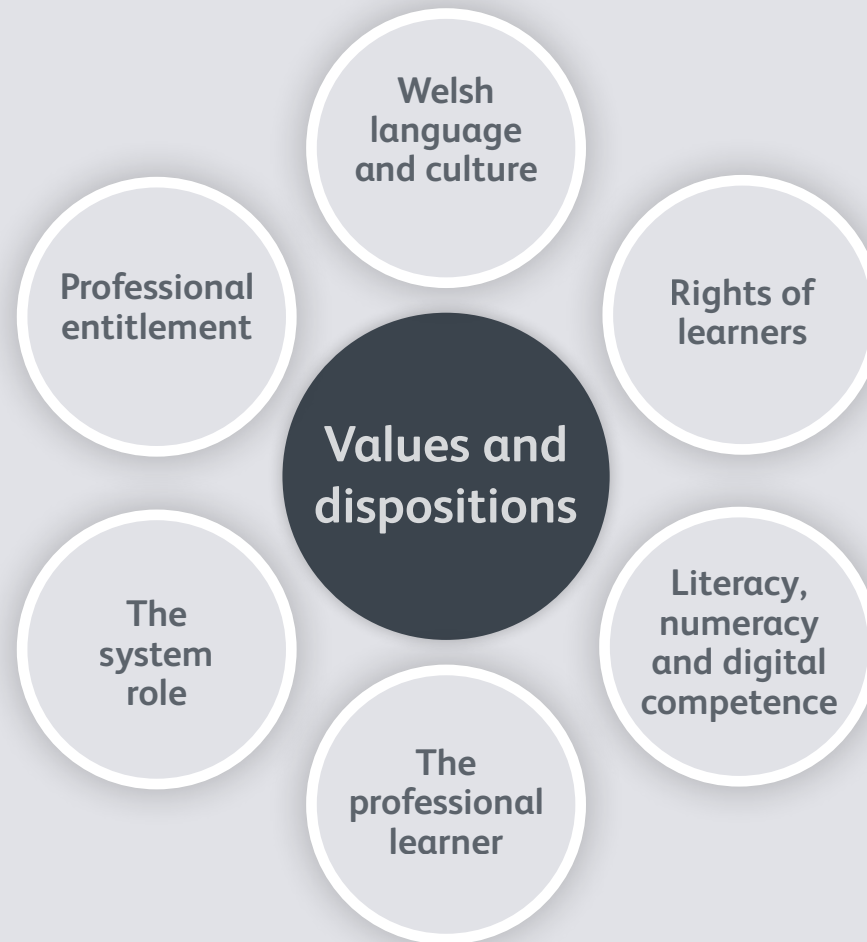
Beneath each of the five standards there are a number of elements supported by a range of descriptors. These are for practitioners to explore in a developmental way – not as a checklist – by showing what sustained highly effective practice looks like.

Those assisting teaching will be able to use the EWC's Professional Learning Passport (PLP) to reflect on their professional experiences and map them to the professional standards for assisting teaching.

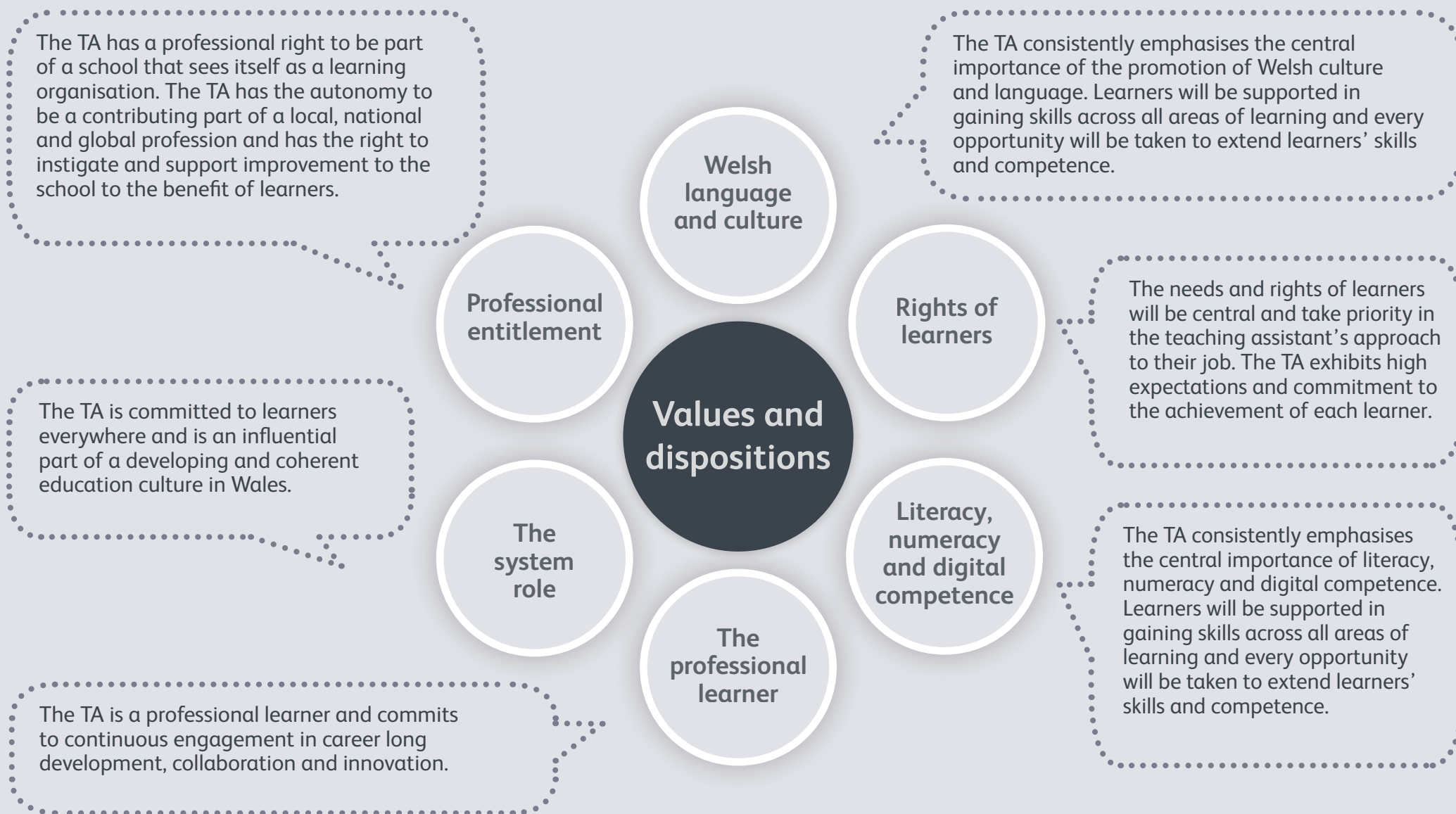
You can begin to explore the professional standards on the next page.

Overarching values and dispositions

Driving everyone who works with learners to exhibit high professional standards in their practice.



Overarching values and dispositions



The five professional standards for assisting teaching



The five professional standards for assisting teaching



...is paramount



The five professional standards for assisting teaching



...allows it to spread

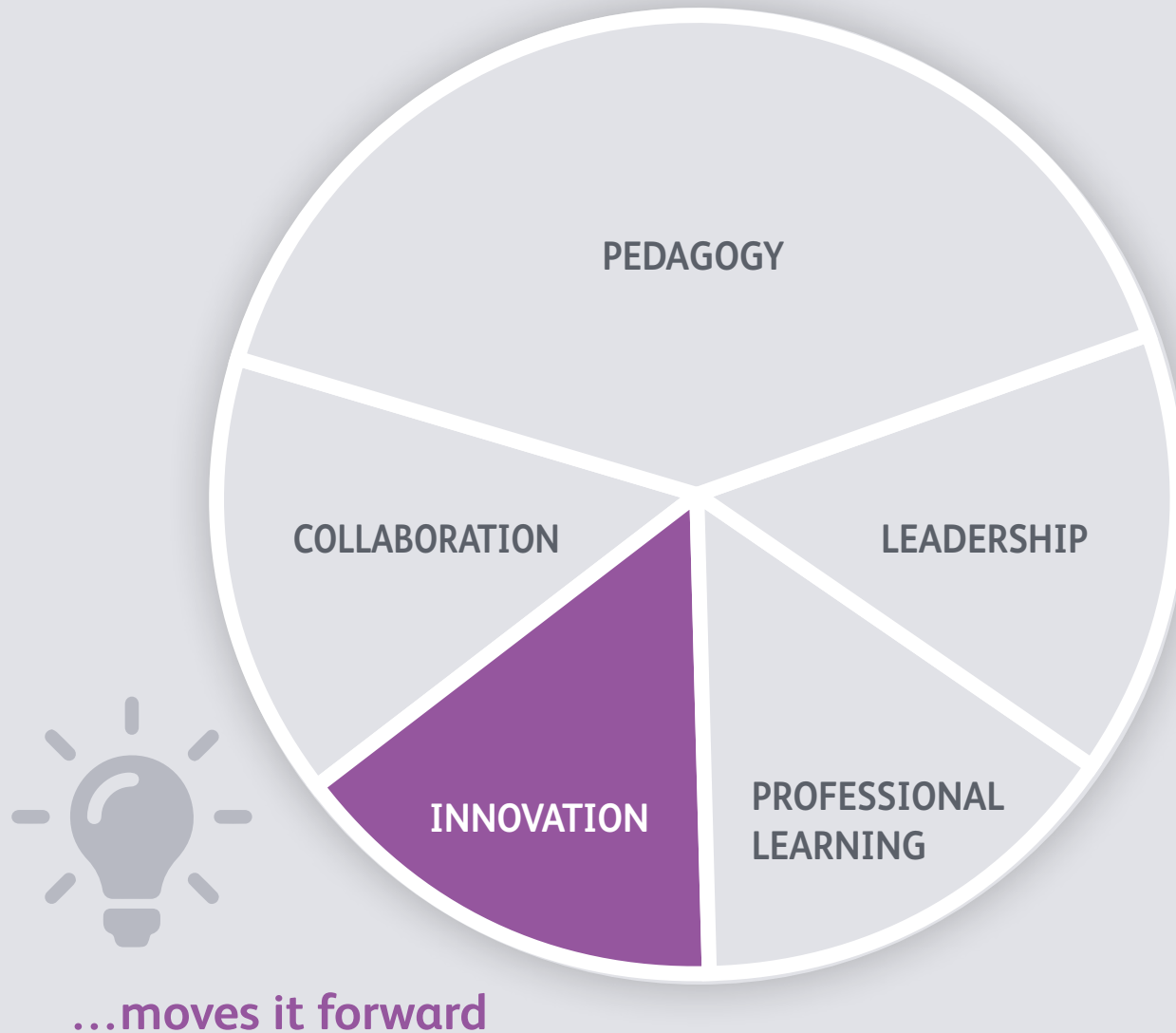


The five professional standards for assisting teaching



...takes it deeper

The five professional standards for assisting teaching



The five professional standards for assisting teaching



...helps it grow

The five professional standards for assisting teaching

Working as one...
to secure effective pedagogy
with overarching values and
dispositions



Five professional standards for assisting teaching

Pedagogy...teaching and learning is paramount

Support for the teacher and learners is focused upon learning outcomes and well-being. The TA is an integral member of the team, providing learning opportunities and acting as a role model. The influence on learners themselves is positive, building their disposition to learning and increasing their capacity to access learning as appropriate.

In addition, the HLTA provides leadership for learners and other TAs and undertakes effective planning, delivery and assessment.

Collaboration...allows pedagogy to spread

The TA works with colleagues at all levels to achieve the aims of the school. There is an outlook of expectation that includes working effectively with colleagues from other schools and with families or other partners in learning.

In addition, the HLTA plans and shapes effective collaboration.

Leadership...helps pedagogy grow

The TA takes responsibility for their role in supporting teachers' accountability and the progress of specified learners. There is an active drive to support leadership of teams or the school contributing fully to seeking the best outcomes for learners.

In addition, the HLTA consistently leads colleagues in the provision of support to teachers and learners. Through supporting the development of TAs, they positively influence the outcomes for learners.

Innovation...moves pedagogy forward

The TA explores new ideas and techniques and joins with the school's efforts to carefully implement new approaches to learning and teaching.

In addition, the HLTA seeks new ideas and techniques and provides impetus to the school's efforts to carefully implement new approaches to learning and teaching.

Professional learning...takes pedagogy deeper

The TA strives to develop new knowledge and skills that benefit learners by taking an active role in the school as a learning community. There is positive engagement in learning activity that supports the needs of the school or specified learners.

In addition, the HLTA has achieved literacy and numeracy skills at Level 2 of the National Qualifications Framework. They have also successfully completed the professional learning required to hold HLTA status.

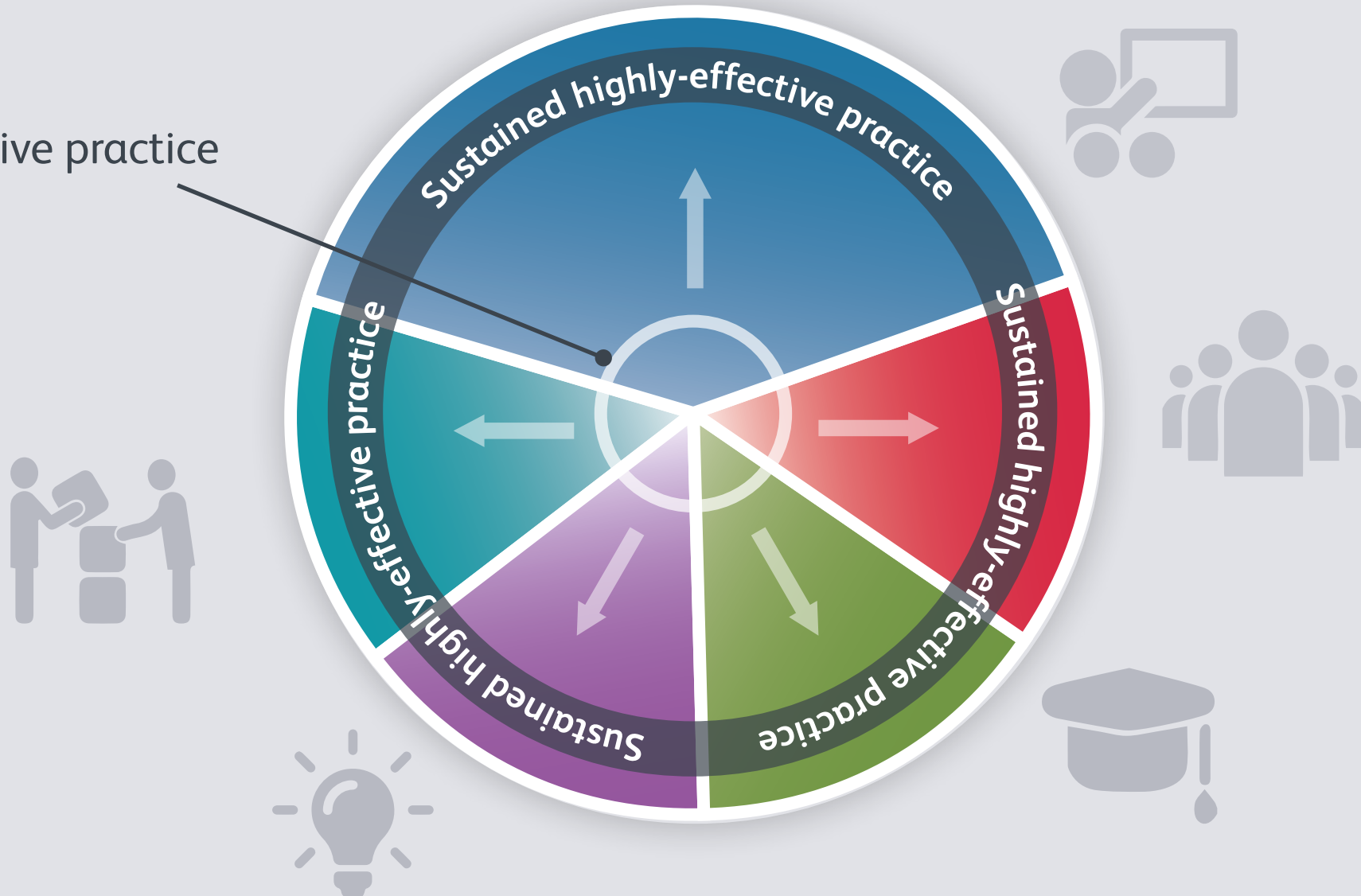


Descriptors for assisting teaching

Expectations of assisting teaching

ASSISTING
TEACHING

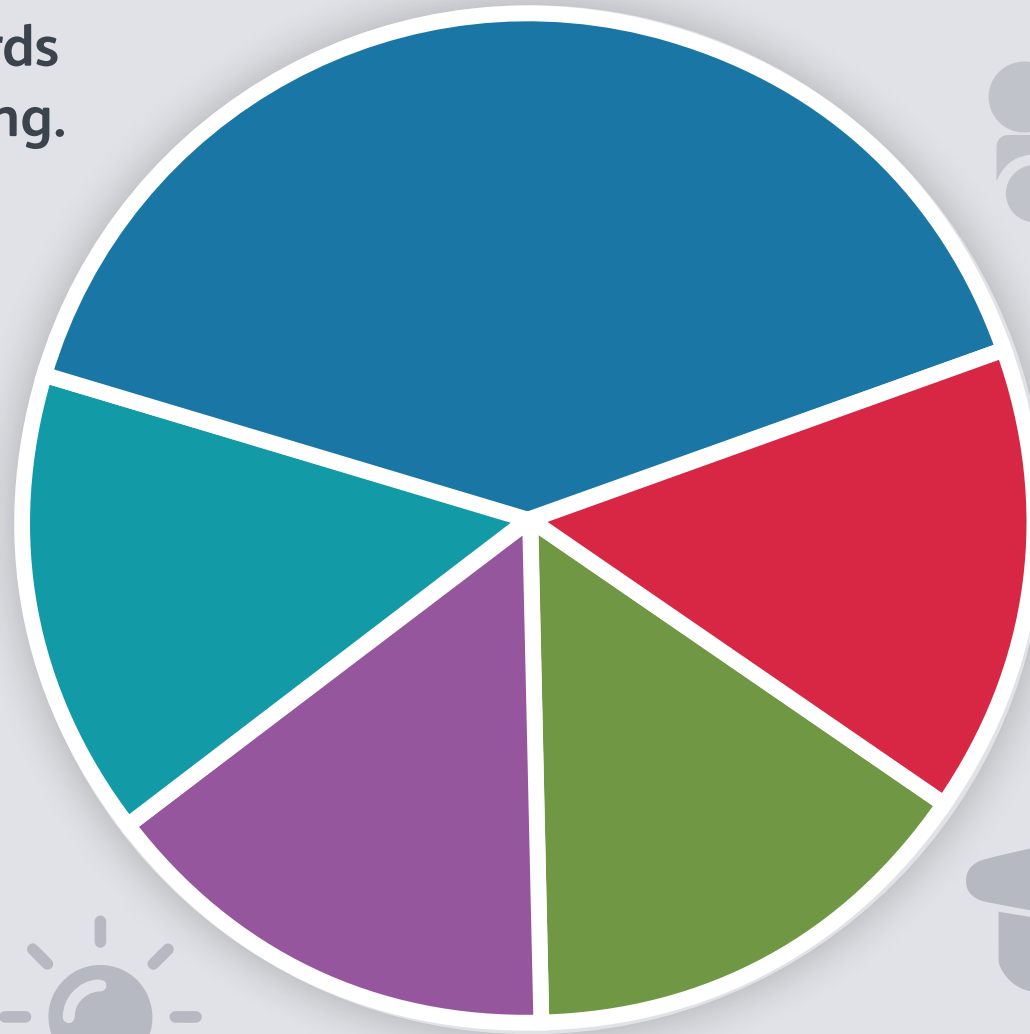
Effective practice



Expectations of assisting teaching

ASSISTING
TEACHING

Click on a segment to explore the standards for assisting teaching.



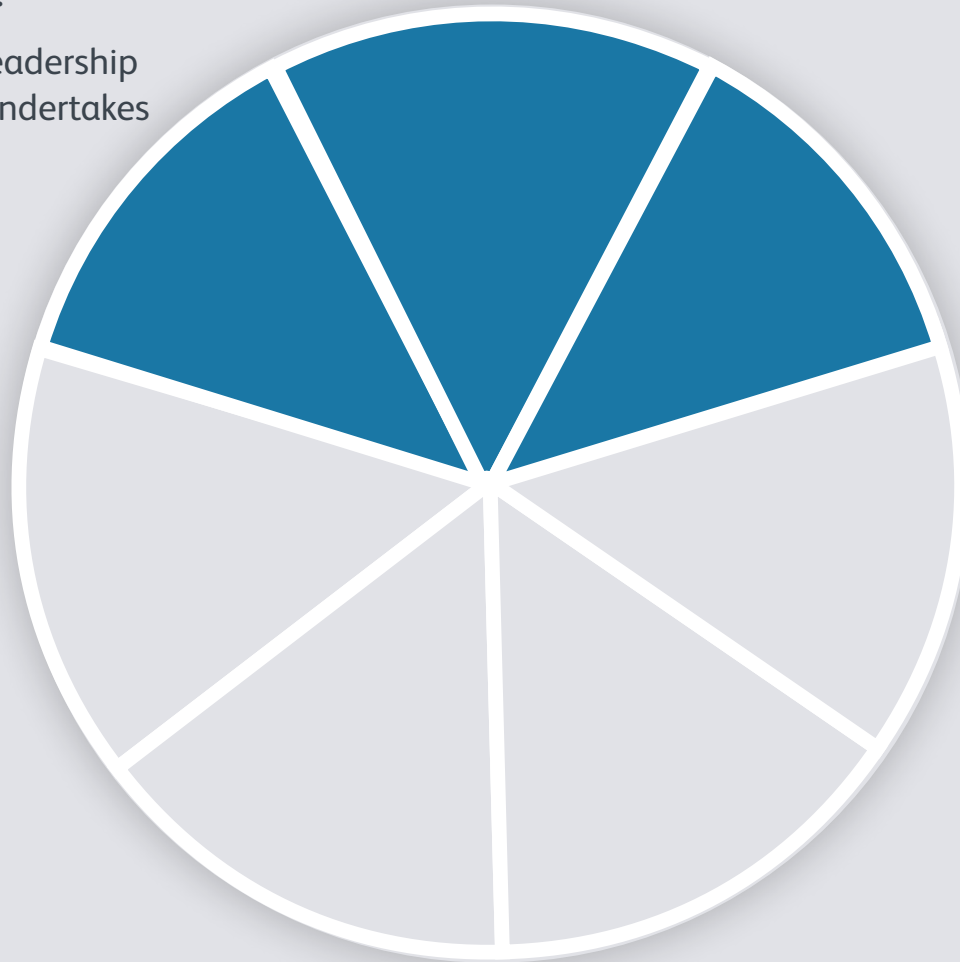
Pedagogy

The standard

Support for the teacher and learners is focused upon learning outcomes and well-being. The TA is an integral member of the team providing learning opportunities and is a role model. The influence on learners themselves is positive, building their disposition to learning and increasing their capacity to access learning as appropriate.

In addition, the HLTA provides leadership for learners and other TAs and undertakes effective planning, delivery and assessment.

Unpacking pedagogy... fitting with 'Successful Futures'

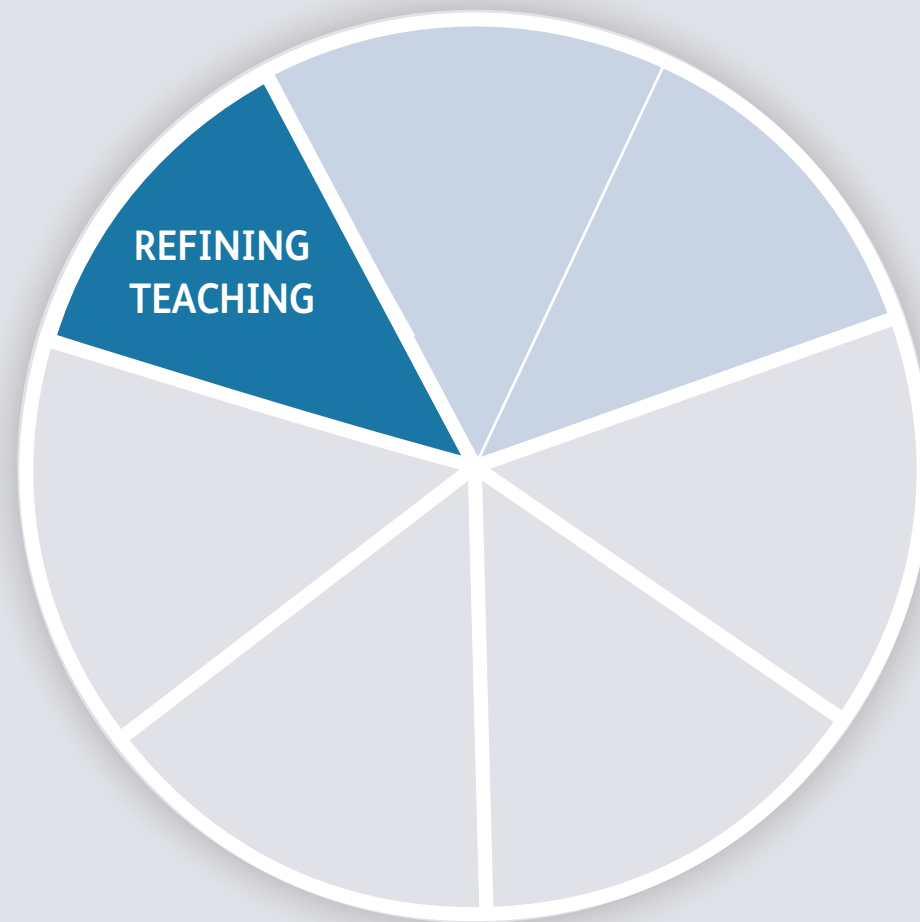


Pedagogy

ASSISTING
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Refining teaching...assisting effectiveness and efficiency

Click on element headings
to view descriptors.



Pedagogy

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Refining teaching...assisting effectiveness and efficiency

Managing the learning environment

Sustained highly-effective practice descriptor:

The TA takes responsibility for the maintenance of aspects of the learning environment to a high standard and for improving aspects as necessary.

Effective practice descriptor:

The TA supports the teacher in making the learning environment efficient, effective and dynamic in terms of organisation and promoting learning in line with the school's vision.

Pedagogy

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TEACHING

Refining teaching...assisting effectiveness and efficiency

Helping with assessment

Sustained highly-effective practice descriptor:

Extended and in-depth conversations are held with identified groups of learners in order to inform assessment of progress for the teacher.

Effective practice descriptor:

The TA makes relevant observations about learner strengths or difficulties and draws these to the attention of the teacher.

Pedagogy

ASSISTING
TEACHING

Refining teaching...assisting effectiveness and efficiency

Helping to provide the appropriate resources

Sustained highly-effective practice descriptor:

Differentiated resources are systematically organised, appropriate to the needs of the different learners.

Effective practice descriptor:

Resources are well organised and maintained to support learning.

Pedagogy

ASSISTING
TEACHING

Refining teaching...assisting effectiveness and efficiency

Involving families in learning

Sustained highly-effective practice descriptor:

The TA helps to develop strong and productive relationships with families, collectively and individually, enabling understanding and support for learning.

Effective practice descriptor:

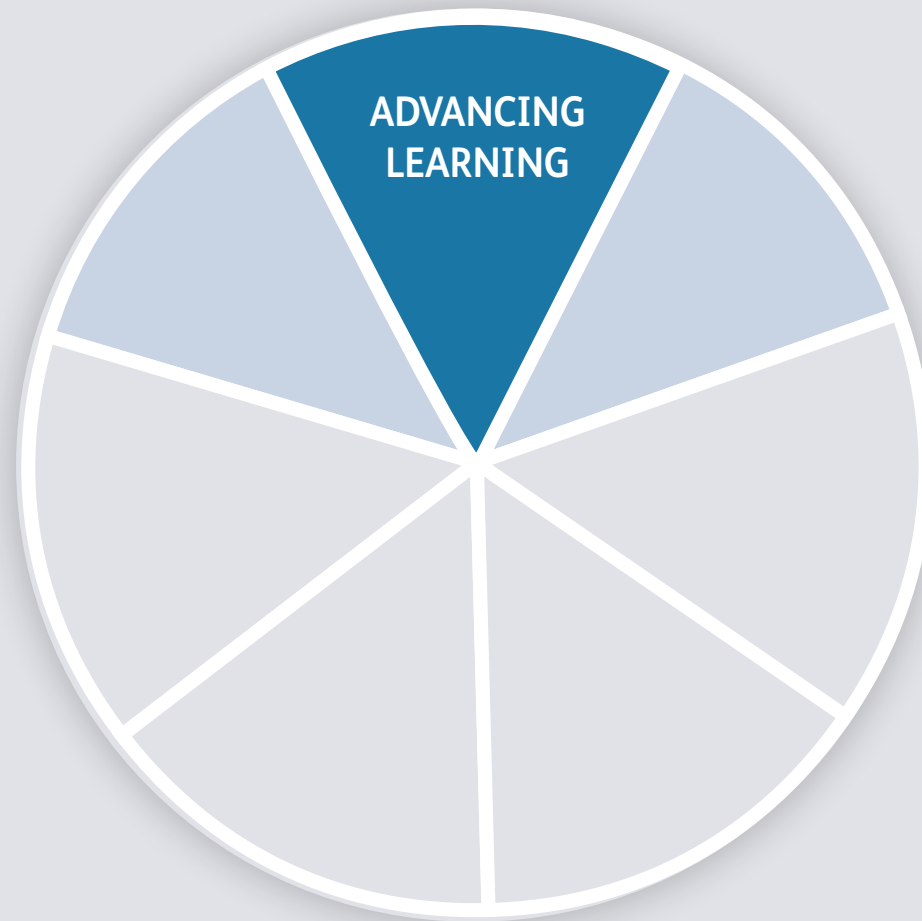
The TA supports learning by helping to build an effective link between home and school.

Pedagogy

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Advancing learning...enabling impact

Click on element headings
to view descriptors.



Pedagogy

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Advancing learning...enabling impact

Four purposes for learners

Sustained highly-effective practice descriptor:

Insights and suggestions for extending the development of the four purposes result in improved impact on the quality of teaching and learning outcomes.

Effective practice descriptor:

The TA takes every opportunity to support the development of the four purposes within the learning of all learners.

Pedagogy

Advancing learning...enabling impact

Real life, authentic contexts

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TEACHING

Sustained highly-effective practice descriptor:

The TA uses initiative to take opportunities to link learning of concepts, skills and knowledge to the local community and wider world.

Effective practice descriptor:

The TA offers suggestions to teachers for linking learning to the world beyond the classroom, from the local community to the wider world.

Pedagogy

Advancing learning...enabling impact

Linking subjects and themes

Sustained highly-effective practice descriptor:

The TA helps teaching which links subjects together in cross-curricular themes.

Effective practice descriptor:

The TA helps to ensure that the essence of subject disciplines is addressed while supporting subject teaching.

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Pedagogy

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Advancing learning...enabling impact

Helping learners make progress

Sustained highly-effective practice descriptor:

The TA promotes the school's vision for learning and ensures progression for all learners across the four purposes through formal and intuitive interventions.

Effective practice descriptor:

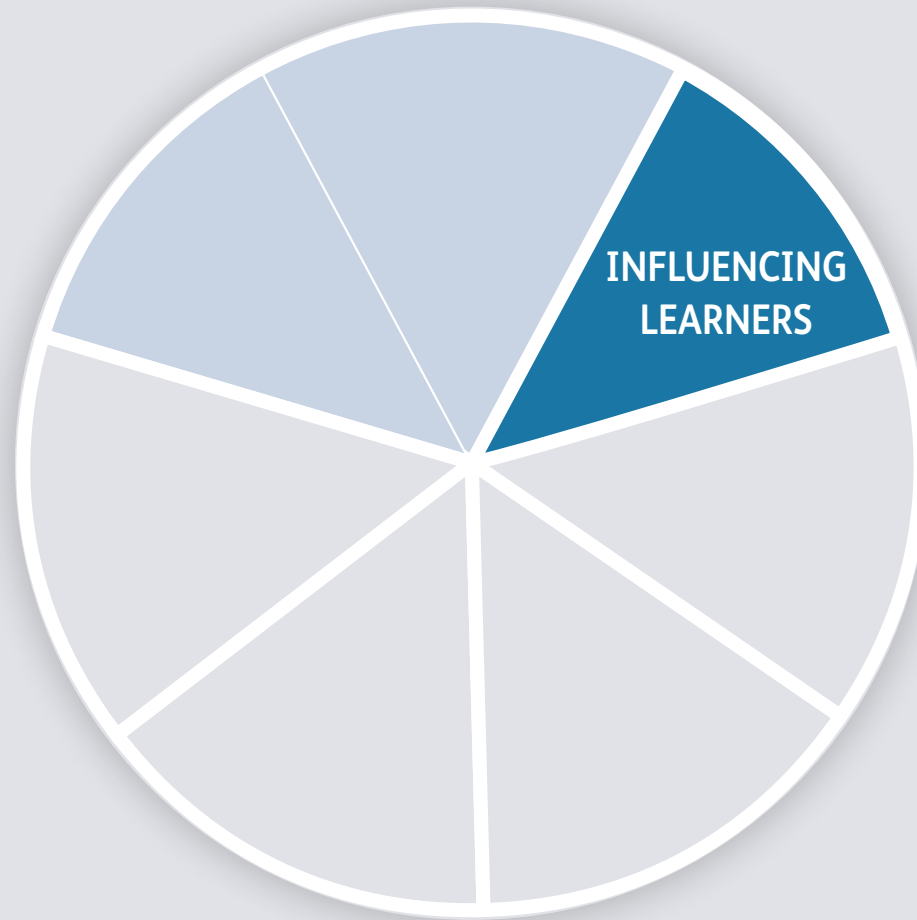
The TA supports the teacher's efforts to ensure the effectiveness of planned learning in practice and progression for all learning.

Pedagogy

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Influencing learners...assisting their positive outlook

Click on element headings
to view descriptors.



Pedagogy

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Influencing learners...assisting their positive outlook

Observing learners

Sustained highly-effective practice descriptor:

The TA is able to observe specific groups of learners to determine the level of genuine challenge and expectation to help the teacher to more effectively target learning.

Effective practice descriptor:

The TA is able to support teaching by making secure observations about the way learners address tasks and what helps or inhibits their learning.

Pedagogy

Influencing learners...assisting their positive outlook

Listening to learners

Sustained highly-effective practice descriptor:

The TA manages structured in-depth learning conversations and offers informed understandings to help teachers plan next steps.

Effective practice descriptor:

Teaching is assisted through working directly with specified groups of learners to enable understanding of success, difficulty and achievement.

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Pedagogy

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Influencing learners...assisting their positive outlook

Learners leading learning

Sustained highly-effective practice descriptor:

The TA is able to use formal and informal conversations to enable learners to appreciate their suggestions and use their ideas productively.

Effective practice descriptor:

The TA is able to include learners' suggestions, in planning and spontaneously, to drive ownership of learning.

Pedagogy

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TEACHING

Influencing learners...assisting their positive outlook

Helping to build effort in learners

Sustained highly-effective practice descriptor:

The TA takes opportunities to reflect with learners and recognises and encourages sustained effort in aspects of learning.

Effective practice descriptor:

Every day and each activity is approached in a positive way to model attitudes to learning and demonstrate effort, resilience and creativity.

Pedagogy

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Influencing learners...assisting their positive outlook

Learning outcomes and well-being

Sustained highly-effective practice descriptor:

Planned learning intentions are clear for all in the teaching team and the TA supports the teacher in striving for the best outcomes for each learner.

Effective practice descriptor:

An infectious enthusiasm for the process of learning is consistently and continuously promoted.

Collaboration

The standard

The TA works with colleagues at all levels to achieve the aims of the school. There is an outlook of expectation that includes working effectively with colleagues from other schools and with families or other partners in learning.

In addition, the HLTA plans and shapes effective collaboration.

Click on element headings
to view descriptors.



Collaboration

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Seeking advice and support

Sustained highly-effective practice descriptor:

There is regular and structured engagement in open and honest communication as part of the teaching team, to the benefit of learners.

Effective practice descriptor:

The TA engages in dialogue about effectiveness and uses appropriate advice.

Collaboration

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Working with in-school colleagues

Sustained highly-effective practice descriptor:

The TA is an integral part of the teaching team and contributes perceptively to planning and evaluation.

Effective practice descriptor:

Assisting teaching leads to insights being offered to support the teacher's own reflection on practice.

Collaboration

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TEACHING

Supporting and developing others

Sustained highly-effective practice descriptor:

Formal and informal contributions help to refine strategies and techniques to the benefit of all learners.

Effective practice descriptor:

The TA supports colleagues to spread expertise.



Professional learning

The standard

The TA strives to develop new knowledge and skills that benefit learners by taking an active role in the school as a learning community. There is positive engagement in learning activity that supports the needs of the school or specified learners.

In addition, the HLTA has achieved literacy and numeracy skills at Level 2 of the National Qualifications Framework. They have also successfully completed the professional learning required to hold HLTA status.

Click on element headings
to view descriptors.



Professional learning

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Reading and exploring research findings

Sustained highly-effective practice descriptor:

The TA takes responsibility for extending understandings of practice through consideration of literature and research.

Effective practice descriptor:

The TA reads, considers and acts on appropriate literature about learning.



Professional learning

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TEACHING

Professional networks and communities

Sustained highly-effective practice descriptor:

The TA extends understanding and practice by structured learning with colleagues in other schools.

Effective practice descriptor:

The TA takes opportunities to attend courses and share experience and knowledge with other colleagues in school.



Welsh language and culture

Sustained highly-effective practice descriptor:

The TA takes steps to increase their own Welsh language abilities and encourages enthusiasm among learners.

Effective practice descriptor:

The TA takes steps to increase their own Welsh language abilities and makes effort to show learners the excitement of learning the Welsh language and understanding Welsh culture and history.

Innovation

The standard

The TA explores new ideas and techniques and joins with the school's efforts to carefully implement new approaches to learning and teaching.

In addition, the HLTA seeks new ideas and techniques and provides impetus to the school's efforts to carefully implement new approaches to learning and teaching.

Click on element headings
to view descriptors.



Extending expertise of the team

Sustained highly-effective practice descriptor:

The TA makes their expertise and support available to colleagues who are trying something new in their repertoire of teaching techniques.

Effective practice descriptor:

The TA is receptive to considering and trying new approaches in their own work.



Evaluating the impact of changes in pedagogy

Sustained highly-effective practice descriptor:

The TA supports new approaches in pedagogy and assists the understanding of improvement in learning.

Effective practice descriptor:

The TA is fully involved in recording, reporting and reflecting upon changes in practice.

Leadership

The standard

The TA takes responsibility for their role in supporting teachers' accountability and the progress of specified learners. There is an active drive to support leadership of teams or the school contributing fully to seeking the best outcomes for learners.

In addition, the HLTA consistently leads colleagues in the provision of support to teachers and learners. Through supporting the development of TAs, they positively influence the outcomes for learners.

Click on element headings
to view descriptors.



Taking responsibility for self

Sustained highly-effective practice descriptor:

The TA extends knowledge, understanding and skills in order to become more proficient.

Effective practice descriptor:

The TA accepts responsibility for the role and demonstrates their commitment to learners through professional organisation and management.



Exercising corporate responsibility

Sustained highly-effective practice descriptor:

The TA supports colleagues to understand and adhere to official policies.

Effective practice descriptor:

The TA complies with agreed policies and seeks advice where necessary.



Leadership

ASSISTING
TEACHING

Leading colleagues, projects and programmes

Sustained highly-effective practice descriptor:

The TA takes a leadership role with other assistants in specific projects and is seen to have a positive influence on the success of learning.

Effective practice descriptor:

The TA leads elements of projects and programmes to develop learning in a range of aspects of school life.

Leading learning-related events

Sustained highly-effective practice descriptor:

The TA organises events to promote the school and to extend the reach of the learning to the wider community.

Effective practice descriptor:

The TA provides support to events to promote and develop learning in the school.



Digital ISBN 978 1 83876 513 2
Professional standards for assisting teaching
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WG38330
