**Teaching assistant skills audit**

The following skills have been adapted from the ‘[Professional Standards for Teaching Assistants](http://www.naht.org.uk/welcome/news-and-media/key-topics/staff-management/professional-standards-for-teaching-assistants-published/)’and further resources from the [National Association of Professional Teaching Assistants](https://www.napta.org.uk/) (NAPTA).

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| **Feature of effective practice** | **Competency** | **Skills and effective behaviours** | **How confident are you in meeting this standard? (Tick as appropriate)** | | | **Provide an example of when you have demonstrated this skill (in the past 12 months)** |
| **Not very confident** | **Confident** | **Very confident** |
| **Professional values and conduct** | **Working to the school’s ethos** | Supports the policies and practices of the school |  |  |  |  |
| Promotes high expectations for all pupils and is committed to raising educational achievement |  |  |  |  |
| Understands [the school’s safeguarding procedures](http://my.optimus-education.com/safeguarding-children-send) and puts pupil safety first |  |  |  |  |
| Contributes to the school’s awareness of pupils’ additional needs |  |  |  |  |
| **Meeting professional standards** | Knows what is expected of them per the school’s job description for teaching assistants |  |  |  |  |
| Understands [how the teaching assistant can support the school](http://my.optimus-education.com/role-teaching-assistant) in the wider context |  |  |  |  |
| Proactively seeks opportunities to improve their own practice through observation, evaluation and discussion |  |  |  |  |
| [Models a high standard of behaviour](http://my.optimus-education.com/10-principles-positive-behaviour-leadership) and provide a positive role model for all pupils |  |  |  |  |
| Upholds values consistent with those required for teachers |  |  |  |  |
| **Knowledge and understanding** | **Supporting pupils with additional needs** | Understands how the statutory guidance, [SEND Code of Practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), defines special educational needs and how they can be met |  |  |  |  |
| Knows how to [provide support and adapt teaching](http://blog.optimus-education.com/supporting-sen-pupils-speech-and-language-difficulties-classroom-strategies-teachers-and-assistants) strategies for pupils with communication and interaction needs (if applicable) |  |  |  |  |
| Knows how to [provide support and adapt teaching strategies](http://my.optimus-education.com/sensory-integration-activities-and-interventions-improve-learning) for pupils with sensory and/or physical needs (if applicable) |  |  |  |  |
| Knows how to [provide support and adapt teaching strategies](http://my.optimus-education.com/cognition-and-learning-needs-three-strategies-you-should-be-implementing) for pupils with cognition and learning needs (if applicable) |  |  |  |  |
| Knows how to [provide support and adapt teaching strategies](http://my.optimus-education.com/creating-safe-haven-children-semh) for pupils with social, emotional and mental health needs (if applicable) |  |  |  |  |
| Provides in-class support or short-term interventions for [pupils with English as an additional language](http://my.optimus-education.com/eal-teaching-principles-good-practice) (if applicable) |  |  |  |  |
| Has strategies in place [to support pupils with challenging behaviour](http://blog.optimus-education.com/supporting-pupils-behaviour-issues-classroom-strategies-teachers-and-teaching-assistants) |  |  |  |  |
| **Professional learning** | Demonstrates an understanding of core subject and curriculum content |  |  |  |  |
| Takes responsibility for professional development, ensuring knowledge and skills are kept up to date |  |  |  |  |
| Uses specialist skills or expertise to their advantage in the support they provide |  |  |  |  |
| Seeks guidance from the teacher or other colleagues to further professional development |  |  |  |  |
| Acts on advice and feedback received from teachers or other colleagues |  |  |  |  |
| **Teaching and learning** | **Lesson planning and preparation** | [Participates in the planning of lessons](http://my.optimus-education.com/ta-and-teacher-responsibility-send-pupils) alongside the teacher |  |  |  |  |
| Contributes to preparing the learning environment before a lesson |  |  |  |  |
| Works with the teacher to select teaching resources or materials that are appropriate to specific needs |  |  |  |  |
| Works with the teacher to agree on access strategies for individual pupils |  |  |  |  |
| Discusses the objectives and intended outcomes of [any interventions](http://my.optimus-education.com/effective-ta-interventions-process-practice) to be carried out during the lesson |  |  |  |  |
| [Defines clear areas](http://my.optimus-education.com/ta-and-teacher-formal-agreement) where autonomy is appropriate and where the teacher will need to direct |  |  |  |  |
| **In-class support** | Can provide support in a one-to-one or small group setting, with or without direct instruction from the teacher |  |  |  |  |
| Understands and can explain the purpose of a lesson activity |  |  |  |  |
| Identifies how pupils can demonstrate good understanding and meet lesson objectives |  |  |  |  |
| [Differentiates and adapts lesson activities](http://my.optimus-education.com/differentiation-made-simple-top-tips-and-resources) to suit the needs of individual pupils |  |  |  |  |
| [Asks appropriate questions](http://my.optimus-education.com/ta-induction-developing-questioning-techniques) to help pupils better engage with their work |  |  |  |  |
| Rephrases or repackages information to assist pupils with comprehension |  |  |  |  |
| [Encourages pupils to ‘self-scaffold’](http://my.optimus-education.com/developing-independent-learning-strategies-teachers-and-tas) and become more independent in completing tasks |  |  |  |  |
| Works confidently with different pupils during a lesson, not just a select few |  |  |  |  |
| Offers [focused and relevant feedback](http://my.optimus-education.com/art-feedback) to pupils at the end of a lesson, praising effort and providing opportunities for challenge |  |  |  |  |
| Discusses the pupil’s next steps for learning when giving feedback |  |  |  |  |
| **Monitoring, assessment and evaluation** | Helps the teacher evaluate pupil progress using a range of assessment techniques |  |  |  |  |
| Contributes to record keeping and helps the teacher collect evidence of pupil progress |  |  |  |  |
| Contributes to the evaluation of teaching and learning activities |  |  |  |  |
| **Communication and teamwork** | **Working with staff** | [Works in collaboration with colleagues](http://blog.optimus-education.com/send-everyones-business) and knows when and where to seek advice |  |  |  |  |
| Attends briefings and Insets to maintain strong working relationships with all staff |  |  |  |  |
| Understands which feedback they are expected to give to the teacher after each lesson |  |  |  |  |
| **Working with other agencies** | Recognises and respects [the contribution of parents and carers](http://my.optimus-education.com/involving-parents-and-pupils-your-sen-support) to a child’s outcomes |  |  |  |  |
| [Develops strong working relationships](http://blog.optimus-education.com/why-co-production-so-powerful-learning-research) with other practitioners |  |  |  |  |
| Shares information regarding pupils with external agencies and specialist partners as required |  |  |  |  |