

Level 3 Teaching Assistant

Evidence tracker

**Portfolio Evidence Key** (Please include where appropriate):

ES: Employer Statement

PO: Practical Observation by Employer

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| K1. Understanding how pupils learn and develop. | You must know and understand: | Evidence: |
| 1. Understand the need to provide feedback to support and facilitate an appropriate level of independence. |  |
| 1. Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations. |  |
| 1. Recognise different stages of child development through school, e.g. transition between key stages. |  |

Other: MF: Manager Feedback

AR: Assessor Reviews

PP: Evidence of Pupil Progression

RA: Reflective Account

WA: Written Account

WT: Witness Testimony

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|  | You must know and understand: | Evidence: |
| K2. Technology | 1. Recognise the importance of using appropriate technology to support learning, for example: use of photocopier, tablets, computers, correct programs, for example English, Maths, topic, IT programs. |  |
| K3. Working with teachers to understand and support assessment for learning | 1. Understand the need to accurately observe record and report on pupil’s participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils. |  |
| 1. Understand the school’s assessment procedures for benchmarking against targets set by the class teacher. |  |
| 1. Be familiar with assessment materials. |  |

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|  | You must know and understand: | Evidence: |
| K4. Curriculum | 1. An appropriate knowledge of the curriculum and context you are working in. |  |
| K5. Keeping Children Safe in  Education | 1. Understand current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy. |  |
| 1. Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. |  |
| 1. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy. |  |

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|  | You must be able to: | Evidence: |
| S1. Develop strategies to  support and encourage  pupils to move towards  independent learning | 1. Use appropriately varied vocabulary to ensure pupils’ understanding. |  |
| 1. Deliver interventions in accordance with training given (RAG rating). |  |
| 1. Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements. |  |
| 1. Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school’s policy |  |
| 1. Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example use Makaton, Visual timetables |  |

|  | Behaviours: | Evidence: |
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| B1. Building relationships/ embracing change | 1. Flexibility, trust, professional conduct, confidentiality and being respectful. |  |
| 1. Promote the school’s efforts to build positive behaviour for learning. |  |
| 1. Promote and exemplify positive behaviour and uphold the school ethos. |  |
| 1. Be enthusiastic and open to new ideas. |  |

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|  | Behaviours | Evidence |
| B2. Adding value to education | 1. Praise; provide constructive and specific feedback and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through peer marking and reflection. |  |
| B3. Promoting equality, diversity and inclusion | 1. Keep pupils at the centre of everything. |  |
| 1. Promote community cohesion and cultural diversity encompassing a full understanding of the school’s ethos. |  |

|  | Behaviours | Evidence |
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| B4. Professional standards and  personal accountability | 1. Demonstrate professional relationships in line with the staff handbook. |  |
| 1. Be diplomatic, a positive role model and maintain confidentiality. |  |
| 1. Optimise learning opportunities and reflect on their personal development. |  |
| 1. Demonstrate a willingness to learn and improvise personal skill set. |  |

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|  | Behaviours | Evidence |
| B5. Team working, collaboration and engagement | 1. Work collaboratively and constructively with the whole school team. |  |
| 1. Engage professionally as appropriate with outside professionals. |  |