

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.
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| 1. Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.
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| 1. Recognise different stages of child development through school, e.g. transition between key stages.
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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.
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| 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.
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| 1. Understand the school’s assessment procedures for benchmarking against targets set by the class teacher.
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| 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.
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| K5. Keeping Children Safe inEducation | 1. Understand current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy.
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| 1. Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.
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| 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 tosupport and encouragepupils to move towardsindependent learning | 1. Use appropriately varied vocabulary to ensure pupils’ understanding.
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| 1. Deliver interventions in accordance with training given (RAG rating).
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| 1. Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.
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| 1. Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school’s policy
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| 1. Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example use Makaton, Visual timetables
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|  | Behaviours: | Evidence: |
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| B1. Building relationships/ embracing change | 1. Flexibility, trust, professional conduct, confidentiality and being respectful.
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| 1. Promote the school’s efforts to build positive behaviour for learning.
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| 1. Promote and exemplify positive behaviour and uphold the school ethos.
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| 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.
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| B3. Promoting equality, diversity and inclusion | 1. Keep pupils at the centre of everything.
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| 1. Promote community cohesion and cultural diversity encompassing a full understanding of the school’s ethos.
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|  | Behaviours | Evidence |
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| B4. Professional standards andpersonal accountability | 1. Demonstrate professional relationships in line with the staff handbook.
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| 1. Be diplomatic, a positive role model and maintain confidentiality.
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| 1. Optimise learning opportunities and reflect on their personal development.
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| 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.
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| 1. Engage professionally as appropriate with outside professionals.
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