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The future qualification requirements for learning support workers in schools

Audience

All learning support staff in schools in Wales, local authorities, governing bodies, headteachers and teachers.

Overview

Wales does not currently set specific requirements for qualifications for those working as learning support workers within the school classroom.

Therefore, as part of the Welsh Government's *Action plan to promote the role and development of support staff in schools in Wales* which was published in October 2013, a commitment was made to 'undertake a project with unions and employers to consider what should be the content of qualification requirements for teaching and learning staff working at different levels within the classroom'.

Please read the relevant materials in the annex related to the area of expertise and knowledge that is relevant to your sector phase. We would like you to consider the information provided, so that you can respond via an online questionnaire.

Further information

Enquiries about this document should be directed to:

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Additional copies

This document can be accessed from the Learning Wales website at learning.wales.gov.uk

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The future qualification requirements for learning support workers in schools

Background

Over recent years, the role of support staff in Wales has been developed and extended, largely due to implementation of the provisions contained within the Raising Standards and Tackling Workload – a National Agreement document, but also as a result of initiatives to improve provision for early year's education.

The deployment of support staff in new enhanced roles has been instrumental in securing significant cultural change in the way that the school workforce is deployed and has been a key factor in the drive to raise standards through the provision of high quality teaching.

Evidence is also available that identifies that those working in learning support roles in the classroom can have a significant impact on learning if they are deployed effectively, particularly in relation to literacy and numeracy.

Issue

Wales does not currently have specific requirements for qualifications for those working as learning support workers within the school classroom.

Therefore, as part of the Welsh Government action plan for school support staff which was published in October 2013, a commitment was made to:

“Undertake a project with Unions and Employers to consider what should be the qualification requirements for learning support staff working at different levels within the classroom”.

In September 2013, a small reference group was set up comprising relevant stakeholders to explore what skills and knowledge those who work as learning support staff in the classroom should have, which would equip them for their roles in schools.

The group used a number of sources of evidence including current qualifications requirement, relevant occupational standards, NJC (National Joint Council) job profiles and other relevant evidence to complete its task. Using this evidence and their own experiences, they were tasked with considering and developing a framework of the subject knowledge and skills that should be included as content requirements for different levels of qualifications that should be available to learning support staff in Wales.

The group have developed a model of an overarching framework of competencies based on the generic professional skills, knowledge and understanding relevant to learning support staff. This provides a career long focus on improving practitioner effectiveness. The group have also developed

a set of each of the appropriate professional skills, knowledge and understanding for each of the sector phases (foundation; Key Stage 2; Key Stage 3; Key Stage 4 and Special Schools).

The work produced by the reference group is a good benchmark to start exploring the options outlined by the group as well as consider other alternatives that could be developed to set the content and requirements for future qualifications.

The outcomes from the work of the group are attached as follows:

Annex 1 – Overarching Framework of Competencies for Learning Support Staff Working in Schools in Wales
Annex 2 – Learning support staff – Generic Professional Skills, Knowledge and Understanding
Annex 3 – Learning support staff – Professional Skills, Knowledge and Understanding (Foundation Phase)
Annex 4 - Learning support staff - Professional Skills, Knowledge and Understanding (Key Stage 2)
Annex 5 – Learning support staff - Professional Skills, Knowledge and Understanding (Key Stage 3)
Annex 6- Learning support staff - Professional Skills, Knowledge and Understanding (Key Stage 4)
Annex 7 Learning support staff - Professional Skills, Knowledge and Understanding (Special Schools)

Next steps

This document is being used to enhance engagement events that have already taken place as the basis for seeking the views of a wider group of stakeholders, who have a role in the development and delivery of qualifications as well as employers, current learning support workers and unions.

The expected outcomes of the views sought will provide:-

- A clear expectation from the sector about what they believe the requirement for the future skills, knowledge related to the qualifications of learning support staff in schools should be;
- Identify practical issues which might arise from changing qualification requirement and possible solution to them;

- Raise the awareness with stakeholders about the Welsh Government proposals regarding qualification expectations for this workforce for the future.
- It should be noted that it is not the intention to apply any of these requirements retrospectively.

Your views

We look forward to your comments

What we want you to do

Please read the relevant materials in the annex related to the area of expertise and knowledge that is relevant to your sector phase. We would like you to consider the information provided, so that you can respond via an online questionnaire.

What happens next?

We will consider all of the comments and feedback received from this work before making recommendations to the Minister for Education and Skills.

Thank you

All practitioners should have a clear route for career progression	Annex 1 – Overarching framework of competencies for learning support staff Career long focus on improving practitioner effectiveness, quality assured through performance management that identifies professional development needs		
Practice driven by relevant standards throughout career	Level 2	Level 3	(HLTA) Level 4
	To work under the instruction / guidance of teaching / senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom, or outside the main teaching area	To work under the guidance of teaching / senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals / groups in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management / preparation of resources. Staff may also supervise whole classes occasionally during the short term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals / groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Responsible for the management of a specialist area within the school and / or management of other teaching assistants including allocation and monitoring of work, appraisal and training.
Achievement of levels	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well defined tasks and address straight forward problems. It includes taking responsibility for completing tasks and exercising autonomy and judgement subject to overall direction or guidance.	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within	In Wales the scheme currently works in partnership with local authority consortia and is undertaken by assessing a portfolio of evidence presented by candidates to determine if they meet the HTLA standards. This is a status not a qualification.

Professional / Occupational Standards			
Phase / Sector Specific Professional Skills, Knowledge & Understanding			
	Level 2	Level 3	HLTA Level 4
Special School Key Stage 4 Key Stage 3 Key Stage 2 Foundation Phase		See Phase/Sector specific documents Annexes 3-7	
Career Progression			
Generic Professional Skills, Knowledge and Understanding		See Generic Professional Skills, Knowledge & Understanding Annex 1 	
Induction During First Year in Practice - Minimum Requirement for all Support Staff			
Entry Level Competencies	Essential Professional Knowledge and Understanding		
4. Reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and	<ul style="list-style-type: none"> • Sound overview of the education system in Wales • Knowledge and understanding of: • Safeguarding 		

procedures subject to direction or guidance	<ul style="list-style-type: none"> • Health and safety • Equal opportunities • Child development and understanding of how children learn • Inclusion • ALN • Behaviour management • Welsh & Cymreig • Good literacy, numeracy, ICT skills (to attain level 2 NVQ standard qualification or equivalent in literacy & numeracy and level 1 NVQ standard in ICT by the end of First Year in Practice) <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin: 5px 0;"> Essential Professional Attributes </div> <ul style="list-style-type: none"> • Demonstrate effective communication skills • Demonstrate positive values, attitudes, behaviours in line with school ethos • Demonstrate commitment to working effectively with colleagues, parents and pupils • Have enthusiasm for working with children and demonstrate a commitment to supporting pupils to achieve their potential • Work within the boundaries of the organisation • Demonstrate commitment to own professional development
3. Reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts with appropriate guidance where needed	
2. Reflects the ability to make use of skills, knowledge and understanding to carry out simple familiar tasks and activities with guidance	
1. Recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment	
<p>Working under direct instruction of teaching / senior staff, usually in the classroom with the teacher to support access to learning for pupils and provide general support to the teacher in the management of pupils in the classroom (TA level 1 standard)</p>	

Annex 2: Learning support staff – generic professional skill, knowledge and understanding

Induction During First Year of Practice	Level 2	Level 3
<p>Professional Attributes</p> <ul style="list-style-type: none"> • Contribute positively to the overall aims and ethos of the school • Be aware of and comply with school policies and procedures relating to safeguarding, health and safety, confidentiality, data protection inclusion and equal opportunities; • Ability to work constructively as part of a professional team • Demonstrate enthusiasm for working with children and the ability to relate well to children; → <p>Professional Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate a good level of literacy and numeracy skills (NVQ level 2 or working towards) • Demonstrate an appropriate level of ICT skills (NVQ Level 1 or working towards) • Have an overview of the education system in Wales and national 	<p>Professional Knowledge & Understanding</p> <ul style="list-style-type: none"> • The first year of practice skills are embedded • This will lead to a greater depth of knowledge and understanding and the development of skills at a more complex level • A good level of literacy, numeracy and ICT skills are firmly in place (level 2 NVQ has been achieved) • There is a more in depth understanding of national curriculum, foundation phase and basic learning programmes, strategies and national initiatives • There is knowledge of the SEN Code of Practice for Wales and disability legislation • There is a sound understanding of effective behaviour management <p>Professional Skills</p> <p>Work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable</p>	<p>Secure in depth knowledge & understanding is in place and impacts positively on practice at this level;</p> <p>Professional Skills</p> <p>At level 3, support staff will work under the guidance of teaching staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management and preparation of resources. Staff may also supervise whole classes occasionally during the short term absence of teachers.</p> <p>In addition to level 2 tasks, level 3 tasks may include working with the teacher to:</p> <ul style="list-style-type: none"> • establish an appropriate learning environment • in lesson planning, evaluating and adjusting plans • Implement agreed learning

<p>curriculum including Cwriculwm Cymreig;</p> <ul style="list-style-type: none"> • Have an understanding of child development & how children learn • Have a basic understanding of ALN • Have an awareness of the principles of good behaviour management • Have an understanding of classroom organisation & demonstrate skill to assist in developing areas of learning & effective classroom display • Have basic knowledge of first aid <p>Professional Skills Work under the direct instruction of teaching & senior staff to support access to learning for pupils and provide support to the teacher:</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Attending to pupils' personal needs, first aid & welfare matters • Supervising & supporting pupils to ensure their safety and access to learning • Supporting pupils to understand 	<p>access to learning for pupils and to assist the teacher in the management of pupils and the classroom;</p> <p>In addition to level 1 tasks level 2 tasks may include:</p> <ul style="list-style-type: none"> • Assisting with the development & implementation of Individual Educational Plans(IEPs)/ Individual Behavioural Plans(IBPs) and Personal Care Plans(PC plans) • Providing particular support for individual/groups of pupils • Assisting with the planning of learning activities • Monitoring pupils' responses to learning and recording as directed • Undertaking structured and agreed learning activities with individual/groups of pupils • Administer routine tests and invigilate exams • Support the use of ICT in learning activities and develop pupils' competence and independence in its use • Prepare, maintain and use equipment/resources require to meet the lesson plans or relevant 	<p>programmes, adjusting activities according to pupil needs</p> <ul style="list-style-type: none"> • Implement local and national learning strategies eg Literacy and Numeracy Framework • Help pupils to access learning through specialist support; • Monitor and evaluate pupil responses through observation and planned recording of achievement against pre determined learning objectives
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<p>instructions</p> <ul style="list-style-type: none">• Supporting pupils with learning programmes as directed by the teacher/ senior staff• Supporting the teacher in managing pupil behaviour and developing social skills• Preparing the classroom/ learning areas & resources, clearing away and assisting with the display of pupils' work and teaching and learning displays as directed• Provide basic admin/clerical support eg photocopying, filing records	<p>learning activity and assist pupils in their use</p>	
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Annex 3: Learning support staff – professional skills, knowledge and understanding (sector/phase: Foundation Phase)

Induction During First Year of Practice	Level 2	Level 3
<p>Knowledge & Understanding Secure overview of Foundation Phase curriculum and pedagogy. →</p> <p>Professional Skills</p> <ul style="list-style-type: none"> • Working under direct supervision and with clear guidance, support the implementation of the Foundation Phase curriculum → • Working under direct supervision and with clear guidance, work alongside colleagues to support children’s learning including learning in the outdoors → • Working under direct supervision and with clear guidance, support children’s creative and imaginative play → 	<p>Knowledge & Understanding Secure knowledge & understanding of Foundation Phase curriculum and pedagogy</p> <p style="text-align: center;">←Specific Foundation Phase →</p> <p>Professional Knowledge & Understanding</p> <ul style="list-style-type: none"> ○ Child Development Early Literacy/ Numeracy Development ○ Welsh 2nd Language Development ○ Assessment ○ Continuous, Enhanced & Focused Provision ○ Play to Learn/ Physical Development ○ Outdoor Learning <p>Professional Skills</p> <ul style="list-style-type: none"> • Working under guidance of colleagues /teacher support and enhance children’s speech and 	<p>Knowledge & Understanding Secure in depth knowledge & understanding of the Foundation Phase curriculum and pedagogy</p> <p>Professional Skills</p> <ul style="list-style-type: none"> • Active involvement in planning learning activities with the teacher • Active contribution to the evaluation of learning • Active involvement in observations of learning and focused assessments under the direction of the teacher • Under guidance of the teacher, set up areas of learning independently • Under the guidance of the teacher, deliver specific FP programmes eg Little Turtle

<ul style="list-style-type: none"> • Working under direct supervision and with clear guidance, support the development of personal care skills, and personal and social skills → • Working under direct supervision and with clear guidance, prepare resources and learning areas → 	<p>language development →</p> <ul style="list-style-type: none"> • Working under guidance of colleagues/teacher support and enhance children’s early literacy and numeracy skills development → • Working under guidance of colleagues/teacher, support and enhance children’s physical development including supporting and enhancing the implementation of specific programmes eg Play to Learn → 	<ul style="list-style-type: none"> • Under guidance of the teacher, have occasional opportunities to support learning of larger groups including the whole class • Provide short term occasional cover for teacher absence
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It is expected that the activities performed at level 1 would be performed at a higher level of competency and with a growing level of independence at level 2 and level 3. Support staff working at level 3 will be involved in delivering learning in addition to supporting learning.

Annex 4: Learning support staff – professional skills, knowledge and understanding (sector/phase: Key Stage 2)

Induction During First Year in Practice	KEY STAGE 2 : Level 2	KEY STAGE 2 : Level 3
<p>Professional Knowledge & Understanding General knowledge and understanding of KS2 curriculum and Literacy and Numeracy Framework.</p> <p>Professional Skills/Tasks Working under direct supervision and with clear guidance:</p> <ul style="list-style-type: none"> • Support individual pupils with literacy and numeracy intervention programmes e.g. Catch Up, RM Maths • Assist with the implementation of IEPs and IBPs for pupils • Work with target groups to raise standards in literacy and numeracy 	<p>Knowledge & Understanding Secure knowledge & understanding of KS2 curriculum and Literacy and Numeracy Framework</p> <p>Professional Skills / Tasks</p> <ul style="list-style-type: none"> • Working under guidance and supervision , implement IEPs and IBPs for individual pupils including oral feedback to the teacher/ALNCo • Working under the guidance of the teacher /ALNCo, plan their own role in supporting individual pupils with literacy and numeracy intervention programmes • Working under the guidance of the teacher ,work with target groups to raise standards in literacy and 	<p>Knowledge & Understanding Secure in- depth knowledge & understanding of KS2 curriculum and Literacy and Numeracy Framework</p> <p>Professional Skills / Tasks</p> <ul style="list-style-type: none"> • Provide input to the development and implementation of Individual Education /Behaviour Plans , recording and reporting progress to class teacher/ALNCo • Based on planning by the teacher /ALNCo, plan their own role in supporting individual pupils with literacy and numeracy intervention programmes • Provide input into teachers’ planning of learning activities for individuals, groups and whole classes

<ul style="list-style-type: none"> • Act as a role model and respond to individual needs • Support pupils in using ICT as directed by the teacher • Prepare suitable resources to support learning, under the guidance of the teacher • Awareness of school's behaviour policy 	<p>numeracy beginning to plan their own role in these activities</p> <ul style="list-style-type: none"> • General knowledge of SEN Code of Practice • Select and prepare relevant resources to enhance learning when working with individuals and groups of pupils • Under the direction of the teacher support individuals or groups during whole class activities • Sound understanding of school's behaviour policy 	<ul style="list-style-type: none"> • Based on teacher's plans, organise their own role in learning activities for target groups including selection and preparation of suitable resources • Understand aims and objectives, and intended outcomes of learning activities for individuals and target groups including planning next steps • Contribute to teacher's assessment of pupils' progress • Support the use of ICT in learning activities and develop pupils' competence in its use • Under the guidance of the teacher, provide occasional support in advancing learning with larger groups • Provide short-term occasional cover for teacher absence
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Annex 5: Learning support staff – professional skills, knowledge and understanding (sector/phase: Key Stage 3)

Induction During First Year of Practice	Level 2	Level 3
<p>Professional Knowledge & Understanding General knowledge and understanding of all curriculum subjects up to Key Stage 3 level 6</p> <p>Professional Skills</p> <ul style="list-style-type: none"> • One to one support – works with one pupil throughout the day • Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs • Support the teacher in managing pupil behaviour, reporting difficulties as appropriate • Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3 as directed by the teacher • Support pupils in using basic ICT as directed • Assist with the development and implementation of Individual 	<p>Professional Knowledge & Understanding Specialise in subject area e.g. Welsh, Maths</p> <p>Knowledge and understanding of specific SEN programmes e.g. Catch up, Alpha & Omega</p> <p>Professional Skills</p> <ul style="list-style-type: none"> • Support literacy and numeracy activities • Homework club – take responsibility • Administer routine tests and invigilate exams • Assist with the development and implementation of Individual Education/Behaviour Plans and personal care programmes • Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and 	<p>Professional Knowledge & Understanding Use specialist (curricular/learning) skills/training/experience to support pupils</p> <p>Professional Skills</p> <ul style="list-style-type: none"> • Take responsibility of specific SEN programme – know when to move pupils on to next stage • Induction of level 1 staff

<p>Education/Behaviour Plans and personal care programmes</p> <ul style="list-style-type: none"> Promote the inclusion and acceptance of all pupils 	<p>feeding back to the teacher</p> <ul style="list-style-type: none"> Support the use of ICT in learning activities and develop pupils' competence and independence in its use 	
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It is expected that the activities performed at level 1 would be performed at a higher level of competency and with a growing level of independence at level 2 & level 3. Support staff working at level 3 will be involved in delivering learning in addition to supporting learning

Annex 6: Teaching and learning support staff – professional skills, knowledge and understanding (sector/phase: Key Stage 4)

Induction During First Year of Practice	KEY STAGE 4: Level 2	KEY STAGE 4: Level 3
<p>Professional Knowledge & Understanding General knowledge and understanding of Key Stage 4 curriculum</p> <p>Professional Skills/Tasks</p> <ul style="list-style-type: none"> • Provide one-to-one support: work with one pupil throughout the day • Establish good relationships with pupils, acting as a role model and being aware of, and responding appropriately to, individual needs • Support the teacher in managing pupil behaviour, reporting difficulties as appropriate • Support pupils in respect of local and national learning strategies eg literacy and numeracy 	<p>Professional Knowledge & Understanding Secure knowledge and understanding of the Key Stage 4 curriculum</p> <p>Professional Skills/Tasks</p> <ul style="list-style-type: none"> • Invigilate exams -GCSE in core subject area – Welsh, Maths, English at KS4 • Be a GCSE scribe • Support literacy and numeracy activities • Take responsibility for the Homework Club • Assist with the development and implementation of Individual Education/ Behaviour Plans and personal care programmes 	<p>Professional Knowledge & Understanding Specialist training in relevant programmes for example behaviour management</p> <p>Professional Skills/Tasks</p> <ul style="list-style-type: none"> • GCSE revision in KS4 classes e.g. History • One-to-one support for pupils with SEN e.g. dyslexia • Support pupils/students in Key Skills KS4, and Welsh Baccalaureate • Induct Level 1 staff • Provide short-term occasional cover for teacher absence

<ul style="list-style-type: none">• Support pupils in developing ICT skills, as directed by the teacher• Assist with the development and implementation of Individual Education/Behaviour Plans and personal care programmes• Promote the inclusion and acceptance of all pupils		
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Annex 7: Learning support staff – professional skills, knowledge and understanding (sector/phase: special schools)

Induction During First Year of Practice	Level 2	Level 3
<p>Basic understanding of</p> <ul style="list-style-type: none"> • Relevant policies, codes of practice, legislation: national curriculum Foundation Phase, 14-19 Learning Pathways as relevant to the post • The needs of pupils with a range of SEN including ASD and challenging behaviours • Principles of positive behaviour management, • Main principles of child development • Disability issues • Child protection and safeguarding issues • Strategies for improving learner outcomes • Individual Education Plans (IEP's) • Manual handling <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Numeracy and literacy skills 	<p style="text-align: center;">Developing and practicing relevant policies</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Effective use of ICT to support learning • Understanding of relevant policies / codes of practice and awareness of relevant legislation • General understanding of national foundation stage curriculum and other basic learning programmes/strategies • Basic understanding of child development and learning • Ability to self evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and 	<p>Excellent understanding of</p> <ul style="list-style-type: none"> • Relevant policies, codes of practice, legislation: national curriculum Foundation Phase, 14-19 Learning Pathways as relevant to the post • The needs of pupils with a range of SEN including ASD and challenging behaviours • Principles of positive behaviour management, • Main principles of child development • Disability issues • Child protection and safeguarding issues • Strategies for improving learner outcomes • Individual Education Plans (IEP's) • Manual handling • Medication <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Excellent numeracy and literacy

<ul style="list-style-type: none"> • Effective communication and interpersonal skills • Organisational and ICT skills • Ability to plan and deliver own workload • Flexible and willing to undertake a wide range of duties linked to level 1 TA role • Ability to work within a team and on own initiative when required • Ability to support activities for learners and to support the implementation of specialised programmes of support • Ability to support learners with challenging behaviour <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Appropriate knowledge of First Aid • Use basic technology – computer, video, photocopier • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these <p style="text-align: center;">Some understanding of</p>	<p>adults</p> <ul style="list-style-type: none"> • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these 	<p>skills</p> <ul style="list-style-type: none"> • Highly effective communication and interpersonal skills • Excellent organisational and ICT skills • Ability to plan and deliver own workload and direct the work of others effectively • Flexible and willing to undertake a wide range of duties linked to level 3 TA role • Personal integrity and the ability to make the best use of own skills resources and abilities • Ability to lead when necessary as well as work within a team and on own initiative • Ability to work collaboratively with multi-professional teams • Ability to organise and lead activities for learners and to implement specialised programmes of support • Ability to support learners with challenging behaviour and to use a range of strategies to support pupils <ul style="list-style-type: none"> • The ability to communicate in
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<ul style="list-style-type: none"> • A variety of Augmentative Communication Systems (e.g. PECS, Singalong, Augmentative ICT aids) • The ability to communicate in Welsh • Use of other equipment technology – video, photocopier for learners and to assist in specialised programmes of support • Commitment to own personal and professional development • Commitment to the philosophy of inclusion • Enthusiastic about working with children • Confident and flexible approach to work • Ability to maintain confidentiality at all times and work within an anti-discriminatory manner, with a commitment to Equal Opportunities 		<p>Welsh</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Appropriate knowledge of First Aid • Use basic technology – computer, video, photocopier • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these <p style="text-align: center;">Good understanding of</p> <ul style="list-style-type: none"> • A variety of Augmentative Communication Systems (e.g. PECS, Singalong, Augmentative ICT aids) • Use of other equipment technology – video, photocopier for learners and to assist in specialised programmes of support • Commitment to own personal and professional development • Commitment to the philosophy of inclusion • Enthusiastic about working with children
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		<ul style="list-style-type: none">• Confident and flexible approach to work• Ability to maintain confidentiality at all times and work within an anti-discriminatory manner, with a commitment to Equal Opportunities
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It is expected that the activities performed at level 1 would be performed at a higher level of competency and with a growing level of independence at level 2 & level 3. Support staff working at level 3 will be involved in delivering learning in addition to supporting learning.