



**Kent Educational Psychology Services**

# Teaching Assistant Training Resource Directory

*Ashford, Folkestone & Hythe*



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# Kent Educational Psychology Service

Kent Educational Psychology Service (KEPS) provides services to the Local Authority and aims to improve outcomes for vulnerable children and young people. All of our Educational Psychologists are registered with the Health Care Professional Council (HCPC).

Our Educational Psychologists apply psychology within the educational system. We specialise in promoting learning, development, emotional wellbeing and positive outcomes for children, young people and their families by:

- supporting teams and organisations who work with children and young people
- promoting an understanding of children's psychology
- promoting better outcomes for vulnerable children, and enabling them to express their own views on how their needs might be supported
- supporting schools in challenging circumstances.

Our work is conducted through one of the following pathways;  
Local Authority Funded work

- ⇒ Statutory services
- ⇒ District based work
- ⇒ Specific interventions

We also offer a range of specific interventions, bespoke services including training events, interventions, projects, evaluation, research and enhanced service commissions.

## **Specialist Teaching & Learning Service (STLS) & The Education People**

KEPS work closely with the specialist teaching and learning service and Education People. We recommend regularly checking the STLS websites for up to date and new training opportunities in the local area.

Welcome to this training resource directory and guide for effective use of Teaching Assistants.

This document was prepared by Kent Educational Psychology Service in collaboration with other partners providing services to schools to support Locality Resourcing in Ashford and Folkestone & Hythe.

In response to a call from schools in these districts for training and upskilling of their Teaching Assistants, we have collected together training and resources that are already on offer through:

Kent Educational Psychology Service, the Specialist Teaching and Learning Service, The Education People, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy and also further recommended online training and resources

This document signposts training and resources that are currently available in the locality and online at the time of publishing in October 2024. Kent Educational Psychology Service is not directly responsible for these services (other than those we provide). It is for the school to contact the training provider and ensure that the training will meet the needs of their staff.

Drawing on guidance from the Education Endowment Foundation report on Making Best Use of Teaching Assistants and the Teaching and Learning Toolkit, this document also includes evidence-based information about the most effective ways to use Teaching Assistants in schools, the role of school leadership in the effective deployment of teaching assistants to complement the teaching role, and guidance on creating individual Continuing Professional Development (CPD) plans.

Visit [www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants](http://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)

Information related to supporting children with SEND and best practice guidance can be found at [www.kelsi.org.uk](http://www.kelsi.org.uk)

We hope you find this document useful. We welcome any feedback and also any recommendations of any training or resource for Teaching Assistants you have accessed yourself and feel would be helpful to other schools. To help us improve our service and continue to maintain this resource, please provide feedback on how useful you have found this by providing a rating using the QR code below: <https://forms.office.com/e/zFdQ97ePTn>

## Teaching Assistant Training Directory



# Best Use of Teaching Assistants

According to the Department for Education (DfE) statistics, in 2023 there were 282,925 teaching assistants employed in state-funded schools in England. This comprised nearly 30% of the school workforce.

Recruitment and retention of quality teaching assistant support staff continues to be a growing and pressing need in state-funded schools in Kent. Headteachers in Ashford and Folkestone & Hythe district schools have reported difficulty in recruiting teaching assistants and retaining them.

Teaching assistants should be used to add value to what teachers do. In order for them to do this successfully they will need training to fulfil the specific functions they are being asked to undertake.

The area of research, undertaken by the EEF, showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. The research shows a consistent impact on attainment of approximately three to four months additional progress over an academic year. These positive effects are only seen when TAs work in structured settings with high quality training and support. Little or no impact on pupil outcomes were evidenced when TAs were used in more informal, unsupported instructional roles. In some cases, negative impact has been seen due to unintended consequences in terms of reducing interactions with teachers and peers and creating dependencies on adult support.

Examples of evidence-based interventions available in the UK can be found at [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

School leaders and class teachers might consider asking the following questions when thinking about which intervention to use and how to deliver it.

- Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training?
- Is appropriate planning provided for timetabling out-of-class sessions so TAs complement classroom teaching?
- What does your data show for those pupils involved in intervention work? Is it in line with the expected progress from the research and/or provided by the programme developer?
- Do your findings suggest that training for TAs (and teachers) needs to be refreshed?
- How effective are TAs and teachers in reviewing work taking place in intervention sessions and are links being made with general classroom work?
- Is there designated time for teacher/TA liaison?

Figure 1. Conducting an interventions 'health check' (from [Making Best Use of Teaching Assistants Recommendation No.5 p.19](#))

The time spent away from teaching with the class teacher should be carefully planned and consider the 'Three I's – Intent, Implementation and Impact ([www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023](http://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023))

School leadership should identify and select a small number of carefully chosen and well-structured interventions with reliable evidence of effectiveness and then ensure that teaching assistants have sufficient training and supervision to carry out these interventions. Opportunities for teaching assistant and teachers to plan and feedback together need to take place to ensure that learning in interventions is consistent with and extends work in the classroom. These links need to be made consistently and explicitly.

In addition, teaching assistants need to have training to ensure that they use a graduated approach, which is evidenced, with their responses to pupils, allowing sufficient wait times and use minimal support initially, only intervening appropriately when pupils demonstrate they are unable to proceed. Improved use of open ended questions and appropriate scaffolding can support the development of inde-

Avoid	Encourage
x Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
x Not allowing pupils enough thinking and response time	✓ Providing the right amount of support at the right time
x 'Stereo-teaching' (repeating verbatim what the teacher says)	✓ Pupils retaining responsibility for their learning
x High use of closed questions	✓ Use of open ended questions
x Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils' ownership of the task

Figure 1. TA teaching strategies that encourage and inhibit learning (from [Making Best Use of Teaching Assistants Recommendation No.3 p.15](#))

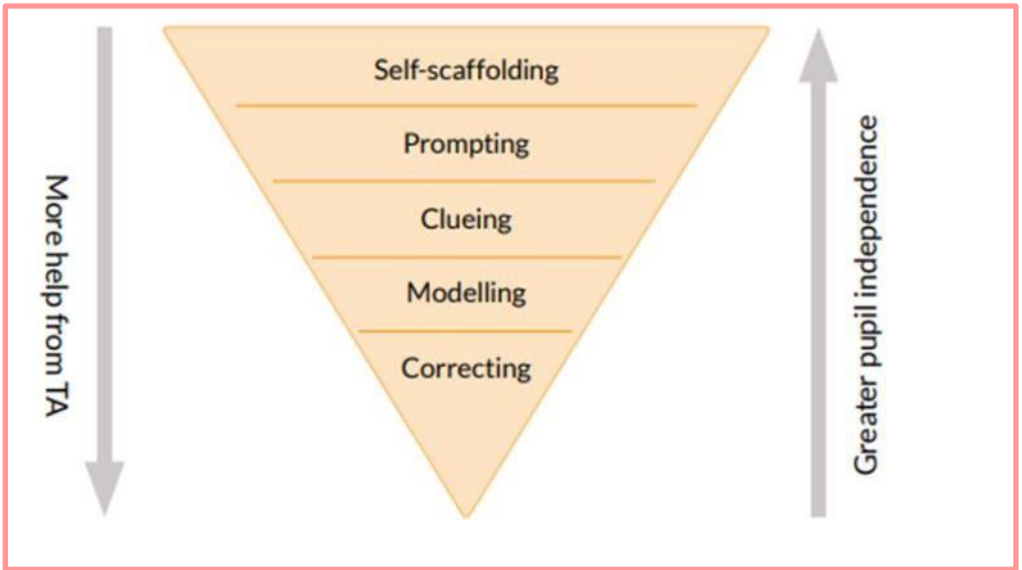


Figure 2. Scaffolding framework for teaching assistant-pupil interactions (from [Making Best Use of Teaching Assistants Recommendation No.3 p.15](#))

## **Metacognition**

Metacognitive strategies, which are those that get pupils to think about their own learning, have the potential to provide a positive impact of an additional seven months of progress when used well. This effect is seen particularly with disadvantaged and low-attaining pupils.

This short video from the EEF explains more:

[https://www.youtube.com/watch?v=sAik\\_RQY\\_Dg&feature=youtu.be](https://www.youtube.com/watch?v=sAik_RQY_Dg&feature=youtu.be)

Rather than teaching these skills in separate sessions, they should be taught and embedded with specific subject content. The Education and Endowment Foundation Toolkit on Metacognition and Self-Regulated Learning provides more information and resources to learn about and use metacognitive strategies in the classroom.

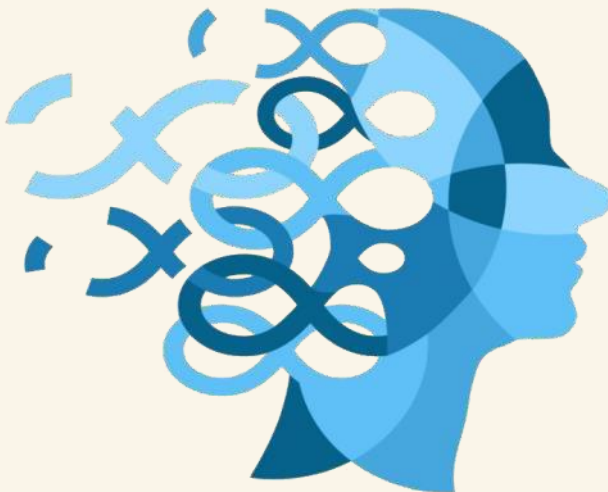
Metacognitive strategies and approaches can be used by teaching assistants as an alternative to those strategies to avoid which were highlighted in Figure 1. Building in questioning habits in teaching assistants work with children and young people will build their self-regulation in learning, supporting them to be independent learners who have the skills to know what to do when they meet



Teaching assistants are strongly encouraged, as part of their professional development and practice to look at how to use and apply these principles in their work with children and young people.

In summary, the use of teaching assistants to supplement (not replace) what teachers do can provide clear benefits to schools and positive pupil outcomes. Teaching assistants are a substantial investment of school funding and it is essential that their deployment leads to measurable positive outcomes for pupils. This can be achieved through the training and development of teaching assistants and strategic deployment by school leadership of their contribution in the school.

Visit the EEF Metacognition page at [www.educationendowmentfoundation.org.uk/](http://www.educationendowmentfoundation.org.uk/)



# Understanding the Role of a Teaching Assistant

## Primary Teaching Assistant Training Package

A comprehensive suite of E-learning courses, carefully designed to cover the broad range of skills which a teaching assistant (TA) requires to support learning confidently and effectively.

The seven courses range from an introduction to basic pedagogy and behaviour management strategies, to more focused learning in specific curriculum areas, for example building the subject knowledge required to teach phonics well and support learners in mathematics. There are also several modules to raise awareness when supporting pupils with specific needs (such as those with English as an Additional Language) and explore effective intervention approaches.

Suitable for both teaching assistants at the start of their career and for those wishing to consolidate learning or gain additional skills in primary schools.

Available online  
on demand

Cost: £149

[www.theeducationpeople.org/products/professional-development/primary-teaching-assistant-training-package](http://www.theeducationpeople.org/products/professional-development/primary-teaching-assistant-training-package)

## An introduction to the role of a teaching assistant

This course provides detail on the Teaching Assistant role, it's key responsibilities, expectations and impact on the classroom and wider school/ college.

It includes 5 chapters on the topics of the role of the TA, Key Skills, responsibilities, strategies to use and tips and advice.

Suitable for teaching assistants new to the role, in EYFS, Primary and Secondary.

Online on demand

Cost: Free

[An Introduction to the role of a Teaching Assistant](#)

## Secondary Teaching Assistant Training Package

The package contains eight high quality E-learning modules:

- Supporting children with SEMH needs
- Restorative conversations
- Inclusion: A universal approach
- Promoting pupil independence
- Working effectively with class teachers
- Supporting struggling readers
- Maths mindsets
- Maths: asking the right questions

Schools in Kent and Medway also have the option to purchase one day of face to face SEND Supervision for **£680 per day**.

Suitable for: Secondary Teaching Assistants

Available online  
on demand

Cost: £100

[Secondary Teaching Assistant Training Package \(theeducationpeople.org\)](https://theeducationpeople.org)



# Neurodiversity

## AET: Autism and Anxiety (Ashford)

This training will cover:

- The diagnostic criteria and key theories associated with Autism
- How prevalent and impactful anxiety can be on an autistic individual
- How anxiety can be transactional and our roles in reducing this in school
- What can trigger anxiety and the toolbox of approaches to reduce and support this
- That reducing anxiety can significantly improve a CYP's ability to engage with school and their peers
- How anxiety affects girls with Autism and their ways of masking this
- Adjustments that can be made to reduce the impact of anxiety

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

**20/11/2024**  
**09.00 -14:30**

Cost: £60

To book a place please contact  
dawn.donovan@goldwyn.kent.sch.uk

Kent Invicta Chamber of  
Commerce, Ashford Busi-  
ness Point, Waterbrook Ave-  
nue, Ashford TN24 0LH

## Pathological Demand Avoidance (PDA) Training (Ashford)

You'll develop an understanding of Demand Avoidant Profiles, an explanation as to why PDA occurs and a discussion of what the relationships are between PDA, Autism and ODD. You'll look at the implications of PDA for the children and the adults working with them. You will explore strategies and approaches that will support all staff working with children that have PDA profiles

Suitable for teaching assistants supporting in Primary and Secondary.

**18t/06/2025**  
**9:30—12:30**

Cost: £40

to book a place please visit this link:  
<https://forms.office.com/e/yjzDSbVPLR>

John Wesley, Wesley  
School Rd, Ashford TN23  
5LW

## AET: Autism and Anxiety (Folkestone & Hythe)

- How autistic CYP might express anxiety.
- What can cause anxiety in autistic CYP.
- What you can do to prevent and reduce anxiety in autistic CYP.
- Have greater knowledge about how prevalent and impactful anxiety can be on autistic CYP.
- Know how anxiety can be transactional and that we all have a role in reducing anxiety in school.
- Understand that there is a toolbox of approaches that can be used to reduce anxiety and the first step is to learn about the individual's triggers and preferred means of support.
- Understand that by reducing anxiety we can significantly improve a CYP's ability to engage with school life and their peers, as well as improve their general well-being.

Suitable for teaching assistants supporting in Primary and Secondary.

**12/11/2024**  
**09.30-12.00**

The Beacon Folkestone,  
Park Farm Road, Folke-  
stone, Kent, CT19 5DN

Cost: £40

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator  
Stephanie.Crane@thebeacon.kent.sch.uk

## AET: Progression Framework

The Progression Framework is intended to assist practitioners in identifying areas where autistic pupils may require additional support. We will discuss how specific programmes can be planned and implemented to support children. We will also show how the Progression Framework can provide evidence of the effectiveness of such support.

Suitable for teaching assistants supporting in Primary and Secondary.

**11/06/2025**  
**09:30 - 12:30**

John Wesley, Wesley  
School Rd, Ashford  
TN23 5LW

Cost: Free

to book a place please contact  
lizzie.wells@goldwyn.kent.sch.uk

## **AET: Autism and Girls**

This course will provide an understanding of Autism and the differences between the male and female presentation.

We will consider the impact of these characteristics on diagnosis and the risk factors that are experienced in daily life for girls with ASC.

Strategies to support girls in education from Early Years to Secondary will be introduced with time given for discussion and supportive conversations

- Delegates will have an increased awareness of:
- Prevalence of girls and ASC– history and research overview
- Co-morbidity with other conditions
- How can girls with ASC present differently to boys?
- How can we best support girls with ASC? Key strategies
- A range of materials/resources which are girls and ASC specific (including puberty)

Suitable for teaching assistants supporting in Primary and Secondary.

**02/04/2025**  
**09.15 -12.15**

Cost: £40

The Beacon Folkestone,  
Park Farm Road, Folkestone, Kent, CT19 5DN

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator  
Stephanie.Crane@thebeacon.kent.sch.uk

## **Demand Avoidant Profiles - PDA (Folkestone & Hythe)**

This course looks at Pathological Demand Avoidance in detail.

Focussing on presentation, impact in the classroom and practical strategies that can be implemented to support our students in coping in our educational settings, where demands are considerable and continuous.

Time will be given to discuss successes and difficulties, both for the pupils and the supporting adults.

- To understand the key characteristics of the demand avoidance profile
- To recognise how a child with a demand avoidance presents
- To feel confident to use strategies and resources to support pupils with a demand avoidance profile
- To understand the co-morbid link between Autism and demand avoidance profiles

Suitable for teaching assistants supporting in Primary and Secondary.

**04/02/2025**  
**09.30-12.30**

Cost: £40

The Beacon Folkestone,  
Park Farm Road, Folkestone, Kent, CT19 5DN

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator  
Stephanie.Crane@thebeacon.kent.sch.uk

# English as an additional language

## An Introduction to Supporting Refugees and New Arrivals with EAL

Teaching Assistants will gain:

- a better understanding of the challenges faced by refugees and new arrivals with EAL in the classroom
- a range of strategies to support learners
- an understanding of best practice for on entry assessment.

Suitable for teaching assistants supporting in Primary.

On Demand

Cost: £45

[An Introduction to Supporting Refugees and New Arrivals with EAL \(theeducationpeople.org\)](http://theeducationpeople.org)

## Supporting Children with English as an Additional Language

All staff in school need to have an understanding of EAL pedagogy if they are to meet the needs of children and young people who are learning English as an additional language.

This E-learning module provides guidance to both Teachers and TAs on how to support and engage EAL pupils in their learning and explores a range of effective EAL intervention strategies that will accelerate progress and raise the achievement of both newly arrived EAL learners and more advanced Bilingual pupils.

Suitable for teaching assistants supporting in Primary .

On Demand

Cost: £40

[Supporting Children with English as an Additional Language \(theeducationpeople.org\)](http://theeducationpeople.org)

# Developing Expressive & Receptive Language Skills

## Intensive Interaction

"Intensive Interaction" is an approach designed to help people at early levels of development work on early interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines.

Further information can be found at: [Intensive interaction - Oxford Health NHS Foundation Trust](http://www.oxfordhealthnhsfoundationtrust.org.uk/intensive-interaction)

Suitable for teaching assistants supporting in EYFS and Primary.

Online on demand

Cost: Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

## Speech and Language Skills

This course looks at how children develop speech and language skills in the early years. It covers how to spot difficulties and what you can do to help. This course has been developed in partnership with specialist children's therapists.

Key topics:

- The impact of speech and language skills on a child's development
- Attention and listening, receptive and expressive language
- Auditory processing and memory
- Milestones and stages
- Identifying warning signs of difficulties
- Activities to promote development
- Assisting children with speech and language skills difficulties.

Duration: 2-3 hours

Suitable for teaching assistants supporting in EYFS.

Online on demand

Cost: £36

Access here: [Speech and Language Skills - online course - NDNA](#)



## Language Through Colour

The aims of the course are to learn how to use the Language through Colour approach to support learning in the classroom in the following areas:

- Understanding & using vocabulary
- Using sentence structure
- Understanding and using narrative
- Reading comprehension

Language through colour is a very simple colour-coded resource to help children understand the meaning of words and develop their reading and writing. It is an excellent tool for supporting children with language difficulties, benefiting all learners as part of good quality first teaching.

We will explore a model of speech and language, look at the barriers to learning you see in your classroom and how Language through Colour can be used in interventions and whole class teaching to overcome these. There will be many examples that are currently being used effectively in local schools and 'hands on' activities so that you gain a real practical understanding of the approach

Suitable for teaching assistants supporting in Primary and Secondary.

29/04/2025

08.30-11.30

The Beacon Folkestone,  
Park Farm Road, Folke-  
stone, Kent, CT19 5DN

Cost: £40

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator

[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk)

## LEGO intervention

LEGO intervention is a play based intervention designed to support collaborative play skills. It works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing.

In addition to this it works on language concepts such as; size, prepositions and colours. This training provides an overview of the intervention to aid use in school.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Online Video Training  
(available on demand)

Cost: Free

Contact

[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk) for access

# Facilitating Communication Skills Development

## Introduction to social stories

“Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with autism of all ages. The people who develop Social Stories are referred to as Authors, and they work on behalf of a child, adolescent, or adult with autism, the Audience” (Carol Gray, 2020). This training introduces the main elements of the social story writing criteria that will enable participants to start writing their own social stories. Links to Carol’s Club and a video of how to complete a “Comic Strip Conversation” are included in the training.

Suitable for teaching assistants supporting: in EYFS, Primary and Secondary.

Online Video  
Training  
(available on  
demand)

Cost: Free

Contact  
Stephanie.Crane@thebeacon.kent.sch.uk  
for access

## Supporting Children with Communication and Interaction Needs

Positive, inclusive whole class practice has the greatest impact on pupils feeling supported and making good progress, whatever their need or background. This course will explore the mainstream core standards for C and I and focus on effective strategies to use in class along with more tailored interventions.

Learning Outcomes:

- Build on knowledge and understanding of what effective strategies can be used to support children with communication and interaction needs.
- Reflect on and discuss current good practice in school

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

Online Event:  
27/02/2025  
13:00—15:15

Cost: £100

Booking can be made at  
the Education people web-  
site

[https://  
www.theeducationpeople.o  
rg/training-and-events/  
supporting-children-with-  
communication-and-](https://www.theeducationpeople.org/training-and-events/supporting-children-with-communication-and-)

## Makaton Taster

The Makaton Taster is designed to raise awareness of Makaton and to help people understand what Makaton is, who uses it and how they can learn it. It is not the full training although there will be a number of signs to learn.

This session will empower people and highlight the importance of Makaton in the school / setting community.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

23/10/2024  
09.30 – 12.00

The Beacon Folkestone,  
Park Farm Road, Folke-  
stone, Kent, CT19 5DN

Cost: £40

To book a training course,  
please request a booking  
form and return to STLS Dis-  
trict Admin / SMILE Training  
Coordinator

Stephnie.Crane@thebeacon.



# Supporting Literacy Skills

## Alphabet Arc

An alphabet arc is a tool used to build student knowledge of letter sequence and promote the learning of the many skills surrounding letter identification, reading, and spelling. These are easy to scaffold as students gain automaticity in their letter recognition and ordering skills.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Online Video Training  
(available on demand)

Cost: Free

Contact  
[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk)  
for access

## Russian Scaffolding

Introductory video to the use of Russian Scaffolding to support literacy. This approach can be used at various stages of writing from emergent writers to competent writers who miss out words. The approach seeks to remove auditory load. The session provides a visual demonstration of how Russian Scaffolding can be used in practice.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Online Video Training  
(available on demand)

Cost: Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

## Dyslexia awareness - Microsoft with 'Made By Dyslexia'

Approximately 6 hours of training material which covers:

- Dyslexia Awareness
- Videos explaining specialist strategies and solutions, showing you WHAT to teach, WHY it helps and HOW to do it.
- Dyslexia and Technology tools to support learners with dyslexia.
- Empower Dyslexic Thinking in Schools provides insight into the seven archetypes of dyslexic thinking with practical tips, instructional guidance, and tools like AI to further harness strengths.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Available on demand

Cost: Free

Access via the Microsoft Learn Platform  
<https://learn.microsoft.com/en-gb/training/paths/dyslexia-training/>

## Precision Teaching

Precision Teaching is a highly effective research-based intervention that helps skills and knowledge to be learnt to fluency. We Will:

- explain the reasons why this fantastic research-based intervention has impact
- clearly and logically share with you how to set up a precision teaching intervention
- model using a mixture of screens to make a session come alive, helping you visualise what it could look like for a pupil
- empower you to be able to run with it immediately in your setting
- The session will have a focus on learning sight words to read but other applications will also be discussed.

Suitable for teaching assistants supporting in Primary and Secondary.

Available on demand

Cost £16.86

[www.sendstation.co.uk/precision-teaching](http://www.sendstation.co.uk/precision-teaching)

## Strategies to Support the Struggling Reader

Suitable for teachers, leaders and teaching assistants alike, this half day Zoom course will help schools to address the needs of more vulnerable pupils who may be getting left behind in their reading, a situation which has been exacerbated by long periods of school closure. Whether you teach Year 1 or Year 6, the strategies and pedagogy required to help these children to make progress will often be similar, despite the growing challenges of the reading curriculum. This course will provide clear direction in setting these pupils firmly onto the right path to achieving reading success.

Objectives:

- To accurately identify vulnerable readers.
- To consider best pedagogical practice which supports these pupils.
- To know reading strategies which work.
- To improve reading fluency.

Suitable for teaching assistants supporting in Primary.

04/03/2025  
09:00 - 12:00  
Online

Cost: £100

Booking via The Education people website

<https://www.theeducationpeople.org/training-and-events/strategies-to-support-the-struggling-reader-4325/>

# Numeracy

## Dyscalculia / Maths Difficulties

Training delivered by Julie Pout specialist teacher, supporting an understanding of dyscalculia and maths difficulties with strategies to implement in the classroom.

Suitable for teaching assistants supporting in Primary and Secondary.

11/05/2025

08.30 – 11.30am

The Beacon Folkestone,  
Park Farm Road, Folkestone, Kent, CT19 5DN

Cost: £40

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator

[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk)

## Developing skills for mathematics

This module of learning covers:

- Developing skills for maths and understanding the challenges learners may face
- Practical strategies for education professionals
- Explore: Supporting learners with SEND to develop mathematical skills

Suitable for teaching assistants supporting in Primary and Secondary.

Available on demand,  
provided by NASEN

Cost - Free

Access 'Online CPD' section once registered at  
[www.wholeschoosend.org.uk/](http://www.wholeschoosend.org.uk/)

## Maths Mindsets

Teaching assistants are in the perfect position to instil a positive, enjoyable maths mindset into their students. Within this E-learning course, learners will gain tips and strategies to create a confident classroom, after all, confident learners are successful learners.

Suitable for teaching assistants supporting in Secondary.

Available on demand.

Cost: £20

Book via The Education People: <https://www.theeducationpeople.org/products/professional-development/maths-mindsets/>

## Making Assessment in Maths Effective to Support Vulnerable Learners

### Learning Outcomes:

- To understand the purpose of assessment for learning in mathematics.
- To explore a range of resources and approaches that can be used to gather assessment information.
- To become familiar with effective resources for plugging gaps in pupils' understanding and addressing misconceptions.
- To consider different models of 'keep-up intervention'.
- To explore some proven-impact 'catch-up intervention' programmes and resources for pupils who have fallen behind.
- And, to understand how to design a tailored curriculum for pupils working significantly below age-related expectations.

Suitable for teaching assistants supporting in Primary.

Two session online training:

06/02/2025  
13:30—16:30

03/06/2025  
13:30—16:30

Cost: £170

Book via The Education People: <https://www.theeducationpeople.org/training-and-events/making-assessment-in-maths-effective-to-support-vulnerable-learners-6225/>

## Manipulatives for Teaching Assistants

Luckily, things have changed and the research points to much better methods of teaching and learning mathematics. Whether you love or loath maths, this course will help you to understand ways you can support the learners you are working with to achieve success and confidence in mathematics.

Suitable for teaching assistants supporting in Primary.

Available on demand.

Cost: £37

Book via The Education People: <https://www.theeducationpeople.org/products/professional-development/manipulatives-for-teaching-assistants/>

# Supporting the Learning Environment

## Developing the Learning Environment in the EYFS

Effective practice in the EYFS is dependent on a learning environment that supports children's autonomy and provides them with opportunities to rehearse, recall and internalise their learning.

This session with Jan Dubiel will examine the principles that underpin an effective learning environment - inside and out - and how this supports and enhances effective interactions and outcomes for children.

Suitable for teaching assistants supporting in EYFS.

Online  
23/01/2025  
15:30 - 17:45

Cost :£100

Booking via the Education people  
<https://www.theeducationpeople.org/training-and-events/developing-the-learning-environment-in-the-eyfs-23125/>

## Working effectively with class teachers

The close nature of a working relationship between teaching assistant and class teacher instils the importance of an effective professional relationship to maximise the positive impact both teachers and teaching assistants can have in the classroom

Completing this E-learning course will provide the learner with suggestions on how to effectively work together with the class teacher and successfully collaborate throughout the school day, resulting in a pro-active, engaged approach to the learning journey.

Suitable for teaching assistants supporting in Primary and Secondary.

On demand

Cost £20

Booking via the Education people:  
[Working Effectively with Class Teachers](#)



## Dyslexia Friendly Classrooms - A Whole School Approach

This module provides an introduction to designing dyslexia friendly classrooms to benefit all young people and their engagement in the learning environment, in particular those with dyslexia. The content will explore the key research for this area and some important considerations for the planning stages, whilst also sharing some strategies & approaches that can be used every day in the classroom.

Suitable for teaching assistants supporting in EYFS and Primary.

On demand

Cost £40

Booking via the Education people

[Dyslexia Friendly Classrooms - A whole school approach](#)

## Cultivating a Growth Mindset

During this module you will consider the implications of evidence-based research in creating and developing a 'growth mindset' community of learners in your classroom. You will learn how children's ability can be developed through using practical classroom strategies so that learning gaps can be closed.

Suitable for teaching assistants supporting in EYFS and Primary.

On demand

Cost: £40

Booking via the Education people

[Cultivating a Growth Mindset Class](#)



# Fostering Successful Independent Learners

## Visual timetables and Using Task Management Boards

Short introductory videos with accompanying Powerpoint resource.

Aims of the sessions:

- To understand what a visual timetable and task management boards are
- To understand why it is important to use a visual timetable and how a task management board can support students
- To have a clear understanding of how to use these tools.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

Accessible online  
on demand

Cost: Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

## Understanding Executive Functioning & Memory for learning

In this unit, you will be able to:

- Recognise key executive function skills and their impact on learning and behaviour and implement strategies and approaches to develop executive function skills
- Understand how working memory is used to hold in mind and manipulate information mentally over short periods of time and how our information is encoded and stored in our long-term memory, so that it can be retrieved, subsequently

Suitable for Teaching assistants supporting in EYFS, Primary and Secondary.

Available on demand,  
provided by NASEN

Cost: Free

Access 'Online CPD' section  
once registered at  
[www.wholeschoolsend.org.uk/](http://www.wholeschoolsend.org.uk/)

## De-escalation & Positive Behaviour Approach

A Workshop/Training session to identify and develop a range of positive behaviour support techniques and strategies to support de-escalation and help reduce the number of fixed-term exclusions, including the use of positive behaviour support plans, whole school approaches and more.

Suitable for teaching assistants supporting Primary and Secondary

Date TBC

Cost:  
£40

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator

[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk)

## De-Escalation and Positive Responses Training

Russell Ames and Heather Woodcock have developed a Workshop/Training session to identify and develop a range of positive behaviour techniques and strategies to support de-escalation and help reduce the number of fixed-term exclusions, including the use of positive behaviour support plans, whole school approaches and more.

Suitable for teaching assistants supporting in Primary and Secondary.

12th March 2025 9:30am—  
12:30pm

Kent Invicta Chamber of Commerce,  
Ashford Business Point, Waterbrook  
Avenue, Ashford TN24 0LH

Cost: £40

To book a place please contact  
[lizzie.wells@goldwyn.kent.sch.uk](mailto:lizzie.wells@goldwyn.kent.sch.uk)



# Supporting Student Wellbeing

## Emotional regulation skills - Creating an emotionally safe learning environment

Introducing ways to create an emotionally supportive educator-learner relationship, the PACE model and the role of environmental factors in emotional safety.

Suitable for teaching assistant supporting in EYFS, Primary and Secondary

Available on demand, provided by NASEN

Cost - Free

Access 'Online CPD' section once registered at [www.wholeschoolsend.org.uk/](http://www.wholeschoolsend.org.uk/)

## Emotional Literacy Support Assistant (ELSA)

A nationally recognised 6 day training course delivered by Educational Psychologists which is the first step to becoming a fully accredited Emotional Literacy Support Assistant (ELSA).

- ELSAs are emotional literacy support assistants working in schools.
- ELSAs help children recognise, understand and manage emotions to increase success.
- ELSAs plan and deliver individual (and small group) support programmes usually lasting 6 to 12 weeks.
- ELSAs receive 2 hours of group supervision from an EP every short term.

ELSAs will have a good understanding about how to help a child or young person to: recognise and manage their emotions; raise their self-esteem; improve peer relationships; recover from significant loss or bereavement; or resolve conflict effectively.

ELSAs will have the confidence to plan and deliver individualised social, emotional and mental health programmes of support for children and young people.

Further information can be found through [this link](#).

Suitable for teaching assistants supporting in Primary and Secondary.

Course commencing January 2025 is now full. Applications generally open in the Autumn term.

Cost: £300

Please complete [this form](#) to book onto the 2026 course. For general enquiries, email [elsa@kent.gov.uk](mailto:elsa@kent.gov.uk)

## Behaviour and Emotion Coaching

A child's ability to manage their emotions can be related to their environment. When they're unable to regulate and understand their emotions it will cause a strained relationship between the child, their peers and their teaching staff. It can also lead to suspensions from school in some circumstances. By the end of this training session delegates are able to understand the reason children and adolescents experience strong emotions and how to effectively manage these emotions and challenging behaviours.

Factors that influence behaviour and how self-esteem impacts on negative responses

Identification, observation and recording behaviours and using these mechanisms in a supportive manner

Delegates will learn about co-regulation and the appropriate strategies to support anger responses and crisis management

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

08/05/2025  
9.30– 15:00

Kent Invicta Chamber of  
Commerce,  
Ashford Business Point,  
Ashford TN24 0LH

Cost – £60

To book a place please contact  
lizzie.wells@goldwyn.kent.sch.uk

## Zones of Regulation

Details: *"The Zones of Regulation"*® is a framework and easy-to-use curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities" (Social Thinking, 2020).

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Online Video Training  
(available on demand)

Cost –  
Free

Contact

Stephnie.Crane@thebeacon.kent.sch.uk  
for access

## Mental Health Training - Young Minds

A variety of training courses covering the following topics are available online through Young Minds.

- Practical approaches to supporting children and young peoples mental health
- Responding to anxiety
- Introduction to trauma and adversity
- Understanding self-harm
- Involving young people facing marginalisation and barriers
- Building Resilience

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Face to Face and online options available

Cost £30 - £225

Link

[www.youngminds.org.uk/professional/mental-health-training/](http://www.youngminds.org.uk/professional/mental-health-training/)

## Mental Health Champions - Place2Be

CPD-certified Mental Health Champions - Foundation programme

The programme aims to:

- enhance understanding of children and young people's mental health in school staff, trainee teachers and youth groups
- introduce approaches that support positive wellbeing in schools, colleges and communities.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

5-week online programme, on demand.  
1–1.5 hours per week for you to complete at a time that suits you

Cost - Free

[www.place2be.org.uk/our-services/services-in-schools/mental-health-champions-foundation-programme/](http://www.place2be.org.uk/our-services/services-in-schools/mental-health-champions-foundation-programme/)

## Trauma

An overview on how to support students who have experienced trauma, delivered by Becky Rose - STLS.

Suitable for teaching assistants supporting in Primary and Secondary.

21/01/2025

09.30am – 12.00

The Beacon Folkestone, Park Farm Road, Folkestone, Kent, CT19 5DN

Cost: £40

To book a training course, please request a booking form and return to STLS District Admin / SMILE Training Coordinator

[Stephanie.Crane@thebeacon.kent.sch.uk](mailto:Stephanie.Crane@thebeacon.kent.sch.uk)

## Emotionally Based School Avoidance (EBSA) Part 1

This introduction to EBSA delivered by Kent EP service gives a comprehensive overview of the risk and protective measures to support students experiencing strong emotions linked to attending school. This is a 45 minute webinar sharing the latest theories and frameworks in understanding EBSA, early identification, predisposing factors that can lead to EBSA and understanding EBSA within the context of anxiety and the anxiety maintenance cycle.

Suitable for teaching assistants supporting in Primary and Secondary.

Available on demand

Cost:  
Free

[www.kelsi.org.uk/special-education-needs/educational-psychology/educational-psychology-interventions](http://www.kelsi.org.uk/special-education-needs/educational-psychology/educational-psychology-interventions)

## Mentally Healthy Schools – Anna Freud

Self directed learning through topical based content such as:

- What is mental health
- How to start a conversation with children about mental health
- Digital Resilience
- Neuroscience and brain development

Each topic includes free downloadable resources to support delivery in school.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

On demand

Cost - Free

Link

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

## Emotional Intelligence

The video will cover the ways we develop relationships with others and how we can be aware of our emotions and feelings and how to manage and label.

Suitable for teaching assistants supporting in Primary and Secondary.

Online Video  
Training  
(available on  
demand)

Cost—Free

Contact

Stephanie.Crane@thebeacon.kent.sch.uk  
for access

## Kent Resilience Hub Catalogue of Training

Here staff can find a variety of training opportunities, workshops and conferences. The opportunities available will provide staff with the knowledge and skills to be able to promote and support emotional wellbeing and resilience with young people they are working with, and support the emotional health and wellbeing of staff themselves.

Webinars range in length from 30—90 minutes and are available on demand.

Topics include:

- Anxiety in children and young people
- six [Youth Charter](#) principles
- Relationship and sex education ([via](#) Kent Community Health Schools resource hub)
- Drugs and alcohol

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Available online, on demand	Cost—Free	Link <a href="http://www.kentresiliencehub.org.uk/working-with-young-people/all-staff-training/">www.kentresiliencehub.org.uk/working-with-young-people/all-staff-training/</a>
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## General Health Awareness for School Staff—Kent Community Health Trust

General Health Awareness 45-minute training on:

Anaphylaxis

30 October 2024 at 3.45pm

14 January 2025 at 3.45pm

23 April 2025 at 3.45pm

8 July 2025 at 3.45pm

Asthma

- 1 November 2024 at 3.45pm

- 15 January 2025 at 3.45pm

- 22 April 2025 at 3.45pm

- 10 July 2025 at 3.45pm

Epilepsy

- 31 October 2024 at 3.45pm

- 13 January 2025 at 3.45pm

- 24 April 2025 at 3.45pm

- 9 July 2025 at 3.45pm

Suitable for teaching assistants supporting in EYFS, Primary and Secondary .

Online	Cost—Free	<a href="http://www.family.kentcht.nhs.uk/school-resource-hub/">www.family.kentcht.nhs.uk/school-resource-hub/</a>
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## Adverse Childhood Experiences & Trauma informed Practice

This training has been developed for all staff members working with children in Primary or Secondary Schools. It recognizes the presence of trauma and its impact on the emotional, social and psychological wellbeing of children which can cause a wide range of behaviours.

The effects of Childhood Trauma can be difficult to understand and manage, the training will help unpick a variety of behaviours that enable staff members to develop appropriate responses, empowering staff to support children through challenging situations.

This training helps make sense of bad experiences, what trauma can look like and also explores why positive approaches, even to negative behaviours, are so important. We will discuss what these positive approaches are and how to apply them.

Suitable for teaching assistants supporting in Primary and Secondary.

8th January 2025  
9am – 2.30pm

Cost: £60

To book a place please contact liz-zie.wells@goldwyn.kent.sch.uk

Kent Invicta Chamber of Commerce,  
Ashford Business Point, Ashford  
TN24 0LH

## Early Years Self Regulation Training

This course will cover:

- Sharing resources, space or attention
- Heightened emotional states
- Accepting direction
- Undesirable physical responses
- Unclear triggers

With reference to the latest studies in neuroscience and a holistic approach to strategies, you will come away feeling informed and empowered in facing this increasingly prominent area of need.

Suitable for teaching assistants supporting in EYFS and Primary .

26th November 2024

Cost: £40

To book a place please contact liz-zie.wells@goldwyn.kent.sch.uk

9:30am—12:30pm or  
1pm—3:30pm

3 Park Grange, Evegata Business  
Park TN25 6SX

## Luna Suicide Bereavement Training Kent and Medway

Luna Suicide Bereavement training is designed for anyone who works with children and young people, developed through international research and delivered by trainers with lived experience of parental suicide.

The 3 hrs interactive online training will help you understand

- why suicide is different to other types of bereavement for children and young people
- how children make sense of death and express grief at different developmental stages
- personal experiences of parental suicide and its impact
- the risks and protective factors for children and young people bereaved by suicide,
- what to say and what not to say to children and young people after suicide bereavement
- practical actions you can take to support children and young people bereaved by suicide
- age-appropriate suicide bereavement resources for children and young people.

Suitable for teaching assistants supporting with Primary and Secondary.

Interactive online training	Cost: Free	<p>For Dates and pricing contact Luna</p> <p><a href="https://teamluna.org/contact-us/">https://teamluna.org/contact-us/</a> For Dates and pricing contact Luna</p> <p><a href="https://teamluna.org/contact-us/">https://teamluna.org/contact-us/</a></p>
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## Attachment Difficulties

- The video will cover the intricate way in which we develop relationships with others, the effects when we are not given the opportunity to develop positive relationships with carers and the effects this can have on behaviour and the ability to develop positive social skills.
- A detailed exploration of the psychological underpinnings are given along with some strategies to manage the challenges faced by such young people.

Suitable for teaching assistants supporting in Primary and Secondary

Online Video Training (available on demand)	Cost: Free	<p>Contact</p> <p>Stephanie.Crane@thebeacon.kent.sch.uk for access</p>
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## Solihull Approach for Early Years & Reception Staff

The Solihull Approach promotes emotional health and wellbeing of children and their families. It is an evidence-based framework which enables practitioners to teach parents and caregivers to understand brain development, behaviour, communication, and the emotional health of children, growing kind, sociable, emotionally aware children.

Nurturing relationships are key to the development of human beings and are especially important in early years when the brain develops rapidly. Through the Solihull Approach training, practitioners will learn reflective thinking skills, transformative tools and strategies. More information about the Solihull Approach can be found at <https://solihullapproachparenting.com/>

Kent Educational Psychology Service are offering training to Early Years Practitioners in Ashford and Folkestone & Hythe.

**Attend a free online awareness session on 27th November 2024** Via Teams (10:00-11:00) Meeting ID: 396 476 669 054 Passcode: cUxs37 Join the meeting [here](#)

Attendance of both days is required on the Foundation Course (1 participant per setting). Upon completion of the 2 Day Foundation Training. We encourage participants to go on to complete a 1 day 'Train the Trainer' course, to facilitate the dissemination of the Solihull Approach and embed it as a whole school/nursery approach.

Suitable for teaching assistants supporting in EYFS and Primary.

Cost: All participants are required to purchase The First Five Years Training Resource Pack at **£77**. Further Train the Trainer course **£98** (online) + trainers resource pack **£137**

Ashford (East Stour Primary School)

Day 1: 29/01/2025 - 09:30 – 15:00

Day 2: 26/02/2025 - 09:30 – 15:00

To book a place on the **Ashford** Foundation Day 1 and 2 training please complete [this MS form](#)



Folkestone & Hythe (The Beacon)

Day 1: 16/01/2025 - 09:30 - 15:00

Day 2: 06/02/2025 - 09:30 - 15:00

To book a place on the **Folkestone & Hythe** Foundation Day 1 and 2 training please complete [this MS form](#)



# Meeting Sensory & Physical Needs

## Sensory Circuits

The aim of sensory circuits is to impact on sensory motor development within a school setting. It is a series of activities designed to help children become more focused and calm - ready for learning. Short bursts of activities switches on and engages the child's sensory systems.

This course will cover:

- Sensory difficulties
- Precautions
- Risk assessment
- Aims
- Benefits
- How to do run sessions

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

Available dates are:

25th September 2024  
14th October 2024  
11th November 2024  
2nd December 2024  
13th January 2025  
10th February 2025  
17th March 2025  
29th April 2025

Cost: Free

To book please contact  
sara.cave@goldwyn.kent.sch.uk with  
requested date of attendance

## BEAM Intervention

BEAM – balance, education and movement – is a fun-to-use schools-based programme developed by qualified physiotherapists in Kent. The six-week programme is split into three blocks of graded activities, where the emphasis is on achievement and fun. It is easily organised and run by school staff and requires minimal equipment – the majority of what is needed can already be found in schools.

Suitable for teaching assistants supporting in EYFS and Primary

Manualised programme for  
TA's and teachers to deliver  
in primary school settings.

Cost: Step by step training  
Manual £85

Email:  
Kchft.beam@nhs.net

### Supporting the Inclusion of Learners with Vision Impairment – 7 Day course

This training course is suitable for anyone working with a learner with Vision impairment in a setting, school or college. It is presented once a year in term 2 or 3 and delivered by the vision Impairment specialist Advisory Teachers in Kent.

Suitable for teaching assistants supporting in Primary and Secondary.

Location: TBC	Cost: £250	Booked through the STLS Sensory service. Lisa.bell@kent.gov.uk
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### Supporting Sensory Differences In the learning environment

20 minute short course focussing on the relationship between sensory input and dysregulation, managing the learning environment and practical suggestions for implementation.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary.

Available on demand, provided by NASEN	Cost - Free	Access 'Online CPD' section once registered at <a href="http://www.wholeschoolsend.org/">www.wholeschoolsend.org/</a>
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### A Practical Approach to Supporting Access to learning for Children and Young People with Deafblindness/Multi-Sensory Impairment

This training course is suitable for anyone working directly with a learner with Multi-Sensory Impairment. It is presented once a year in terms 1 and 2.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

Location: TBC	£350-£660 depending on circumstances – please enquire for further information	Booked through the STLS Sensory service. Hannah.downs@kent.gov.uk
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# Inclusion

## Creating an inclusive Primary and Secondary Classroom

This course will provide teachers and TAs with advice, guidance and practical strategies to support pupils with SEND in primary and secondary school classrooms to successfully engage in their learning. This course is open and free of charge to Mainstream Primary and Secondary schools within Kent. This is not suitable for Special Schools.

### Learning Outcomes

- Reflecting on the national and local SEND context.
- Identifying the importance of the mainstream core standards to embed high quality inclusive teaching.
- Providing practical strategies for use in your classroom.

Primary date: 16/01/2025, 16:00 - 18:00

Secondary date: 15/01/2025, 16:00 - 18:00

Suitable for teaching assistants supporting in Primary and Secondary.

Interactive online training

Cost: Free

[Creating an Inclusive Primary Classroom \(theeducationpeople.org\)](https://theeducationpeople.org)

[Creating an Inclusive Secondary Classroom \(theeducationpeople.org\)](https://theeducationpeople.org)

## Inclusion— a universal Approach

It's common practice that good teaching for SEND is good teaching for all. Within this E-learning course, the learner will be introduced to the national SEND landscape and the impact that a supportive classroom approach can have on students. The learner will benefit from strategies to support all young people to access the full range of their education, without adding to their already bulging workload.

Available on demand

Cost £20

[The Mainstream Core Standards - The Pathway to Inclusion \(theeducationpeople.org\)](https://theeducationpeople.org)

## The Mainstream Core Standards—The Pathway to inclusion

This E-learning course is made up of eight modules which guide you through establishing an inclusive culture in alignment with the [Mainstream Core Standards \(MCS\)](#). This course explores the context for the Mainstream Core Standards (MSC) and their relevance within the current climate, and the reasons for updating the MCS and providing a link back to the [County Wide Approach to Inclusive Education \(CATIE\)](#). The course will ensure schools understand that they are part of the Local Area and have a responsibility to deliver a SEND centred approach, including how the MCS and Quality first Teaching are part of the continuum of support and how MCS can meet many of the demands of the SEND review.

Suitable for teaching assistants supporting in EYFS, Primary and Secondary

Available on demand

Cost £ £40

[The Mainstream Core Standards - The Pathway to Inclusion](#)  
([theeducationpeople.org](http://theeducationpeople.org))



# CPD Mentoring

## Continuous professional development (CPD)

Organisations such as Unison and The National Education Union provide non-statutory frameworks of standards and advice for teaching assistants

[TA Standards\\_only.pdf \(neu.org.uk\)](#)

[neu.org.uk/sites/default/files/2023-06/TA%20Standards\\_only.pdf](http://neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf)

[www.unison.org.uk/content/uploads/2016/06/Teaching-Assistant-Professional-Standards.pdf](http://www.unison.org.uk/content/uploads/2016/06/Teaching-Assistant-Professional-Standards.pdf)

They set out the importance of continuous professional development for teaching assistants in relation to the specific duties they are asked to undertake. School leaders have a crucial role in raising the status of teaching assistants so that there is parity with other education professionals. Teaching assistants should be supported and have opportunities to identify their own training needs and should have an appropriate career development pathway and access to training within the working day.

Staff training can be a mix of within-school and between-school activities and external CPD activities. These do not need to be overly expensive or time-consuming.

While this document focusses on highlighting local and online external training that teaching assistants can access, within- and between-school examples include coaching, mentoring, team teaching, sharing good practice, lesson observation and feedback, whole school development activities.

Before embarking on any CPD it is important to first identify the training need. This may be self-identified by the individual but may also require assistance from others that the teaching assistant works with in schools to help identify what one 'doesn't know that they don't know'.



## Development Plan Template

Development Goals	Start Date	Specific objective(s) (Consider SMART)	Key actions to be taken	Support/resources required	Key milestone & review dates	How progress and success will be measured	Final date & Achievements
<p><b>e.g. Goal 1</b></p> <p>To be able to effectively run an evidence-based intervention to support a pupil's developing literacy skills</p>	01/09/23	By the end of Term 2 (child) will be able to see, say and write all set 2 phonic sounds	<p>Training in the selected phonics programme</p> <p>Identify opportunity to observe a session by a more experienced <u>practitioner</u></p> <p>Have first sessions observed by peer and receive <u>feedback</u></p> <p>Meeting with class teacher to learn start point and agree feedback and review process</p>	<p>Training course or in-house training</p> <p>Peer mentor</p> <p>School leader/class teacher support to timetable intervention</p>	Check in after two weeks to report on progress	Built in monitoring tool for intervention to show pupil progress	<p>End term 2</p> <p>Child is fluent and accurate in all set 2 phonic sounds</p>

*Figure 1: Example template for CPD planning*

Alongside the identified training need, when selecting the activity to meet that need, it is also important to identify what the hoped-for outcomes and success criteria from the training is in relation to pupil outcomes. That is, it is not enough to simply attend a training course, but there should also be evidence of skills to apply the training and monitor the impact on practice. Feedback and review of practice should form part of the development plan. Please see the example of a Development Plan template to guide the structure of planning the CPD. Please note that the **goal** is for the teaching assistant to gain the skills to deliver an identified intervention, however the **outcome** is related to the child's progress.

## Peer mentoring

Identification of peer mentoring opportunities is an effective and inexpensive method of ensuring teaching assistants are supported and learn through relationships with their colleagues and/or practitioners doing similar work to themselves.

Mentoring can be a fulfilling and rewarding aspect of practice and is best achieved through an experienced practitioner offering support to a less experienced practitioner doing a similar job. It calls on skills of questioning, listening, clarifying and reframing.

Figure 1. Push-pull continuum and questioning techniques



It works best when the approach is more discovery-led than directive. Effective mentoring relationships have learning opportunities for both participants, encouraging joint sharing and learning. While it may be more usual for a more senior colleague to be providing mentoring, it is feasible, in a school, that a teaching assistant could be both be receiving mentoring in one area, while providing mentorship in another. Group or team mentoring may also be an effective learning tool, where the mentor facilitates discussion and solution-finding within a group.

Mentor relationships also develop best when there is a defined structure. Clutterbuck (2008) describes this in five phases:

Phase 1: Rapport-building – mentor and mentee decide whether they want to work together and negotiate what each expects of the other.

Phase 2: Direction-setting – mentor and mentee achieve clarity about what each aims to achieve from the relationship and how.

Phase 3: Progress-making – having helped the mentee define and commit to personal change, the mentor must guide and support them as needed.

Phase 4: Winding down – when the relationship has helped to deliver the desired outcomes or the mentee outgrows the mentor.

Phase 5: Moving on/professional friendship – moving on from a formal mentoring relationship towards a less committed, more casual one.



## **Getting started**

It may be helpful to use a tool to support self-discovery at the start of the relationship. Depending on the objective of the mentoring the following are examples of tools that may be helpful to springboard discussions about personal values, preferred learning styles and skills audits.

*Myers-Briggs Personality*

Self Audit resources:

[www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test)

[Honey & Mumford's Learning Styles](#)

[Johari Window Self Awareness](#)

References

*Clutterbuck, D. (2008) 'Establishing and maintaining mentoring relationships: an overview of mentor and mentee competencies', SA Journal of Human Resource Management, vol. 3, no. 3, pp. 2–9.*

## Learning Cycles

Mentors can pay attention to effective adult learning cycles in the structure of their sessions. These include [Kolb's \(1984\) experiential learning cycle](#) and [Gibb's \(1988\) reflective cycle](#)

## Feeding back

Feedback to the mentee requires diplomacy and skill. Models that can be useful to structure feedback in ways that makes it easier for the individual to receive it include: '[SBI](#)' - Situation, Behaviour, Impact; '[STAR](#)' – Situation, Task, Action, Result and the [Pendleton Method](#)

Opportunities can also be found within school networks for schools to offer peer-to-peer support and expertise. Systems in Kent are developing to support increased networking and support between schools in localities. If you would like to provide ideas or suggestion on how this could happen most effectively, and how external professionals may be able to support school-to-school sharing of resources and networking please complete the attached form.

<https://forms.office.com/e/rwUkB2TyEL>



# Useful web links and sources of advice

## **Specialist Teaching and Learning Service**

Ashford — [www.ashfordinclusion.org](http://www.ashfordinclusion.org)

Folkestone & Hythe— [www.thebeacon.kent.sch.uk](http://www.thebeacon.kent.sch.uk)

## **SEND Information Hub**

[www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs)

## **Kent Youth Voice**

[www.kent.gov.uk/kycc](http://www.kent.gov.uk/kycc)

## **Kent Youth Wellbeing**

[www.moodspark.org.uk](http://www.moodspark.org.uk)

## **The Education People**

[www.theeducationpeople.org](http://www.theeducationpeople.org)

## **NASEN—Whole School SEND Hub**

[www.wholeschoolsend.org.uk](http://www.wholeschoolsend.org.uk)

## **Twinkl Teaching assistants Digest** (bitesize training & articles)

[www.twinkl.co.uk/news/teaching-assistants-news-digest](http://www.twinkl.co.uk/news/teaching-assistants-news-digest)

## **Education endowment Foundation— London & South East Region Education Support**

[www.educationendowmentfoundation.org.uk/support-for-schools](http://www.educationendowmentfoundation.org.uk/support-for-schools)