

Exploring Careers Through **Technical Routes**



Teaching Assistant

The

Teaching Assistants (TAs) work in nurseries and schools supporting children with educational and social development issues across a range of abilities. Many schools employ TAs with specialisms, e.g. literacy, numeracy or Special Educational Needs. Dress code is usually smart depending on school policy, and the types of activities you undertake each day.

Most work is in the classroom but also could include lunchtime supervision, outdoor activities or school trips. Day-to-day duties vary and can include supporting children in class with learning difficulties or disabilities, classroom activities e.g. setting up equipment, tidying up classrooms, creating displays of pupils' work or helping on

Skills and Requirements

Being a TA can be an enjoyable job if you enjoy working with children as it is so varied in its requirements. To be successful you will need to be calm and patient as well as having:

- A non-judgemental attitude and respect for diversity
- An ability to motivate and inspire children with a passion to see them succeed
- Ability to build good working relationships with both
- pupils and adults including parents, carers or others
- Ability to manage groups of pupils and deal effectively with challenging behaviour so

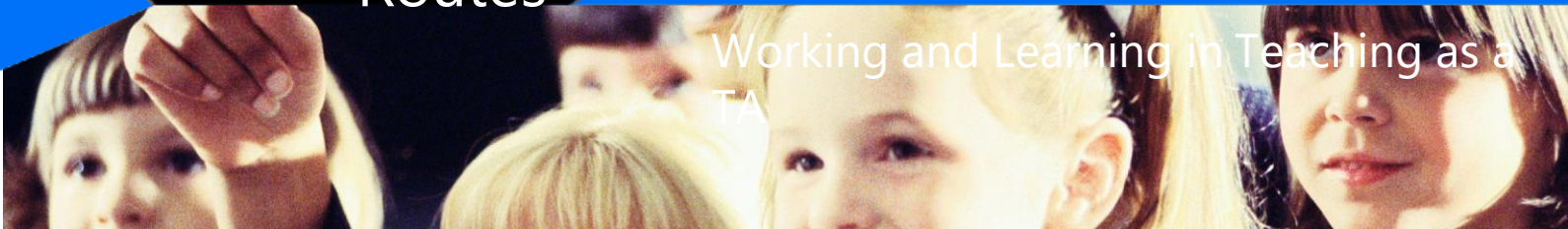
In 2015 there were 255,000 full time equivalent (FTE) teaching assistants and 232,000 FTE support.

therapists, social workers, parents and carers.

www.gov.uk/disclosure-barring-service-check/overview
The National Association of Teaching Assistants
www.napta.org.uk

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Working and Learning in Teaching as a TA



Job Roles & Progression

Many schools and nurseries employ trained TAs. These jobs are highly competitive so gaining experience of working with children first is an advantage.

Study Programme



Further Study

FdA

Teaching Assistants (Primary)
Supporting Teaching & Learning Assistants in Secondary Schools (English and /or Maths with Education)



Apprenticeships

Intermediate and Advanced Supporting Teaching and Learning



Career Roles

Higher Level Teaching Assistant who will help plan lessons and supervise other support staff
Specialise e.g. Diploma in Specialist Support for Teaching

Calculation including problem solving

Tasks

1. Assist children studying Egypt to make accurate models of famous Egyptian landmarks.
2. Work out costs and timings of a proposed school trip to a local museum.
3. Get resources ready for a lesson e.g. photocopying or measuring out ingredients.
4. Help create displays of childrens' work using the size of wall and the number of displays that will fit.
5. Work out the costs of resources for each child to make their own pizza in a cookery lesson.

Links to GCSE Maths

1. **Units of measure** (using standard units – units of length)
Geometry and measure (3-dimensional shapes – pyramids; 2-dimensional shapes – areas, triangles)
2. **Number** (whole numbers – addition, subtraction, multiplication, division)
Units of measure (using standard units – units of length, time, pricing)
3. **Number** (whole numbers – addition, subtraction, multiplication, division; fractions - fraction arithmetic)
5. **Number** (whole numbers – addition, subtraction) Units of measure (using standard

levels of support.

Communication, all

Tasks

1. Read a story and help children to understand the viewpoints from two characters' perspectives.
2. Plan a lesson on a sports topic using texts from 3 different types of media e.g. girls in rugby.
3. Meet with parents and a support worker to ensure a

4. Help children to plan a script for making a video to promote their course to prospective pupils.

5. Review a story as to suitability for the class by age and gender.

Links to GCSE English Language

1. **Analysing fiction** (language and structure – structural devices)

Spoken language (audience, purpose – listening to others, discussion skills)

2. **Analysing non-fiction** (non-fiction types - information documents; responding to a non-fiction text – analysing an extract)

Comparing texts (how to compare texts - context)

3. **Spoken Language** (speaking and listening – audience, purpose; personal presence – body language, eye contact)

4. **Writing** (writing non-fiction - context, audience, purpose; organising information and ideas – paragraphs; literary techniques – descriptive language, persuasive devices)

5. **Analysing fiction** (responding to a fiction text – analysing text)