# Teaching Assistant Career Framework


Levels 1, 2, 3 (HLTA status) and 4 (HLTA Status – specific senior roles)

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| Surrey SP3 | Level 1 Teaching Assistant | Supports the teacher with their responsibility for the development and education of children in schools. Uses routine supervision and care skills to support pupils. Under the direction and supervision of the teacher:  
- Assists in the delivery of educational work programmes by participating in day-to-day learning activities.  
- Discusses with, and reports back to the teacher on the planning and assessment of pupil work.  
- Organises and maintains the learning environment.  
- Works as part of a team to ensure that the well being, behaviour and personal development of pupils enhances their learning opportunities and life skills.  
- Maintains confidentiality inside and outside the workplace  
- Understands and applies school policies | • Good level of written and spoken English.  
• Numerate.  
• Basic IT skills.  
• Able to follow instructions.  
• Able to plan and prioritise regular and irregular tasks.  
• Able to clarify and explain instructions to pupils.  
• Able to communicate effectively with pupils.  
• Able to motivate pupils to learn.  
• Able to assist with the organisation of the learning environment.  
• Able to undertake routine tasks under the direction of a teacher.  
• Craft skills.  
• Able to maintain records and pupil files.  
• Able to work effectively with adult team members.  
• Able to maintain confidentiality. | Good general education.  
No specific qualification required.  
Training and development should include:  
- Induction training  
- On job training  
- Training for specific responsibilities of the post  
And may include  
- Literacy and numeracy strategy  
- Language and Learning  
Courses leading to qualifications can include:  
- Teaching Assistant/Supporting Teaching and Learning NVQ Level 2  
- Support Work in Schools VQ Level 2 |


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| Surrey | Level 1 Teaching Assistant (Special needs) | Supports the teacher with their responsibility for the development and education of pupils with special needs. Uses routine supervision and care skills to support pupils, including those who have physical, emotional or educational needs. Under the direction and supervision of the teacher:  
- Assists in the delivery of individual work programmes for pupils with statements of special educational needs.  
- Monitors progress and contributes to future planning.  
- Works with small groups of pupils as required.  
- Organises and maintains the learning environment.  
- Works as part of a team to ensure that the well being, behaviour and personal development of the pupil(s) enhances learning opportunities and life skills.  
Maintains confidentiality inside and outside the workplace  
Understands and applies school policies. |  
- Good level of written and spoken English.  
- Numerate.  
- Basic IT skills.  
- Able to follow instructions.  
- Able to plan and prioritise regular and irregular tasks.  
- Able to clarify and explain instructions to pupil(s).  
- Able to communicate effectively with pupils.  
- Able to motivate pupils to learn.  
- Able to assist with the organisation of the learning environment.  
- Able to undertake routine tasks under the direction of the teacher or supervisor.  
- Craft skills.  
- Able to maintain records and pupil files.  
- Able to work effectively with adult team members.  
- Able to maintain confidentiality. | Good general education. No specific qualification required.  
Training and development should include:  
- Induction training  
- On job training  
- Training appropriate to the pupils’ environment and special needs  
May also include:  
- Literacy and numeracy strategy  
- Language and Learning  
Courses leading to qualifications include:  
- Foundation Certificate of Professional Practice for Classroom Assistants  
- Teaching Assistant/Learning Support Qualification at NVQ Level 2  
- Support Work in Schools VQ at Level 2 |
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| Surrey| Level 2 Teaching Assistant - Advanced | Supports the teacher in their responsibility for the development and education of children. Under the direction and supervision of the teacher:  
• Develops and uses specialist skills, in for example, literacy, numeracy or science, to contribute to pupil learning.  
• Assists with planning, preparation and development of work programmes for individuals and groups of pupils and prepares resources to support learning activities.  
• Monitors and evaluates pupil progress and reports on this to the class teacher.  
• Discusses with the teacher and contributes to curriculum and classroom planning.  
• Works as part of a team to ensure that the well being, social and personal development of pupils enhances learning opportunities and life skills.  
• Organises and maintains the learning environment and takes responsibility for specific aspects of class organisation and administration.  
• Delivers specified work to individuals, groups and whole classes as determined by the headteacher in accordance with The Education (Specified Work and Registration) (England) Regulations 2003.  
• Maintains confidentiality in and outside the workplace.  
• Understands and assists in interpreting school policies.  
Note: Teaching Assistants who in accordance with The Education (Specified Work and Registration) (England) Regulations 2003, regularly undertake whole class work to provide for PPA time or provide short-term cover for absent teachers, but who do not have HLTA status should be paid a spot salary at the top of SP5. | Post holders should demonstrate the competencies identified for the Level 1 posts together with additional competencies from the list below.  
• Under the guidance of a teacher to plan learning activities to suit pupil ability.  
• Able to develop specific knowledge and expertise to work with groups of pupils to deliver aspects of the curriculum.  
• Able to plan and organise learning activities for pupils.  
• Able to prepare resources for teaching and learning activities.  
• Able to contribute to discussion on curriculum delivery and classroom planning.  
• Able to think through and implement strategies to enhance pupil learning.  
• Able to plan and organise own work schedule.  
• Able to undertake administrative procedures. | Development for the Teaching Assistant (Advanced) will include training recommended at Level 1. It may also include training and development in:  
• Advanced Literacy Support  
• Behaviour management  
• ADHD  
Courses leading to qualifications include:  
Foundation Certificate of Professional Practice for Classroom Assistants  
Teaching Assistant/Supporting Teaching and Learning Qualification at NVQ Level 2/3  
Support Work in Schools VQ at Level 2 or Level 3  
Also development and training leading to assessment for HLTA status.  
Note: Post holders who do not have GCSE Maths and English Grade A – C or an equivalent stand-alone qualification at NVQ Level 2 in Literacy and Numeracy, should be encouraged to study and gain the Adult Skills qualifications in Literacy and Numeracy at Level 2. |
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<td>Surrey</td>
<td>Level 2 Teaching Assistant (Special Schools)</td>
<td>Supports teaching staff in their responsibility for the development and education of pupils with special needs in special schools and units.</td>
<td>Post holders should demonstrate the competencies identified for Level 1 posts plus additional competencies from the list below.</td>
<td>Development for the Teaching Assistant (Special Schools) will include any obligatory training at Level 1 as well as:</td>
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<td>SP5</td>
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<td>Under the direction of the teacher:</td>
<td>- Under the guidance of a teacher to plan learning activities to suit pupil ability.</td>
<td>- Manual handling and manoeuvring (where appropriate)</td>
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<td>Spot Salary – regular whole class work</td>
<td>SP5 Point 5</td>
<td>- Uses specialist skills in, for example, the teaching of literacy, numeracy or science.</td>
<td>- Able to develop specific knowledge and expertise to work with groups of pupils to deliver aspects of the curriculum.</td>
<td>- Advanced behaviour management</td>
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<td>- Provides specialist welfare support for pupils with sensory and/or physical impairment.</td>
<td>- Able to provide specialist welfare support for pupils with special needs.</td>
<td>And may include:</td>
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<td>- Develops the specialist knowledge required to provide appropriate personal care or therapy.</td>
<td>- Able to provide personal care or develop the knowledge and expertise to deliver appropriate therapy.</td>
<td>- Specific needs – VI/HI/PD</td>
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<td>- Works as part of a team to ensure that the well being, social and personal development of pupils enhances learning opportunities and life skills.</td>
<td>- Able to prepare resources for teaching and learning activities.</td>
<td>- Working with therapists</td>
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<td>- Organises and maintains the learning environment and takes responsibility for specific aspects of class organisation and administration.</td>
<td>- Able to think through and implement strategies to enhance pupil learning.</td>
<td>- Working in other settings</td>
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<td>- Delivers specified work to individuals, groups and whole classes as determined by the headteacher in accordance with The Education (Specified Work and Registration) (England) Regulations 2003.</td>
<td>- Able to plan and organise own work schedule.</td>
<td>- Subject specific courses</td>
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<td>- Maintains confidentiality in and outside the workplace.</td>
<td>- Able to undertake administrative procedures</td>
<td>- Specific Language Difficulties</td>
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<td>- Understands and assists in interpretation of school policies.</td>
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<td>- Basic Signing</td>
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<td><strong>Note:</strong> Teaching Assistants who in accordance with The Education (Specified Work and Registration) (England) Regulations 2003, regularly undertake whole class work to provide for PPA time or provide short-term cover for absent teachers, but who do not have HLTA status should be paid a spot salary at the top of SY5.</td>
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<td>Courses leading to qualifications include:</td>
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<td>Teaching Assistant/Learning Support Qualification at NVQ Level 2/3</td>
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<td>Support Work in Schools VQ at Level 2 or Level 3</td>
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<td>Also development and training leading to assessment for HLTA status.</td>
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<td><strong>Note:</strong> Post holders who do not have GCSE Maths and English Grade A – C or an equivalent stand-alone qualification at NVQ Level 2 in Literacy and Numeracy, should be encouraged gain Adult Skills qualifications in Literacy and Numeracy at Level 2.</td>
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<td>SP6 (bar) SP7</td>
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<td>Note: Progress to SP7 is not automatic.</td>
<td>Post holders will demonstrate their ability to meet the national standards for Higher Level Teaching Assistants</td>
<td>Post holder must have obtained HLTA status under the national TDA scheme for HLTA assessment and have met the 31 professional standards for HLTA.</td>
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<td>Level 3</td>
<td>Higher Level Teaching Assistant</td>
<td>Contributes to pupils’ learning activities in accordance with professional judgements made by the headteacher or other appropriate teaching staff under the regulatory framework*. Within the national standards for HLTAs: • Understands and applies professional values and practice through collaborative working, respect for and commitment to pupils, and fostering pupils’ attitudes and behaviour patterns. • Uses and develops general and specialist knowledge and skills to contribute to pupils’ learning and personal development. • Works within the framework set by the teacher, to contribute effectively to planning and preparation of lessons and undertakes the HLTA’s role in these, including selection and preparation of pupils’ learning activities in accordance with professional judgements made by the headteacher or other appropriate teaching staff under the regulatory framework*. • Monitors and evaluates pupils’ participation and progress through application of a range of assessment activities. Provides feedback to the teacher(s). • Uses ICT to advance pupils’ learning and confidence. • Organises and manages safely the learning activities, the physical teaching space and resources for which the HLTA has responsibility. • Works with and co-operates with relevant teaching staff to ensure the effective organisation, deployment appraisal and development of other teaching assistants.</td>
<td>• Ability to work effectively and deliver learning activities to individual pupils, small groups and whole classes. • Ability to contribute to a range of structured and informal teaching and learning activities in areas of HLTA’s curriculum/phase expertise. • Understanding of the school curriculum, age related expectations and testing/examination framework. • Understanding of a range of strategies and intended outcomes to establish meaningful learning, including knowledge of the SEN code of practice. • Ability to recognise and respond effectively to equal opportunities issues and to support the inclusion of all pupils.</td>
<td>Higher Level Teaching Assistants will have undertaken a range of professional development activities in aspects of learning support and may hold teaching assistant qualifications at NVQ Levels 3 or Support Work in schools VQ at Level 2 or 3. Post holders should demonstrate a commitment to on-going professional development.</td>
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<td>SP6:</td>
<td>Level 3 Higher Level</td>
<td>• Undertakes administrative procedures to support the work of teaching staff.</td>
<td>• Ability to recognise factors which may limit a pupil’s development and ability to provide motivational impetus.</td>
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<td>Teaching Assistant</td>
<td>• On the recommendation of the headteacher and within the regulatory framework*, delivers specified work to individual pupils, groups and whole classes.</td>
<td>• Ability to communicate sensitively and effectively with colleagues, parents and pupils.</td>
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<td>• Participates in organisation and accompanies pupils on off-site and, where agreed, 'extended school' activities under an agreed system of supervision.</td>
<td>• Ability to motivate and manage the work of adults in the classroom. Able to coach and mentor other teaching assistants.</td>
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<td>• Works as a key member of a team ensuring the well being, social development and behavioural and personal development of pupils through recognising their potential, and enhancing their learning opportunities and opportunities to develop life skills.</td>
<td>• Willing to improve own practice through observation, evaluation and discussion with colleagues.</td>
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<td>• Understand and apply the school's behaviour management policy and procedures.</td>
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<td>• Ability to plan and organise at a high level.</td>
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*Main aspects of the regulatory framework are contained in The Education (Specified Work and Registration)(England) Regulations 2003
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<td>SP7</td>
<td>Level 4</td>
<td>In addition to the responsibilities detailed for a Higher Level Teaching Assistant (Level 3), a further level has been identified which provides schools with flexibility for specific senior roles. The detailed responsibilities for a role at Grade D will be determined by individual schools and will fit into the school staffing structure. The post will carry specific responsibilities of the following type: • Line management responsibility for a team of teaching assistants/support staff. • Pastoral tutor responsibilities. • Responsibility and accountability for the organisation and administration of examinations. • Responsibility for the management and operation of a Learning Resource Centre – including the line management of resource centre staff.</td>
<td>Note: some or all of these may be relevant to the particular role: • Able to plan the deployment of a TA or support staff team. • Able lead, manage and motivate a team and undertake performance management. • Able to use coaching and mentoring skills to develop others. • Able to develop and apply specialist knowledge in order undertake a significant responsibility</td>
<td>An individual appointed to a Principal Teaching Assistant role will have achieved HLTA status. They will be able to demonstrate significant professional development with a relevant qualification at NVQ Level 3. They may have continued with their professional development to include a Foundation Degree in Learning Support. Individuals will be able to provide evidence of development in management and supervision, for example: • Line management skills • Performance management and appraisal skills • Coaching and mentoring skills They may also hold qualifications which are relevant to an area of significant responsibility.</td>
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