2024-25

Teaching Assistant Modular CPD Series 2

DELIOS
TRAINING & CONSULTANCY LTD

Teaching Assistant Modular CPD

Series 2

Following the success of Series 1, here is a brand-new suite of bitesize CPD sessions for teaching assistants.

The nature of the role of a teaching assistant has changed significantly since its inception. Whilst schools invest significantly in CPD for teachers, there are often fewer opportunities for professional development for teaching assistants. Yet they are regularly called upon to teach whole classes without having had access to the same degree of profession development as teachers.

This modular suite of professional development sessions covers a wide range of topics enabling school leaders to commit to an ongoing programme of training and opportunities to network with other colleagues.

Each session lasts for 90 minutes. Modules can be purchased individually or collectively. There are a variety of programmes available – to suit the different needs schools have.

Flexible options

Programme	Details
Modular	- Each session is delivered 'live' and you have the opportunity to link with other colleagues from across the country. - You can purchase places for individual colleagues on as many or as few modules as you wish. The more modules and places you purchase – the cheaper each place becomes. - You don't have to purchase the same number of places for each module. Eg You might want two colleagues to attend 'Supporting Children with Dyscalculia' but only one to attend the unit on Using Questioning Effectively. - All sessions start at **1.30pm and finish at 3.00pm** on the dates shown.
Recorded*	- You can have access to recorded sessions to use with your own staff. These will provide you with greater flexibility and can be used to lead your own training. - They are designed to be accessed as part of a collaborative group rather than individually. - Recorded sessions are only available after they have been delivered 'live'.

Module	Date
1. Developing children's vocabulary	Thursday 21st November
2. Embedding Assessment For Learning	Thursday 12th December
3. Ensuring our classroom is inclusive	Thursday 23rd January
4. Exploring social and emotional learning	Thursday 6th February
5. Exploring the role of a TA through the Teaching Assistant standards – Part 1	Thursday 26th September
6. Exploring the role of a TA through the Teaching Assistant standards – Part 2	Thursday 10th October
7. Helping pupils work successfully as part of a group	Thursday 3rd July
8. Supporting children with dyscalculia	Thursday 13th March
9. Supporting children with dyslexia	Thursday 27th February
10. Supporting children with mental health needs	Thursday 27th March
11. Supporting children with speech language and communication needs	Thursday 8th May
12. Times tables – how can we make them stick?	Thursday 22nd May
13. Understanding and responding effectively to aggressive behaviour	Thursday 5th December
14. Using feedback effectively in the classroom	Thursday 3rd April
15. Using questioning effectively in the classroom	Thursday 12th June
16. Working with parents/ carers	Thursday 26th June

Title	Description
1. **Developing children's vocabulary**	Developing children's vocabulary is crucial for their academic and personal growth. Children with a rich vocabulary are better equipped to understand and express themselves, which can lead to improved communication skills and higher academic achievement. This session looks at practical ways we can build and widen children's vocabulary over time.
2. **Embedding Assessment For Learning**	Assessment for Learning (AfL) is a teaching approach that generates feedback for children can use to improve their performance. This session will explore the concept of considering the research and techniques that teaching assistants can use in the classroom.
3. **Ensuring our classroom is inclusive**	This session will explore a range of time-efficient practical approaches that will help ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.
4. **Exploring social and emotional learning**	'Social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. This session unpicks this EEF guidance report which offers six practical and evidence-based recommendations to support children's social and emotional development.
5. **Exploring the role of a TA through the Teaching Assistant standards – Part 1**	The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children. In this first session participants will explore the first two: Personal and Professional Conduct and Knowledge and Understanding.
6. **Exploring the role of a TA through the Teaching Assistant standards – Part 2**	The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children. In this first session participants will explore the final two: Teaching and learning and Working with Others.
7. **Helping pupils work successfully as part of a group**	Group work has many benefits: it can develop pupils' teamwork and communication skills, promote creative and critical thinking, and improve academic achievement. This session explores some of the key ingredients for group work to be a successful learning experience.
8. **Supporting children with dyscalculia**	Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities. This session explores some practical strategies to help children with dyscalculia thrive in maths lessons.
9. **Supporting children with dyslexia**	There is a misconception that dyslexia just affects the ability to read and write. If this were true, it would be much easier to identify. In fact dyslexia can have an affect on areas such as coordination, organisation and memory. As each person is unique, so is everyone's experience of dyslexia. This session explores some practical strategies to help children with dyslexia thrive in the classroom environment.
10. **Supporting children with mental health needs**	Supporting children with mental health issues is crucial for their well-being and development. Lockdowns and disrupted schooling had a huge impact on many children and exacerbated the mental health crises developing in our schools. This session explores ways that schools can support children to give them the best chance to stay mentally healthy.
11. **Supporting children with speech language and communication needs**	According to the Royal College of Speech and Language Therapists, speech, language and communication needs (SLCN) is the most common primary type of need, at 22% of SEN pupils. This session explores a range of practical strategies to support children in the classroom including toolkits to support early identification.
12. **Times tables – how can we make them stick?**	Once learned….never forgotten! Since the Year 4 Multiplication Tables Check was introduced – there has been a greater emphasis on learning and recalling times table facts in line with NC expectations. This session explores practical activities and strategies that can be used when teaching times tables.
13. **Understanding and responding effectively to aggressive behaviour**	When aggressive behaviour occurs in the classroom or out of it – emotions run very high and the situations are stressful for all concerned. This session unpicks some of the antecedents of aggressive behaviour and explores ways that aggressive behaviour can be managed -and in many cases prevented.
14. **Using feedback effectively in the classroom**	This session unpicks some of the research around effective feedback and how this can be incorporated into the classroom. It will explore a range of practical strategies for both oral and written feedback ensuring each interaction has the maximum benefit to move children's learning forward.
15. **Using questioning effectively in the classroom**	Effective questioning in the classroom is a technique that uses questions to open up conversation, promote interaction, and elicit deeper thinking among children. This session explores how questioning can be used to encourage deeper thinking as well as facilitate retrieval of prior knowledge and build understanding of new content.
16. **Working with parents/ carers**	Teaching assistants play a vital role in building strong relationships between parents and schools. Schools working with parents is crucial for the academic and personal growth of children. Evidence from the Education Endowment Foundation suggests that effective parental engagement can lead to learning gains of **+3 months** over the course of a year. This session explores a range of ways that the relationships with parents/ carers can be strengthened.

PRICES

The more you order the cheaper the rate!

LIVE	Number of modules	
No of teaching assistants attending	1- 9 modules **£25 per person**	10-16 modules **£20 per person**

RECORDED* *recorded modules are only available after the date they have been delivered 'live'	Number of modules Minimum no. of 4 required for discounted rates	
£195 per module	£150 per module	£120 per module