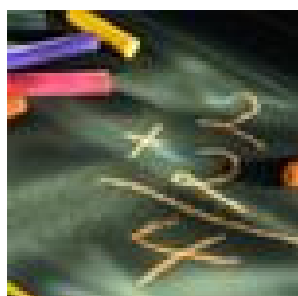




Reviewing the role of teaching assistants across the primary sector in Swansea



Why This Matters

Councillor William Evans (Chair)



Councillor Viv Abbott (Vice Chair)



Foreword

It was evident that the numbers of teaching assistants employed across schools in Swansea had increased substantially over the last ten years, along with our expectations of them. We felt that it was time to take stock of this important resource and look at how this Authority and schools can plan and develop their teaching assistants in a consistent manner in order for pupils to receive the best value into the future.

We were very impressed with the dedication, quality and knowledge of those teaching assistants that we met and if this is an indication of the support staff we have in our schools it is extremely encouraging.

We found some areas for improvement around the role of the teaching assistants particularly in relation to regular appraisals and consistency of training. We would like to see them used more in the drive to improve oracy, numeracy and literacy and also in working across school clusters.

I wish to thank everyone who participated in the review particularly those schools, headteachers and teaching assistants who contributed to focus groups.

A handwritten signature in black ink that reads "W. Evans". The signature is written in a cursive style with a large, stylized 'W' and 'E'.

Summary

1. Aims of the Review

To look at the effectiveness of the use of teaching assistants across the primary school sector in Swansea.

This review looked at the following core questions:

- i. How are teaching assistants used across schools?
- ii. Is there a defined role for teaching assistants?
- iii. How are they trained, how are they qualified for this role?
- iv. Arrangements for appraisal and development of teaching assistants?
- v. What ongoing personal development is available?
- vi. How do schools ensure consistency in the level of teaching support by teaching assistants?
- vii. Recruitment and retention of teaching assistants?
- viii. How do schools ensure the right balance of teaching assistants to qualified teachers?

2. Evidence Considered

The following evidence was considered by the task and finish group set up by the Board:

Visit to a small rural primary school in Swansea
Visit to a medium size urban primary school in Swansea
Visit to a large urban primary school in Swansea
Interviewing three headteachers
Online Questionnaire sent to all headteachers
Three focus groups with teaching assistants
Survey of councillors and Chairs of Governors
Q&A sessions with Education Cabinet Member and Director, Head of Education Inclusion and Head of Education Effectiveness
Desk based review of relevant papers, job descriptions and good practice

All of the evidence gathered for this review is summarised and set out in detail in the Findings Report which can be found at:

www.swansea.gov.uk/index.cfm?articleid=46981

3. Conclusions

- 3.1 The support role in the classroom is given a variety of job titles (e.g. teaching assistant, classroom assistant, learning support assistant) across different schools, there needs to be more clarity with a common understanding of what the agreed term means.
- 3.2 An inconsistency in relation to training, development and appraisal processes for teaching assistants was found.
- 3.3 Training and development is key to improving standards and helping to achieve more consistency in the skills of teaching assistants across primary schools.
- 3.4 The use of whole school training is particularly beneficial in ensuring a consistent approach in the classroom by both teachers and teaching assistants.

- 3.5 Teaching assistants have many learning needs that are similar to teachers.
- 3.6 Teachers must be trained in how to get the best from teaching assistants in the classroom for the benefit of pupils.
- 3.7 Flexibility in the role of teaching assistants across schools is required with the use and sharing of skills across school clusters.
- 3.8 There must be a consistent approach to workforce planning and recruitment processes for teaching assistants across Swansea.
- 3.9 Induction training for new teaching assistants is important and essential.
- 3.10 It is important to monitor how teaching assistants as a resource are helping raise standards of achievement of pupils in the primary sector.
- 3.11 Leadership and management in schools must be effective – engendering a shared sense of purpose and team building.
- 3.12 There are many challenges and influences impacting on the role of teaching assistants now and in the near future.
- 3.13 The role of the teaching assistant will continue to be significant and meaningful in the classroom.

4. Recommendations

The Board recommends to Cabinet that:

- 4.1 One consistent title for the role of all teaching assistant staff (apart from those who provide individual support) be used and that be 'learning support assistant'.
- 4.2 Schools carry out a formal appraisal of their 'learning support assistants' on an annual basis as part of their performance management process and best practice.
- 4.3 The local authority provides information and guidance to Schools in relation to appraisals, training, recruitment and retention.
- 4.4 All new 'learning support assistants' receive induction training which should include those issues identified in point 3.9.
- 4.5 The viability of introducing a minimum qualification requirement for 'learning support assistants' should be investigated by Cabinet and be subject of a report back to the Board at a future date.
- 4.6 A process for monitoring the effectiveness of 'learning support assistants' in the drive to improve standards in schools be introduced in addition to the formal appraisal requirement.
- 4.7 Schools and teachers are given advice from the local authority on how to get the best from 'learning support assistants' including providing training where necessary.
- 4.8 All schools are encouraged to use the specific skills developed by 'learning support assistants' more across the school clusters.

Full Report

1. Aim of the Review

- 1.1 To look at the effectiveness of the use of teaching assistants across the primary school sector in Swansea.

This review looked at the following core questions:

- How are teaching assistants used across schools?
- Is there a defined role for teaching assistants?
- How are they trained, how are they qualified for this role?
- Arrangements for appraisal and development of teaching assistants?
- What ongoing personal development is available?
- How do schools ensure consistency in the level of teaching support by teaching assistants?
- Recruitment and retention of teaching assistants?
- How do schools ensure the right balance of teaching assistants to qualified teachers?

2. Evidence Considered

- 2.1 The review was carried out via a task and finish group to which all Board members were invited.
- 2.2 The following evidence was considered by the task and finish group over a period between July and November 2011.

14 th Jul 11	– Visit to a small rural primary school in Swansea
3 rd Oct 11	– Visit to a medium size urban primary school in Swansea
2 nd Nov 11	– Visit to a large urban primary school in Swansea
	– Interviewed three headteachers
	– Three focus groups with teaching assistants
15 th Aug 11 14 th Sep 11 27 th Sep 11	– Q&A sessions with Education Cabinet Member and Director, Head of Education Inclusion and Head of Education Effectiveness
19 th Oct 11	– Survey of councillors and Chairs of Governors – Online Questionnaire sent to all headteachers
Plus	Desk based review of relevant papers, job descriptions and good practice reviewed by councillors

A full copy of the findings report can be viewed at www.swansea.gov.uk/index.cfm?articleid=46981

3. Conclusions

Why is the issue important?

The number of teaching assistants (TAs) in schools has increased dramatically in recent years. At the same time there has been a large increase in the number of pupils with special educational needs (SEN) in mainstream schools, and increased numbers of pupils identified as in need of support by school staff. But just how much of an impact do TAs have on teaching and learning? All those concerned with the use of TAs in the classroom will be interested to know more about the ways in which TAs interact with pupils and what teachers can do to help them become more effective.

Teacher Learning Academy Research - The Impact of Classroom Support 2010

3.1 The support role in the classroom is given a variety of job titles (e.g. teaching assistant, classroom assistant, learning support assistant) across different schools, there needs to be more clarity with a common understanding of what the agreed term means.

During the review councillors found an inconsistency in what is defined as support. The Board has used the term teaching assistant throughout this review as a generic term to describe a variety of roles including classroom assistant, support staff, individual support and learning support assistant. The Board felt that this caused confusion making it difficult to ensure consistency.

Of all the terms used the Board propose that 'learning support assistants' is used as the universal term. It was felt that this term better describes the role they undertake and also reflects their participation in the learning process.

3.2 An inconsistency in relation to training, development and appraisal processes for teaching assistants was found.

There is no national or local policy that stipulates the requirement for teaching assistants be appraised on a periodic basis: unlike the case for teaching staff where there is a statutory requirement for annual appraisals. Each school has a different performance management process and therefore the appraisal process for support staff reflects that.

Arrangements for the appraisal and development of support staff vary considerably across schools. Approaches which are too informal and infrequent can reinforce the impression that support staff form a largely casual workforce and do not help their motivation for self-improvement.

Research report on the employment and deployment of support staff in schools in Wales – Welsh Assembly Government - Aug 2008

The appraisal method for teaching assistants across primary schools in Swansea varied widely. Some schools provide a formal process of appraisal, some on a less formal basis and others do not complete appraisals at all. Some schools believed that teaching and support staff work so closely together that they do not require a formal process. Many teaching assistants felt that they constantly self evaluate and therefore did not require a process. Although others did believe the idea of regular appraisals was good and they would be pleased to have the opportunity to discuss their concerns, raise issues and

discuss development possibilities on a regular basis.

The survey completed by the Board found that 42% of governor/councillor respondents believed that teaching assistants have the necessary support including relevant ongoing professional development needed to fulfil their role. 21% did not and 33% were not sure.

While 75% of the headteachers who responded believed that teaching assistants have the necessary support including relevant ongoing professional development needed to fulfil their role. 19% did not and 6% were not sure.

Appraisals are part of performance management. Within the school appraisal is about motivating and developing employees and supporting them in performing their roles at the highest standard possible. This is achieved through the provision of opportunities for them constructively to discuss their performance with their manager and, in particular, to identify areas for development and mutually agreed ways in which those needs can be met.

The School of Educational Administration

The Board believe that appraisal processes are important particularly in developing staff, identifying training needs and setting targets for the future. Councillors felt that appraisals help to develop employee understanding of key priorities, assess and clarify that employee's role and identify training needs.

Councillors believe that the appraisal process should include:-

- reflecting on and evaluating performance within a designated time period,
- discussing and agreeing objectives to achieve within the coming year,
- assessing and agreeing training and development opportunities

It was also recognised that regular appraisals lead to a systematic identification of training needs in individual schools and will therefore help to develop consistency across all schools in the locality.

The Board will recommend that appraisals are completed with teaching assistants on a regular basis.

3.3 Training and development is key to improving standards and helping to achieve more consistency in the skills of teaching assistants across primary schools.

Question asked 'Do you think teaching assistants are appropriately trained for the role?'

There is a great deal of training available and I would hope that all TAs are encouraged to participate in this as part of their ongoing professional development.

Variable uptake of professional development/qualifications – seem to depend on TAs aptitude and willingness.

The question has made me realise that I do not know what training is given or what qualifications are needed.

Comments of councillors and chairs of governors taken from questionnaire September 2011

What are the core training needs of a teaching assistant? Do all schools ensure they are trained to this level? Is there a consistent level of training across all schools? Councillors considered all these questions.

Evidence indicates that training and development is encouraged within schools but it does seem to be rather ad hoc, as opposed to being part of a planned development programme. The importance of targeting the limited resources was highlighted. Schools must ensure appropriate training in those areas identified a 'priority' and where there will be most impact.

Currently there is no baseline qualification requirement for teaching assistants, although Swansea Council advises that teaching assistants recruited have a minimum of grade C in English and Maths or equivalent. This cannot be insisted upon at present because it is the school/governing bodies' role to recruit. Councillors did note that this minimum requirement was often far exceeded with many teaching assistants having much higher qualifications and with some being qualified teachers. The Board will recommend that the viability of introducing a minimum qualification requirement for teaching assistants be investigated by Cabinet and be subject of a report back to the Board at a future date.

Teaching assistants have taken on many of the '21 Tasks'¹ therefore creating more time for teachers to focus on teaching and learning. But this has resulted in a widening of the role of teaching assistants.

From the survey 44% of councillors/Chairs of Governors perceived teaching assistants were appropriately trained, 5% believing they were not and 35% did not know.

The headteachers survey indicated that headteachers perceived that 62.5% thought teaching assistants were appropriately trained with 25% believing they were not and 12.5% did not know.

Councillors wished to reinforce the importance of teaching assistants being trained to a level matching their responsibilities.

3.4 The use of whole school training is particularly beneficial in ensuring a consistent approach in the classroom by both teachers and teaching assistants.

3.5 Teaching assistants have many learning needs that are similar to Teachers.

Means we are all singing off same hymn sheet at the school especially in developing skills for restorative and behaviour issues.

Teaching Assistant

¹ Under the Workload Agreement, teachers in maintained schools in England and Wales should not routinely be required to undertake tasks of a clerical or administrative nature "which do not call for the exercise of a teacher's professional skills and judgement".

The idea of 'all school training' was explored and found to be beneficial particularly when developing staff skills in areas such as pupil oracy, literacy and numeracy (catch-up programme² and eight reading behaviours³ for example) and also work around behaviour. The teaching assistants that the Board met expressed a desire for this type of training to be accredited.

The whole school training of teaching assistants

Townhill has included its TAs in all the key training for whole school improvement over the last 2 years. This has included targets set by the Council to improve Literacy, Numeracy and countering the effects of poverty. In Literacy this has given a whole school perspective in Read Write Inc (Phonics approach) where most of the teaching assistants have a group to drive as well as work on the 8 Reading Behaviours. In Numeracy it has involved tracking children in Catch up programmes as well as taking those children for specific tasks in Maths. In Restorative Practice the teaching assistants have all had the one day training, take part in check ins/outs and recognize where children's safeguarding is key in order to help learning progress. The teaching assistants have all had basic intervention strategies in order to prevent and deal with crisis.

All of the above ensures that the ethos of the school committed to meeting the needs of all children by all staff is driven forward so giving the children the best possible chances in our school for success.

Mr John Brown, Headteacher Townhill Primary School

An effective learning setting will require the teacher and the teaching assistant to work together in planning and deploying interesting and supportive conditions for children to learn. If they have been trained together they will have a consistent approach, understand each others role, which will result in an effective learning environment.

Findings from the review indicate that there is a clear need for consistency in the utilisation of joint and whole school training to ensure teaching and support is mirrored in the classroom. This will also result in more of a feeling of team and bring about a respect for each others roles.

Councillors would particularly like to see a greater focus on 'whole school training' across primary schools in Swansea.

3.6 Teachers must be trained in how to get the best from teaching assistants in the classroom for the benefit of pupils.

Teachers have high expectations and they use an appropriate range of methods in order to stimulate each pupil to realise his potential. The learning sessions are planned thoroughly and the contribution of support staff is considerable. The schools resources are used effectively to support learning. There is an enthusiastic learning atmosphere in every class.

Ysgol Gynradd Gymraeg Tirdeunaw – extract from schools Estyn Inspection 2011

The Board found little evidence across schools that teachers are being trained and advised on how best to deploy and get the most of a teaching assistant in

² Catch-up Programme is an intervention to support struggling learners in both literacy and numeracy

³ Eight Reading Behaviours is an initiative to develop reading skills that is currently being rolled out across schools in Swansea.

the classroom. The Board will recommend that all teachers are advised or trained on how to get the best from a teaching assistant in the classroom.

3.7 Flexibility in the role of teaching assistants across schools is required with the use and sharing of skills across school clusters.

The Board found that each school had different requirements from their teaching assistants depending upon the nature of its pupil base. The Board recognised that it was important to monitor and measure the impact of teaching assistants across schools in Swansea to ensure that the use of this substantial resource is consistently effective.

Councillors did feel, however, that it is important for teaching assistants to be used more in the drive to improve oracy, numeracy and literacy across schools in Swansea and that this should be a consistent feature.

Use of Teaching assistants to develop Literacy

The school currently is working on a range of programmes to develop Literacy skills. One such programme is in conjunction with the Speech and Language Specialist Teacher who has worked closely with our SEN teaching assistant in compiling a programme based on each targeted pupil's learning needs. The focus is the development of receptive and expressive language. The teaching assistant works with these pupils for an hour a week however the pupil's 1:1 support joins in these sessions to observe and assess the pupil's progress through the activity. The concept and strategies are then continued to be taught in the every day classroom situation thus embedding the learning. The pupils involved have made very good progress with the Speech and Language targets set by the Speech and Language Specialist Teacher as well as developing the skills and understanding of the 1:1 teaching assistants.

Mrs Alison Evans, Headteacher at Terrace Rd Primary School

Many teaching assistants have been trained and/or have developed a variety of important transferable skills and councillors emphasised the importance of these skills being used effectively. The Board did find a few examples of teaching assistants working across the cluster of schools in relation to particular issues like behaviour and will recommend that this is used more.

There is a perception that teaching assistants do far more than their job description including covering classes in the absence of the teacher. The Board felt there was a need to reiterate the importance of a clear role and purpose of a teaching assistant. The Board supported the view that the role of a teaching assistant is to 'support the learner under the guidance of the teacher' and whilst it is very important that they are working under the direction of a teacher it is not their role to direct a lesson. Although the Board recognised that the teaching assistant will have many duties in the school and that they provide a flexible resource. It was felt that a clear baseline needs be established for the role of a teaching assistant and that it should be 'to support the learner under the guidance of the teacher'.

The Board believed that the role of the teaching assistant needed to be absolutely clear detailing those things that are and are not within the duties of the post. Concise job descriptions are essential and should always be used.

Question asked 'Do you think teaching assistants are used consistently and effectively across schools in Swansea?'

From personal experience this varies between schools despite the recent audits for pay equality and grading and the generic job descriptions.

Different schools use TAs in different ways, according to the needs of the school. TAs are used differently within single schools as well as across schools.

It is really difficult for headteachers to gain an insight into the practices of other schools.

Comments of headteachers taken from questionnaire September 2011

3.8 There must be a consistent approach to workforce planning and recruitment processes for teaching assistants across Swansea.

The recruitment and retention practice for the employment of teaching assistants varies widely across schools. Evidence gathered suggests that teaching assistants may be employed through many different routes and not necessarily through a formal application and interview process. Many will have worked as a volunteer or temporarily in a part of the school or may have been transferred from another school. Some will have been recruited as a parent of a child at the school. Although it was noted that some had also been recruited through a rigorous interview process.

In relation to workforce planning for children with Special Educational Needs (SEN), the Board emphasised that skills and experience of staff working with children with SEN should be valued and schools should continue to do their best to maintain that experience. The Board also recognised that the majority of the SEN budget was being devolved to schools, which will mean that the Local Authority guidance and advice will be even more important. The effective deployment of teaching assistants and the skills they bring is essential.

The Board will recommend that the Local Education Authority provide information and guidance to schools in relation to appraisals, training, recruitment and retention of teaching assistants.

Councillors found that there were only a small number of male teaching assistants in Swansea schools and believed if the number was higher it could create the capacity to allow for more male role models, and potentially all primary school children would benefit as a result.

3.9 Induction Training for new teaching assistants is important and essential

Induction and Early Professional Development⁴

The arrangements for Induction and Early Professional Development will be strengthened and will be focussed on the core priorities of literacy, numeracy, reducing the link between poverty and attainment, behaviour management and reflective practice. These priorities will also apply to support staff.

School Workforce Policy Development Welsh Government - Department for Education and Skills

⁴ Welsh Government review of the arrangements for professional standards, performance management and continuing professional development (CPD) for the school workforce in Wales in 2010

The Board will recommend that induction should be completed as matter of course for any new teaching assistant. Councillors felt that it was essential that the induction received by teaching assistants whether formal or informal should include:

- a. Information and advice in relation to professional codes of conduct.
- b. Explanation of the parameters of the role, how that teaching assistant will fit into the team and how their role will positively benefit pupils at the school.
- c. Informing teaching assistants of the key priorities nationally, locally and at the school, for example, the drive to improve oracy, literacy and numeracy which has a national focus and should be a high priority across all primary schools in Swansea.

3.10 It is important to monitor how teaching assistants as a resource are helping raise standards of achievement of pupils in the primary sector.

Evidence has indicated that numbers and the role of the teaching assistants had increased substantially over recent years. Councillors felt that it was now time to take stock of the resource, plan for the future in a consistent manner and ensure that the teaching assistant as a workforce are used to maximum effect and are adding value in classrooms across Swansea.

Teaching assistants are used to support small groups of children primarily those in need of 'catch up'. They ensure that all resources are to hand; these will include a variety of word games. There is an emphasis on frequently used words before reading and writing tasks are developed. Thorough records are kept on pupil progress and also their health, concentration level or anything deemed to affect progress.

Teaching assistants also support groups of pupils in developing ICT provision. This may be through utilising subject specific computer programs or a particular website that enhances their ability in for example maths, history and science. One teaching assistant works on discrete ICT skills with pupils throughout the school.

Mr Withy, Headteacher at Crwys Primary School

The Board will recommend a process for monitoring the effectiveness of the role of teaching assistants in the drive to improve standards in schools.

3.11 Leadership and management in schools must be effective – engendering a shared sense of purpose and team building.

Head teacher provides both clear vision and drive that successfully motivates teachers and support staff and this is beginning to raise standards.

Shared sense of purpose among Teachers and support staff, so that they develop their understanding of the purpose of initiatives and convey a shared sense of purpose in their work.

Arrangements to manage and develop the professional expertise of teachers and support staff are systematic.

St Helens Primary School, Swansea – extract from schools Estyn Inspection 2010

The statistics show that teaching assistants are a large resource, currently 932 Teaching Assistants employed directly by schools that work in the classroom across the primary sector in Swansea. Councillors consider them to be an

integral part of the teaching team and very important and valued members of staff.

Councillors believe that the development of a 'whole school ethos' within individual schools was important to the consistency and effectiveness in the role of teaching assistants. Councillors thought it essential that all staff in schools work as a team with a shared sense of purpose. This will require good and clear management structure within each school which actively involves all staff in improving standards. This will also encourage an environment of mutual respect between staff.

3.12 There are many challenges and influences impacting on the role of teaching assistants now and in the near future.

3.13 The role of the teaching assistant will continue to be significant and meaningful in the classroom.

Question asked 'How would you like to see the role of teaching assistants across schools in Swansea develop in the future?'

To be the value added to the situation not the replacement of or be the cheapest option to teachers.

There undoubtedly needs to be a standard set of educational requirements and level of work duty allocated.

The number of teaching assistants has increased dramatically over the last number of years. However, there is no evidence to indicate that the increased number has led to an increased improvement in standards.

I would like to be sure they are properly trained. That their extensive use is justified in terms of improvement in literacy and numeracy.

I would like to see all schools include them in all aspects of school life so they have a complete picture.

Comments Councillors/chairs of governors from questionnaire Sept 2011

The Board recognised that there are now many challenges and influences impacting on schools and on the role of the teaching assistant.

It was found that there are many initiatives introduced nationally and locally that have (and will) impact on the role of the teaching assistant including, for example, the drive to improve literacy and numeracy. Using teaching assistants more as a resource to target and improve literacy and numeracy in schools. Councillors were particularly impressed by the targeted work being done across schools in relation to working with small groups of pupils.

Teaching assistants have a particularly important and key role to play in the developing numeracy and literacy of children and we must ensure they are effectively trained and are in a position to take on this challenge.

4. Recommendations

The Board commends Cabinet to consider all issues and ideas raised by this review and, in particular, the recommendations set out below.

The Board recognises that the Authority

- (a) will need to ensure that any subsequent actions are legal and meet the requirements of any relevant legislation;
- (b) has a responsibility to make the best use of limited resources and that any additional costs will need to be considered carefully as part of the annual budget setting process.

The Board has kept these principles in mind in the course of its investigations.

The Board recommends to Cabinet that:

- 4.1 One consistent title for the role of all teaching assistant staff (apart from those who provide individual support) be used and that be 'learning support assistant'.**
- 4.2 Schools carry out a formal appraisal of their learning support assistants on an annual basis as part of their performance management process and best practice.**
- 4.3 The local authority provides information and guidance to Schools in relation to appraisals, training, recruitment and retention.**
- 4.4 All new learning support assistants receive induction training which should include those issues identified in point 3.9.**
- 4.5 The viability of introducing a minimum qualification requirement for learning support assistants should be investigated by Cabinet and be subject of a report back to the Board at a future date.**
- 4.6 A process for monitoring the effectiveness of learning support assistants in the drive to improve standards in schools be introduced in addition to the formal appraisal requirement.**
- 4.7 Schools and teachers are given advice from the local authority on how to get the best from learning support assistants including providing training where necessary.**
- 4.8 All schools are encouraged to use the specific skills developed by learning support assistants more across the school clusters.**

About the Children, Young People and Learning Overview and Scrutiny Board

The Children, Young People and Learning Overview and Scrutiny Board is a body of Councillors who are not members of the Cabinet. Their role is to scrutinise the performance of Council services and to make recommendations about how services can be improved.

Members of the Board 2011/12

Councillor William Evans
Councillor John Miles
Councillor James Kelleher
Councillor Richard Lewis
Councillor Keith Marsh
Councillor Rene Kinzett
Councillor Penny Matthews
Councillor Ceinwen Thomas
Councillor June Stanton
Councillor Ioan Richard
Councillor Viv Abbott
Co-opted Member Kathleen Boyce
Co-opted Member Robin Lowe

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Reference

- Children and Young People Plan 2011-2014
- Child Poverty Strategy for Swansea
- Support Staff in Wales – Wales Assembly Government 2008
- Raising standards and tackling workload – a national agreement 2003
- Guidance for schools on higher level teaching assistants roles for school support staff
- The employment and deployment of teaching assistants – Research into the roles and responsibilities of teaching assistants in England and Wales 2005
- Draft revised professional standards for higher level teaching assistants 2011.
- The employment and deployment of teaching assistants – Research into the roles and responsibilities of teaching assistants in England and Wales 2005
- Wales Assembly Government Oct 2010 Paper for Cabinet - One Wales Commitment to develop a national structure for classroom assistants