




The CACHE Level 3 Diploma and Advanced Apprenticeship in Specialist Support in Supporting Teaching and Learning in Schools		
ICT	Literacy	Numeracy
<b>Engage in personal development</b>	<b>Support learning activities</b> Plan and deliver learning under the direction of a teacher	
	<b>Promote positive behaviour</b> Support young people to achieve their education potential	
	<b>Communication and professional relationships</b> Develop professional relationships	
	<b>Provide literacy and numeracy support</b> Support assessment for learning	
	<b>Understand how to safeguard the well-being of children</b> Support children's and young persons health and safety	
	<b>Understand child and young person development</b> Promote equality, diversity and inclusion	
	<b>Schools as organisations</b> Teamworking	
<b>Optional Edge Hill University 30 Credit module Level 4</b>		
  		

# Specialist Support in Supporting Teaching and Learning in Schools

## Overview of the programme

The Advanced Apprenticeship programme is **available to all non-graduates Teaching Assistants** and comprises the following components:

- Application, eligibility check, and initial assessment for Literacy, Numeracy and ICT, briefing and enrolment
- Training Needs Analysis, Accreditation of Prior Learning and Individual Learning Plan
- Six x three hour workshops run in term time from 4.30pm – 7.30pm. Choose the ones that are relevant to you!
- 4 x 3 hour assessments and observations carried out at your workplace
- Online learning with assignments and feedback
- An assessed reflective log with six entries
- Key skills or Functional Skills at Level 2 in Communication, the Application of Number and ICT
- Social networking and peer learning
- Option to gain a fully funded 30 credit Module with Edge Hill University on Continuing Professional Development which can be used towards a Foundation Degree.

## Key Dates and Fees

Enrolment is on May 10<sup>th</sup> and May 17<sup>th</sup> from 4pm – 7pm at No. 15 Ensign, Westwood Way, Coventry, CV4 8JA. All training and assessment is funded for those eligible. Registration and certification fees are payable at £295 per person.

The programme starts week commencing May 23<sup>rd</sup> 2011 and will complete before the end of March 2012.

## Benefits to you

- Practical and flexible programme of workshops
- Useful and relevant topics with tools and tips from experienced practitioners
- Useful and constructive feedback from a professional assessor
- Reflective process – gives you time to think!
- Join a network of like-minded and supportive colleagues
- Gain qualifications that recognise and reward your skills
- Gain recognition within your school for your efforts
- Improve your career prospects and create a path for progression

# Specialist Support in Supporting Teaching and Learning in Schools

## 1. Engage in personal development in health, social care or children's and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
		1.2	Explain expectations about own work role as expressed in relevant standards
2	Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
		2.2	Demonstrate the ability to reflect on practice
		2.3	Describe how own values, belief systems and experiences may affect working practice
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
		3.2	Demonstrate use of feedback to evaluate own performance and inform development
4	Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
		4.3	Demonstrate how to work with others to agree own personal development plan
5	Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
		5.2	Demonstrate how reflective practice has led to improved ways of working
		5.3	Show how to record progress in relation to personal development

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## 2. Support learning activities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to contribute to planning learning activities	1.1	Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities
		1.2	Evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided
		1.3	Use knowledge of the learners and curriculum to contribute to the teacher's planning
		1.4	Offer constructive suggestions for own role in supporting planned learning activities
		1.5	Identify and obtain the information required to support learning activities
2	Be able to prepare for learning activities	2.1	Select and prepare the resources required for the planned learning activities
		2.2	Develop and adapt resources to meet the needs of learners
		2.3	Ensure the learning environment meets relevant health, safety, security and access requirements
3	Be able to support learning activities	3.1	Select and demonstrate learning support strategies to meet the needs of learners
		3.2	Explain how social organisation and relationships may affect the learning process
		3.3	Give attention to learners in a way that balances the needs of individuals and the group as a whole
		3.4	Demonstrate ways of encouraging learners to take responsibility for their own learning
		3.5	Demonstrate ways of supporting learners to develop: <ul style="list-style-type: none"> <li>a) literacy skills</li> <li>b) numeracy skills</li> <li>c) ICT skills</li> <li>d) problem solving skills</li> </ul>
		3.6	Explain the sorts of problems that might occur when supporting learning activities and how to deal with these
4	Be able to observe and report on learner participation and progress	4.1	Apply skills and techniques for monitoring learners' response to learning activities
		4.2	Assess how well learners are participating in activities and the progress they are making

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Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Record observations and assessments of learner participation and progress in the required format
5	Be able to contribute to the evaluation of learning activities	5.1	Explain the importance of evaluating learning activities
		5.2	Use the outcomes of observations and assessments to: a) provide feedback to learners on progress made b) provide the teacher with constructive feedback on the learning activities c) provide the teacher with feedback on learners' participation and progress d) reflect on and improve own practice in supporting learning activities
6	Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1	Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice
		6.2	Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT

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### 3. Plan and deliver learning activities under the direction of a teacher

Partnership working: working with the teacher to support teaching and learning, for example in whole-class plenary sessions.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to plan learning activities under the direction of the teacher</p>	<p>1.1 Explain the objectives, content and intended outcomes of learning activities as agreed with the teacher</p>
	<p>1.2 Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum</p>
	<p>1.3 Plan and prepare learning activities, as directed by the teacher, for: a) individual learners b) small groups of learners</p>
	<p>1.4 Use knowledge of the learners, the curriculum and own expertise to contribute to planning partnership working with the teacher as part of the overall lesson pl</p>
<p>2 Be able to deliver learning activities</p>	<p>2.1 Demonstrate the use of teaching and learning methods to: a) meet the agreed learning objectives and intended outcomes b) maintain learners' motivation and interest c) support and challenge learners d) gather feedback on learners' progress and achievements</p>
	<p>2.2 Promote and support the inclusion of all learners involved in learning activities</p>
	<p>2.3 Organise and manage learning activities to ensure the safety of learners</p>
	<p>2.4 Work in partnership with the teacher to support learning activities for the whole class</p>
<p>3 Be able to monitor and assess learning outcomes</p>	<p>3.1 Monitor learners' responses to activities</p>
	<p>3.2 Demonstrate ways of modifying activities to meet learners' needs</p>
	<p>3.3 Monitor learners' participation and progress in learning activities</p>
	<p>3.4 Use monitoring outcomes to provide learners with focused support and feedback</p>

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## 4. Promote children and young people’s positive behaviour

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand policies and procedures for promoting children and young people’s positive behaviour	1.1	Summarise the policies and procedures of the setting relevant to promoting children and young people’s positive behaviour
		1.2	Evaluate how the policies and procedures of the setting support children and young people to: <ul style="list-style-type: none"> <li>a) feel safe</li> <li>b) make a positive contribution</li> <li>c) develop social and emotional skills</li> <li>d) understand expectations and limits</li> </ul>
		1.3	Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people’s behaviour in accordance with the policies and procedures of the setting
2	Be able to promote positive behaviour	2.1	Explain the benefits of actively promoting positive aspects of behaviour
		2.2	Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others
		2.3	Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting
		2.4	Demonstrate realistic, consistent and supportive responses to children and young people’s behaviour
		2.5	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3	Be able to manage inappropriate behaviour	3.1	Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people
		3.2	Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting
		3.3	Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people
		3.4	Provide support for colleagues to deal with inappropriate behaviour of children and young people

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Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred
4	Be able to respond to challenging behaviour	4.1	Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points
		4.2	Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting
		4.3	Assess and manage risks to own and others' safety when dealing with challenging behaviour
		4.4	Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening
		4.5	Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting
5	Be able to contribute to reviews of behaviour and behaviour policies	5.1	Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment
		5.2	Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets
		5.3	Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions
		5.4	Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development

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## 5. Support children and young people to achieve their education potential

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1	Explain the principles and values that underpins work to support children and young people to achieve their educational potential
		1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
		1.3	Evaluate the factors that can contribute to low achievement by children and young people
2	Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1	Support children or young people to articulate their educational needs and aspirations
		2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development
3	Be able to support children and young people to work towards their educational goals	3.1	Identify and celebrate individual children or young people's successes and achievements
		3.2	Identify barriers to achievement and support individual children or young people to work towards finding solutions
		3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals
4	Be able to review educational achievements with children and young people	4.1	Evaluate with individual children or young people, their achievements against their action plans
		4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

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## 6. Communication and professional relationships with children, young people and adults

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of developing positive relationships with children, young people and adults	1.1	Explain why effective communication is important in developing positive relationships with children, young people and adults
		1.2	Explain the principles of relationship building with children, young people and adults
		1.3	Explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2	Understand how to communicate with children, young people and adults	2.1	Explain the skills needed to communicate with children and young people
		2.2	Explain how to adapt communication with children and young people for: a the age of the child or young person b the context of the communication c communication differences
		2.3	Explain the main differences between communicating with adults and communicating with children and young people
		2.4	Explain how to adapt communication to meet different communication needs of adults
		2.5	Explain how to manage disagreements with children, young people and adults
3	Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
		3.2	Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
		3.3	Justify the kinds of situation when confidentiality protocols must be breached

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## 7. Develop professional relationships with children, young people and adults

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to develop professional relationships with children and young people</p>	<p>1.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people</p>
	<p>1.2 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns</p>
	<p>1.3 Demonstrate how to support children and young people in making choices for themselves</p>
	<p>1.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole</p>
<p>2 Be able to communicate with children and young people</p>	<p>2.1 Use different forms of communication to meet the needs of children and young people.</p>
	<p>2.2 Demonstrate how to adapt communication with children and young people for:            a) the age and stage of development of the child or young person            b) the context of the communication            c) communication differences.</p>
	<p>2.3 Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.</p>
<p>3 Be able to develop professional relationships with adults</p>	<p>3.1 Demonstrate how to establish rapport and professional relationships with adults</p>
	<p>3.2 Demonstrate how to adapt communication with adults for:            a) cultural and social differences            b) the context of the communication            c) communication differences</p>
	<p>3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults</p>
	<p>3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively</p>

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Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Explain when and how to refer other adults to further sources of information, advice or support
4	Be able to support children and young people in developing relationships	4.1	Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others
		4.2	Provide an effective role model in own relationships with children, young people and adults
		4.3	Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people's: a) individuality, diversity and differences b) feelings and points of view
		4.4	Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves
		4.5	Provide encouragement and support for other adults in the setting to have positive relationships with children and young people
5	Be able to comply with policies and procedures for confidentiality, sharing information and data protection	5.1	Apply the setting's policies and procedures for: a) sharing information b) confidentiality c) data protection
		5.2	Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

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## 8. Provide literacy and numeracy support

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify pupils' needs for literacy and numeracy support	1.1	Explain the importance of literacy and numeracy skills for accessing the wider curriculum
		1.2	Obtain and interpret information about pupils': a) literacy and numeracy skills b) learning targets c) literacy and numeracy support needs
		1.3	Obtain and interpret information about: a) the teaching and learning objectives of learning activities b) the literacy and numeracy demands of learning activities
2	Be able to provide literacy support to help pupils to access the wider curriculum	2.1	Use knowledge of the individual needs of pupils to provide literacy support
		2.2	Identify and use opportunities provided by the learning activities to support development of pupils' literacy skills
		2.3	Deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem
3	Be able to provide numeracy support to help pupils to access the wider curriculum	3.1	Use knowledge of the individual needs of pupils to provide numeracy support
		3.2	Identify and use opportunities provided by the learning activities to support development of pupils' numeracy skills
		3.3	Deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem

# Specialist Support in Supporting Teaching and Learning in Schools

## 9. Support assessment for learning

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand the purpose and characteristics of assessment for learning</p>	<p>1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements</p> <p>1.2 Summarise the difference between formative and summative assessment</p> <p>1.3 Explain the characteristics of assessment for learning</p> <p>1.4 Explain the importance and benefits of assessment for learning</p> <p>1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: a) the teacher b) the learners c) the learning support practitioner</p>
<p>2 Be able to use assessment strategies to promote learning</p>	<p>2.1 Obtain the information required to support assessment for learning</p> <p>2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners</p> <p>2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making</p> <p>2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop</p> <p>2.5 Provide opportunities and encouragement for learners to improve upon their work</p>
<p>3 Be able to support learners in reviewing their learning strategies and achievements</p>	<p>3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs</p> <p>3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning</p>

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Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements</p> <p>3.4 Support learners to:</p> <ul style="list-style-type: none"> <li>a) reflect on their learning</li> <li>b) identify the progress they have made</li> <li>c) identify their emerging learning needs</li> <li>d) identify the strengths and weaknesses of their learning strategies and plan how to improve them</li> </ul>
<p>4 Be able to contribute to reviewing assessment for learning</p>	<p>4.1 Provide feedback to the teacher on:</p> <ul style="list-style-type: none"> <li>a) learner participation and progress in the learning activities</li> <li>b) learners' engagement in and response to assessment for learning</li> <li>c) learners' progress in taking responsibility for their own learning</li> </ul> <p>4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning</p>

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## 10. Understand How to Safeguard the Wellbeing of Children and Young People

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.</p>	<p>1.1 . Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.</p> <p>1.2 . Explain child protection within the wider concept of safeguarding children and young people.</p> <p>1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.</p> <p>1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.</p> <p>1.5 . Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.</p>
<p>2 Understand the importance of working in partnership with other organisations to safeguard children and young people.</p>	<p>2.1 . Explain the importance of safeguarding children and young people.</p> <p>2.2 Explain the importance of a child or young person centred approach.</p> <p>2.3 . Explain what is meant by partnership working in the context of safeguarding.</p> <p>2.4 . Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.</p>
<p>3 Understand the importance of ensuring children and young people’s safety and protection in the work setting.</p>	<p>3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting.</p> <p>3.2 . Explain policies and procedures that are in place to protect children and young people and adults who work with them.</p> <p>3.3 . Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.</p> <p>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.</p>

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Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
		4.2	. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.
		4.3	. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5	Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.
6	Understand how to work with children and young people to support their safety and wellbeing.	6.1	Explain how to support children and young people's self-confidence and self-esteem.
		6.2	Analyse the importance of supporting resilience in children and young people.
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.
7	Understand the importance of e-safety for children and young people.	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.
		7.2	. Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone.</li> </ul>

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## 11. Support Children and Young People's Health and Safety.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand how to plan and provide environments and services that support children and young people's health and safety.</p>	<p>1.1 . Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services.</p> <p>1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.</p> <p>1.3 Identify sources of current guidance for planning healthy and safe environments and services.</p> <p>1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.</p>
<p>2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.</p>	<p>2.1 . Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues.</p> <p>2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits.</p> <p>2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.</p> <p>2.4 Explain how health and safety risk assessments are monitored and reviewed.</p>
<p>3 Understand how to support children and young people to assess and manage risk for themselves.</p>	<p>3.1 . Explain why it is important to take a balanced approach to risk management.</p> <p>3.2 . Explain the dilemma between the rights and choices of children and young people and health and safety requirements.</p> <p>3.3 . Give example from own practice of supporting children or young people to assess and manage risk.</p>
<p>4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits.</p>	<p>4.1 . Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness.</p> <p>4.2 . Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.</p>

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## 12. Understand Child and Young Person Development.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the expected pattern of development for children and young people from birth - 19 years.	1.1	. Explain the sequence and rate of each aspect of development from birth – 19 years.
		1.2	. Explain the difference between sequence of development and rate of development and why the difference is important.
2	Understand the factors that influence children and young people’s development and how these affect practice.	2.1	Explain how children and young people’s development is influenced by a range of personal. factors
		2.2	. Explain how children and young people’s development is influenced by a range of external factors
		2.3	Explain how theories of development and frameworks to support development influence current practice.
3	Understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern.	3.1	Explain how to monitor children and young people’s development using different methods.
		3.2	Explain the reasons why children and young people’s development may not follow the expected pattern.
		3.3	. Explain how disability may affect development.
		3.4	. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.
4	Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.
		4.2	Explain how multi agency teams work together to support speech, language and communication.
		4.3	. Explain how play and activities are used to support the development of speech, language and communication.
5	Understand the potential effects of transitions on children and young people’s development.	5.1	Explain how different types of transitions can affect children and young people’s development.
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition.

## 13. Promote equality, diversity and inclusion in work with children and young people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to promote equality and diversity in work with children and young people</p>	<p>1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity</p>
	<p>1.2 Explain the importance of promoting the rights of all children and young people to participation and equality of access</p>
	<p>1.3 Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people</p>
	<p>1.4 Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences</p>
	<p>1.5 Demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in own work with children and young people</p>
<p>2 Understand the impact of prejudice and discrimination on children and young people</p>	<p>2.1 Explain ways in which children and young people can experience prejudice and discrimination</p>
	<p>2.2 Analyse the impact of prejudice and discrimination on children and young people</p>
	<p>2.3 Evaluate how own attitudes, values and behaviour could impact on work with children and young people</p>
	<p>2.4 Explain how to promote anti-discriminatory practice in work with children and young people</p>
	<p>2.5 Explain how to challenge discrimination</p>
<p>3 Be able to support inclusion and inclusive practices in work with children and young people</p>	<p>3.1 Explain what is meant by inclusion and inclusive practices</p>
	<p>3.2 Identify barriers to children and young people's participation</p>
	<p>3.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people</p>

# Specialist Support in Supporting Teaching and Learning in Schools

## 14. Schools as organisations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the structure of education from early years to post-compulsory education	1.1	Summarise entitlement and provision for early years education
		1.2	Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
		1.3	Explain the post 16 options for young people and adults
2	Understand how schools are organised in terms of roles and responsibilities	2.1	Explain the strategic purpose of: a school governors b senior management team c other statutory roles eg. SENCO d teachers e support staff roles
		2.2	Explain the roles of external professionals who may work with a school eg. educational psychologist
3	Understand school ethos, mission, aims and values	3.1	Explain how the ethos, mission, aims and values of a school may be reflected in working practices
		3.2	Evaluate methods of communicating a school's ethos, mission, aims and values
4	Know about the legislation affecting schools	4.1	Summarise the laws and codes of practice affecting work in schools
		4.2	Explain how legislation affects how schools work
		4.3	Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: a general bodies such as the Health and Safety Executive b school specific regulatory bodies
5	Understand the purpose of school policies and procedures	5.1	Explain why schools have policies and procedures
		5.2	Summarise the policies and procedures schools may have relating to: a staff b pupil welfare c teaching and learning d equality, diversity and inclusion e parental engagement
		5.3	Evaluate how school policies and procedures may be developed and communicated
6	Understand the wider context in which schools operate	6.1	Summarise the roles and responsibilities of national and local government for education policy and practice
		6.2	Explain the role of schools in national policies relating to children, young people and families
		6.3	Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

## 15. Team working

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Plan collaborative work with others	1.1	describe what makes groups or teams effective in the workplace
		1.2	agree realistic objectives for working together and identify what needs to be done to achieve them
		1.3	share relevant information to help agree roles and responsibilities
		1.4	agree suitable working arrangements with other team members
2	Seek to develop co-operative ways of working and check progress towards agreed objectives	2.1	organise and carry out tasks efficiently to meet his/her responsibilities
		2.2	seek effective ways to work co-operatively, including ways to resolve conflict
		2.3	share accurate information on progress and agree changes where necessary to achieve objectives
3	Review work with others and agree ways of improving collaborative work in the future	3.1	provide a detailed account of what went well and less well from his/her point of view
		3.2	identify factors influencing the outcome of working with others, including own role
		3.3	identify ways of improving own work with others