

COBIS Diploma for International Teaching Assistants

Assessment Criteria

All candidates will have access to an online portfolio where they can watch interactive online tutorials and upload assignments. This work will then be assessed by a personal tutor from TA College and given feedback. Candidates will be fully supported throughout their course by an occupationally competent and experienced personal tutor.

Candidates will complete five key mandatory units and one from a choice of three optional units to encourage reflection, share best practice, and complete assignments relating theory to practice which is directly relevant to the role of international TAs. Assignments are marked Pass (P), Merit (M), or Distinction (D). To achieve a pass in each assignment, the three 'P' criteria must be achieved. If the merit 'M' criteria is completed in addition to all 'P' criteria, you achieve a merit. If all criteria are completed including the 'D' criteria, you will achieve a distinction for that unit.

Mandatory Units	
1	Working as an Effective TA in an International Setting
2	Assessment for Learning
3	Safeguarding
4	Supporting Children with English as an Additional Language
5	Providing Literacy and Numeracy Support
Optional Units (choose one)	
1	Supervising Whole Class Learning
2	Supporting Children with Special Educational Needs
3	Support Children to Reach their Potential

Unit 1: Working as an Effective Teaching Assistant in an International Setting

Looking at the role of the TA, understanding the role in an International context, supporting and leading learning activities, behaviour for learning, promoting a positive attitude to learning and raising self-esteem. Communication and professional relationships.

Assignment 1	
P1	Create a leaflet or booklet for new TAs in your school to outline the role of a TA and key expectations
P2	Explain how TAs should promote positive behaviour in school
P3	Outline how TAs should communicate effectively and build work effectively alongside the teacher
M1	Explain how a TA may promote a positive attitude to learning
D1	Analyse the positive impact a TA can have whilst working in an international school

Unit 2: Supporting Assessment for Learning

Supporting the teacher in gathering useful information that can be used to support future learning, quality questioning, differentiation, building on children's learning and understanding learning styles. Providing quality feedback to the teacher.

Assignment 2	
P1	Create a presentation to explain the role of a TA in supporting Assessment for Learning
P2	Explain the different methods a TA can use to gather information on the children's current knowledge, understanding, and ability
P3	Outline why this information may be useful to the class teacher
M1	Describe a lesson where you have demonstrated effective use of Assessment for Learning
D1	Reflect on your current support in Assessment for Learning and develop an action plan for your professional development

Unit 3: Safeguarding

Understanding the safeguarding policy of the setting, understanding the challenges of safeguarding children in an International setting, actively promoting safeguarding within practice.

Assignment 3

P1	Create a leaflet or booklet to explain the importance of safeguarding children suitable for new TAs to your setting
P2	Outline the safeguarding policy of the setting within your leaflet
P3	Explain the role of the TA in safeguarding children
M1	Evaluate the importance of maintaining a consistent approach to safeguarding throughout your setting
D1	Analyse the challenges facing TAs when promoting safeguarding

Unit 4: Supporting Children with English as an Additional Language

Understanding the difficulties children with EAL may experience, strategies to support children with EAL in the classroom with an emphasis on resources, speaking and listening.

Assignment 4	
P1	Outline the challenges faced by children with English as an Additional Language
P2	Explain how the role of the TA can support children in overcoming the challenges they face
P3	Outline how a TA may support a child with EAL during learning activities
M1	Describe effective strategies that may be used to support a child with EAL
D1	Analyse the impact of the role of the TA working with children with EAL becoming independent learners

Unit 5: Providing Literacy and Numeracy Support

Understanding the curriculum and programme of study for your setting, supporting literacy and numeracy skills across the curriculum, understanding children's development to support numeracy skills and engaging children's interest.

Assignment 5	
P1	Plan a literacy and a numeracy activity for a group of children
P2	Outline how your plans fit into the current curriculum and plans for the children you work with
P3	Explain your choice of resources and how they will impact on the learning
M1	Evaluate your learning activities demonstrating reflection of your support
D1	Analyse how a teaching assistant may support literacy and numeracy across the curriculum

Unit 6: Supervise Whole Class Learning

Covering lessons for a whole class, ideal for Teaching Assistants who also work as Cover Supervisors. Understanding and following planning, engaging the interest and engagement of all the children, monitoring children's responses and supporting children whilst balancing the needs of the whole class. Using Assessment for Learning Skills and gathering information to feedback to the teacher.

Assignment 6	
P1	Provide a plan and description of a lesson of leading whole class learning
P2	Explain how you encouraged learners to stay motivated and on task
P3	Outline the procedures for after the lesson has been completed, including dismissing learners, feedback to the teacher, and marking or assessment
M1	Evaluate the lesson and the quality of your ability to lead the whole class learning activity
D1	Analyse the challenges a TA may experience when leading whole class learning activities

Unit 7: Supporting Children with Special Educational Needs

Understanding the specific needs of the children you work with, looking for strategies to high quality support, focusing on what a child can achieve, utilising strengths to support weaknesses, engaging children, monitoring progress. Understand what is meant by inclusion and inclusive practice.

Assignment 7

P1	Write a case study of a child you work with to outline their specific needs
P2	Explain the special provision provided for the child and your involvement in this programme
P3	Identify barriers to participation your case study child may experience
M1	Explain what is meant by inclusion and inclusive practice
D1	Analyse the role of the teaching assistant in providing support for children with special educational needs

Unit 8: Supporting Children to Reach their Potential

Understanding why children may under perform, removing barriers, supporting children working towards targets, identifying and developing gifted and talented children, promoting independence, the mentoring process.

Assignment 8	
P1	Outline factors that may contribute to low achievement
P2	Explain strategies that can be used to support children to reach their potential
P3	Identify how children's achievements can be celebrated
M1	Analyse the barriers to children reaching their potential
D1	Analyse the role of the teaching assistant in supporting children to reach their potential