2025-26

Teaching Assistant CPD Hub
Empower Practice, Enrich Impact

DELIOS
TRAINING & CONSULTANCY LTD

Empower Your Classroom Support Team, Transform Your School's Outcomes 💥

Are you a senior leader aiming to enhance the effectiveness of your teaching assistants (TAs)?
Teaching assistants play a pivotal role in delivering high-quality education and supporting every pupil to thrive. However, maximising their impact requires targeted professional development tailored to their unique role.

Introducing the **"Teaching Assistant CPD Hub"** a comprehensive suite of 90-minute professional development modules designed to equip your TAs with the skills, confidence, and strategies to excel. These sessions address key areas of pedagogy, behaviour, inclusion, and subject-specific support—ensuring that your TAs are empowered to deliver exceptional outcomes for your pupils.

Module
1. Active Teaching and Learning
2. Adaptive Teaching Part A
3. Adaptive Teaching Part B
4. Adaptive Teaching Part C
5. Developing children's vocabulary
6. Dual coding and graphic organisers
7. Embedding Assessment For Learning
8. Enhancing pupil articulation
9. Ensuring our classroom is inclusive
10. Exploring social and emotional learning
11. Exploring the role of a TA through the Teaching Assistant standards – Part 1
12. Exploring the role of a TA through the Teaching Assistant standards – Part 2
13. High quality teaching
14. Improving pupils' behaviour 1
15. Improving Pupils' Behaviour 2
16. Improving Pupils' Behaviour 3
17. Linking interventions
18. Retrieval practice
19. Supporting children with dyscalculia
20. Supporting children with dyslexia
21. Supporting children with mental health needs
22. Supporting children with speech language and communication needs
23. Supporting EAL learners
24. Supporting pupils in English
25. Supporting Pupils in Mathematics
26. Supporting pupils with autism
27. Times tables – how can we make them stick?
28. Understanding and responding effectively to aggressive behaviour
29. Using feedback effectively in the classroom
30. Using questioning effectively in the classroom

Why Choose TA CPD Hub?

- **Focused on Impact:** Practical strategies your TAs can implement immediately to support whole-school improvement.
- **Tailored for TAs:** Modules designed specifically for their role, aligned with the Teaching Assistant Standards.
- **Flexible and Accessible:** Bite-sized 90-minute sessions delivered online to fit seamlessly into your school's schedule.
- **Cost-Effective CPD:** Affordable professional development without compromising on quality.
- **Expert-Led Training:** Delivered by experienced educational consultants with a deep understanding of TA development.

Delivery Options:

- **Flexible Scheduling:** Modules can be delivered during staff meetings, INSET days, or twilight sessions.
- **Customisable Packages:** Select individual modules or design a tailored CPD program for your team.

Key Benefits for Schools:

- **Significant Savings:** The more modules you purchase, the greater the value.
- **Flexible Options:** Pick and choose modules to suit your school's specific needs or opt for the full series for maximum impact.
- **High-Quality CPD:** Affordable pricing without compromising on expert-led training.

Discount Structure:

Modules	Discount	Cost per module	Maximum savings*
2–4	5%	£142.50	£15
5-9	15%	£127.50	£202
10-14	30%	£105	£630
15-19	45%	£82.50	£1282
20+	60%	£60	£2880

Modules on offer

Title	Description
1. Active Teaching and Learning	Active teaching techniques can provide children with greater responsibility for their own learning and result in significantly higher levels of engagement. In this session participants will explore a range of active teaching and learning strategies that can be used to engage all pupils. It will also consider the classroom factors that need to be present for such strategies to be a success.
2. Adaptive Teaching Part A	Unpicking 10 different dimensions when *engaging* pupils with different needs as part of a broader framework for learning. TAs will look at each dimension and reflect on their own practice and identify new methods to use with pupils.
3. Adaptive Teaching Part B	Unpicking 12 different dimensions when *representing* information/ tasks to pupils with different needs as part of a broader framework for learning. TAs will look at each dimension and reflect on their own practice and identify new methods to use with pupils.
4. Adaptive Teaching Part C	Unpicking 9 different dimensions to *action and expression* when catering for pupils with different needs as part of a broader framework for learning. TAs will look at each dimension and reflect on their own practice and identify new methods to use with pupils.
5. 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.
6. Dual coding and graphic organisers	Dual coding involves presenting information in multiple different formats - for example in writing and in pictures - to support pupils' understanding. This session unpicks the theory of dual coding and how it can be incorporated into the teaching and learning process. Participants will explore a range of different examples including the use of graphic organisers to support pupils in processing and demonstrating their understanding.
7. 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.
8. Enhancing pupil articulation	In recent years there has been a renewed interest in the purpose of classroom talk in helping pupils learn. High-quality classroom talk is essential to pupils' thinking and learning. It is also linked to improvements in reading and writing, and overall attainment. This session explores a range of practical ways that pupils can be encouraged to articulate their thinking to deepen their understanding about key concepts through classroom talk.
9. 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.
10. 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.
11. 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.
12. 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 second session participants will explore the final two: Teaching and learning and Working with Others.
13. High quality teaching	Teaching assistants are regularly called upon to teach whole classes without always having had access to the same degree of profession development as teachers. This session will unpick features of high quality, effective teaching. It will draw on the findings of research evidence and participants will have an opportunity to discuss the implications for their practice moving forward.
14. Improving pupils' behaviour 1	Exploring some of the key considerations identified in the award-winning work of Paul Dix-When Adults Change – Everything Changes. Focusing on visible consistency, counter-intuitive classroom, deliberate botheredness and providing certainty.
15. Improving Pupils' Behaviour 2	Exploring some of the key considerations identified in the award-winning work of Paul Dix-When Adults Change – Everything Changes. Focusing on classroom routines, flipping the script, punishment and restore, redraw and repair.
16. Improving Pupils' Behaviour 3	Exploring some of the key considerations identified in the award-winning work of Paul Dix-When Adults Change – Everything Changes. Focussing on following rules and people, behaviour policy and 30 day magic.

17.	Linking interventions	An increasing number of children receive support via interventions. Research suggests it is important for both teachers and TAs to make concrete links between any support pupils have as part of interventions and how they can be built on in the classroom environment. This session explores ways this can be achieved.
18.	Retrieval practice	With a greater focus on developing children's long-term memory, many schools have built retrieval practice into their teaching repertoire and curricular sequences. This session explores the role retrieval practice, alongside managing cognitive load, can play in enabling children to remember and retain key knowledge longer term.
19.	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.
20.	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. Infact dyslexia can influence 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.
21.	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.
22.	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.
23.	Supporting EAL learners	EAL learners have a dual task at school: to learn English (language) and to learn through English. This session explores a range of strategies and techniques to support the successful inclusion of pupils where English is an Additional Language in the primary classroom.
24.	Supporting Pupils in English	This session explores the key aims of the English National Curriculum, focussing on the role teaching assistants can play in supporting children's understanding in phonics, reading and writing. Participants will consider ways they can develop children's skills through a range of practical ideas and strategies including supporting children with Special Educational Needs and Disabilities.
25.	Supporting Pupils in Mathematics	This session explores the key aims of the National Curriculum and examines those aspects that some children find more difficult. Participants will look at ways they can support and develop children's mathematical thinking and understanding. There will be a specific focus on developing 'maths talk' as part of improving children's ability and confidence to reason mathematically and solve problems.
26.	Supporting pupils with autism	There are an increasing number of pupils being diagnosed with autism. Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses. This session reflects on a range of strategies and techniques to support the successful inclusion of pupils with autism in the primary classroom.
27.	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.
28.	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.
29.	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.
30.	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.