



**Trish Wilson, Lead TA**  
**Rosslyn Park Primary School**

- Learning support
- Experienced Lead Teaching Assistant
- Leader of Support Staff Network



Embodying adaptability and commitment, I believe that a well-motivated and highly educated learning support staff is a crucial element of a school's professional cohort, both in terms of the value and impact that they can deliver to the children they work with, and the school community they serve. Successful learning support staff development is the result of the combination of carefully considered challenge and support, utilised to empower staff and drive progress. It should reflect the needs of learners and schools, improving outcomes for children and supporting staff development.

Trish began working at Rosslyn Park Primary School in 2005 and in 2012 became lead TA. Since that time, she has worked closely with TAs and senior leaders to ensure that commitment to support staff has been consistent, adding value to every-day practice. This has included baselining TA practice and implementing a coaching and mentoring programme to drive and support the areas of development identified by that process. Additionally, Trish has planned, facilitated and supported a Peer to Peer coaching programme introduced by senior leaders. She has been actively involved in identifying support staff CPD needs, developing and delivering staff meetings/programmes to address areas for staff development.

Trish has also recently undertaken a role with the Transform Trust Academy, which sees her working collaboratively with 14 schools to more widely champion support staff, support senior and TA leaders to collect and collate Trust-wide learning support data. Additionally, this role has enabled her to implement practical structures to support TA leaders, identify CPD requirements across the Trust and encourage the evolution of a broader, more professional perspective in, and towards, learning support staff. It also sees her actively involved in developing policy and procedure that will lead to consistency of TA opportunity and expectation across Trust schools.

Trish is acutely aware of the changing expectation of support staff and the challenges that this role faces – she is committed to considering how to develop practice that fits with, and prioritises whole-school targets, whilst maintaining and advocating the focus on the value of every child.

