

Sibsey Free Primary School

Support Staff Policy



Approved by: Headteacher

Date: July 2023

Last reviewed on: March 2020

Next review due by: March 2026

Policy for teaching and learning support staff

Statement of purpose

This policy specifies our vision for the role, purpose and contribution of Teaching Assistants (TAs) at Sibsey Primary School. It sets out expectations in relation to TAs' work and conduct, and also the expectations that TAs can have of teachers and the Senior Leadership Team (SLT) in terms of the support they will receive to make a meaningful contribution to teaching and learning. It has been developed following extensive work in our school on maximising the impact of our TA staff in line with the best available evidence on TA deployment, use and training to ensure TAs are equipped to make a meaningful contribution to teaching and learning..

In line with the expectations of the governing body, our pupils and their families, we recognise the teachers at Sibsey Primary School are responsible for meeting the learning needs and the progress of all the pupils in their classes. Our Teaching Assistants (TAs) have a different, but distinct, complementary role and contribution in helping our pupils become confident, competent, independent and successful learners.

It is the responsibility of the Senior Leadership Team (SLT) to ensure that TAs support the work of our teachers and the school more broadly, and maintain the appropriate demarcation between the role and responsibilities of teachers and the role and contribution of TAs.

This policy specifies our vision for the role, purpose and contribution of TAs at Sibsey Primary School. It sets out expectations in relation to TAs' work and conduct, and also the expectations TAs can have of teachers and the SLT in terms of how they will support TAs. This policy has been developed following extensive work undertaken by our school on maximising the impact of our TA staff. Contributors to this policy have been the staff of Sibsey Primary School, Governors and parents involved within a Working Group to oversee the policy's development.

Links to other school policies

Throughout the policy specific links to other school policies will be made; teaching, learning and target setting policy; behaviour policy; child protection/safeguarding policy; assessment, marking and monitoring policy; and to include where relevant, explicit links throughout to the SEN Code of Practice. There are also specific areas relating to the Professional Standards for TAs; Code of Conduct and Code of Values and Behaviour (included in the appendices alongside additional information).

Monitoring the TA policy

Implementation and adherence to the policy will be through conversations with staff during professional development meetings and observation of classroom practices throughout the year. The system of line management and induction of new staff members, to include teachers, will endeavour to commit our aims in continual practise.

Monitoring of latest development initiatives for teaching assistants will be also be on-going alongside government directives in which staff will be consulted annually in the updating of the policy.

Expectations of TAs.

TAs can expect the senior leadership team to strive to:

- Ensure each TA is deployed in a role that reflects their skills and aptitudes.

- Define, clearly and properly, the tasks and duties each TA can expect to be asked to perform in their role, and specify their contribution to teaching and learning at Sibsey Primary School.
- Provide timely and appropriate training and preparation to ensure TAs are confident and ready to undertake the tasks they are given.
- Avoid deploying TAs in roles for which they are not specifically trained or that are more appropriately undertaken by a qualified teacher. (Some very exceptional circumstances may apply ie, as in medical emergencies until additional support is deployed).
- Recognise and celebrate TAs' contribution to teaching and learning, and treat them as professionals in their own right.
- Provide induction and professional development opportunities, supervision and performance reviews commensurate with maintaining their professional identity.
- Ensure teaching staff are aware of their role and responsibility for ensuring TAs are deployed appropriately and are properly prepared for the tasks they give them.
- Train and support teachers to ensure they have the skills and knowledge to deploy TAs appropriately and consistently.

TAs can expect teachers to:

- Be aware of the school's expectations of how to deploy and prepare TAs, and ensure their contribution to teaching and learning is consistent with our whole school aims.
- Know the respective roles and skills of the TAs they work with most frequently and deploy them appropriately as outlined explicitly in lesson plans and schemes of work
- Communicate adequate information and instructions about lessons ahead of time, and clearly specify TAs' role in, and contribution, to each lesson.
- Provide opportunities for TAs to feed back after lessons and provide clear guidance on what information should be fed back.
- Respond in a positive and timely fashion to requests from TAs for information about lessons, pupils, curriculum content, instructional techniques, or any other information essential to ensuring their effective deployment in lessons and contribution to learning.
- Discharge responsibilities to TAs that, as the lead professional in the classroom, belong to them.
- Recognise and reinforce TAs' professional identity and their status within the school.
- Contribute to induction and training, supervision and performance reviews for TAs.
- Request training and guidance in order to ensure they have the skills and knowledge to meet their professional duties and responsibilities as a teacher, in relation to deploying TAs appropriately.

The senior leadership team and teachers expect TAs to:

- Act in a manner that upholds the professional identity of members of staff at Sibsey Primary School.
- Demonstrate good literacy and numeracy skills
- Have good timekeeping and attendance
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs
- Participate in the school's induction programme and performance review process.
- Make the most of training and professional development opportunities to develop their knowledge and skills and keep up to date with national and school-based initiatives
- Adhere to the agreed Teaching Assistant standards (see appendix)

- Implementing and following whole school policies, e.g. safeguarding, health and safety, behaviour, confidentiality
- Prompt teachers for pre-lesson information and to ask for clarification where required.
- Perform and interact with pupils in ways that are consistent with what the school expects from TAs in terms of their contribution to teaching and learning.
- Contribute to lesson planning and feedback at teachers' request.
- Support the students in achieving the objectives of the lesson as outlined by the classroom teacher
- Make resources for students as appropriate under the guidance of the classroom teacher
- Record student achievements under teacher's direction
- Plan and deliver activities to EY, KS1 or KS2 students as part of Intervention programmes
- Develop 1:1 mentoring arrangements with students as part of the Intervention programme
- Assist with the development and implementation of Individual Education/Behaviour Profiles and Personal Care programmes and attend meetings with parents and external agencies as necessary
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Work towards the priorities outlined in the School Development Plan (in line with the TA standards)

Recruitment

In discussion with parents it was recognised that the role of the TA has changed considerably and TAs now have considerable contact in supporting children to access the curriculum, carry out specific interventions, have a good knowledge of child development, learning and misconceptions so agreed that GCSE English and maths was necessary, plus experience in this area; be it work experience or preferably qualifications to support this area; apprenticeship in teaching and learning or equivalent.

Conditions of employment

Hours negotiated would be determined by the post needed to fulfil but should incorporate time for discussion, either prior to and at the end of the day; but also to include alternative opportunities for discussion such as post-its or in class books; to enable professional dialogue to be carried out to ensure understanding of role and to ensure communication of reflection on activities carried out by the post holder. This is also pertinent when staff have dual roles; when working in more than one classroom.

An hour at dinner time covers the agreed working practices time for breaks = 4.5 hours requires a 20 min break but it should be stipulated that when children are on their breaks this is a time for additional duties.

Sibsey Free School adopts the Lincolnshire County Council Code of Conduct guidance as detailed in the School's Employment Manual. The Code of Conduct aims to assist in the understanding required to perform duties to the best of a person's ability (see Code of Conduct on website).

The Code applies to all employees of the County Council and there is a need to be familiar with the contents of the Code and the documents referred to. It cannot cover every eventuality but if in any

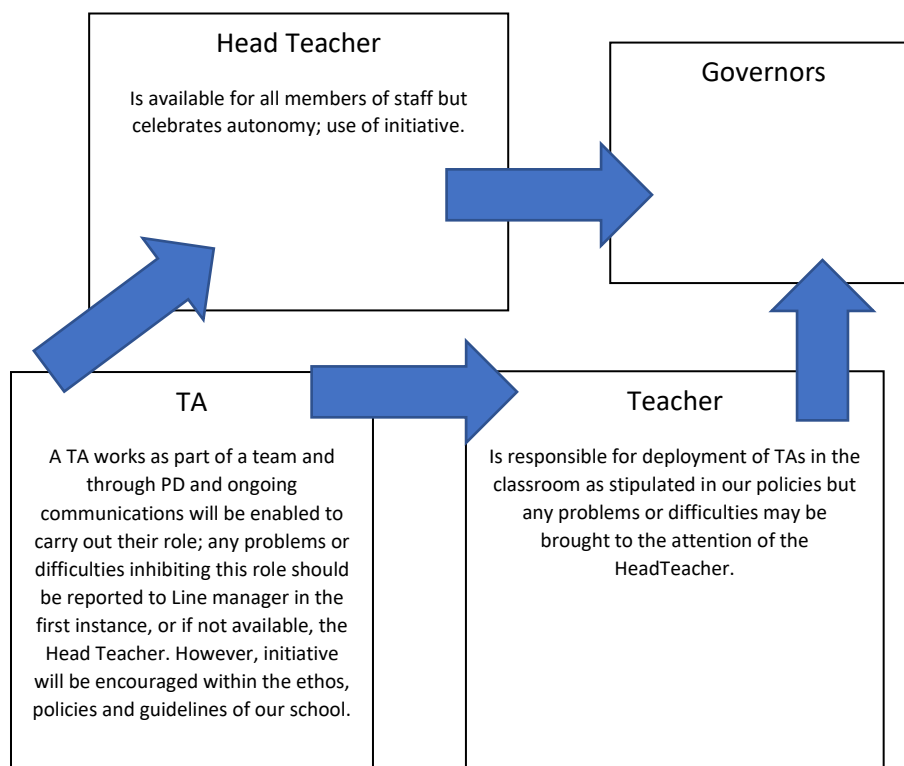
doubt, or if you require any additional guidance, you should consult your Line Manager/Head Teacher.

Core Values and Behaviours

The Core Values and Behaviours have been developed by the Local Authority to create a framework that can enable performance management across an organisation. This document provides support and guidance for an approach where all employees are appraised in the same way, irrespective of position or grade. The descriptions provided give examples of behaviours for low, successful and outstanding performance, to be assessed accordingly. The behaviours we strive to achieve are included in an example Job Description (see appendix) and are listed below;

- Professional - Be accountable, Be honest, Consider all options
- Resourceful - Find the best solutions, Show leadership, Work across teams
- Respectful - Be open-minded, Listen to each other, Consider different points of view
- Reflective - Learn from our mistakes, Question ourselves, Be positive

Line management and performance review



The line manager for TAs in our school is the Headteacher. Regular meetings for TAs will be convened by the Headteacher and TAs will be involved in the development of their role and their deployment.

Performance review cycle;

See 'POLICY FOR APPRAISAL OF SUPPORT STAFF'

This procedure sets out how Sibsey Free School will improve outcomes for children by assisting Support Staff to develop professionally and to improve their skills and performance. It will allow time to think about professional development, the opportunity to talk through ideas and possible changes to working practices and procedures and to assess the success of targets set.

The appraisal of support staff will also be used to address any concerns that are raised about an individual's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

The process will also help to inform the Headteacher and Governors as to the provision of pay scales and when it will be appropriate to move staff up the spine points.

This policy applies to all support staff employed by Sibsey Free Primary School. Appraisal in this school is a supportive and developmental process designed to ensure that all learning support staff have the skills and support they need to carry out their role effectively. It will help to ensure that all learning support staff are able to continue to improve their professional practice and to develop as professional members of staff.

The appraisal period will run for 12 months from September to September.

It will be carried out by the Headteacher unless agreed otherwise. During the Autumn Term the Headteacher will organise to meet each member of the support staff to review the previous year's objectives and to evaluate what was done well, what was challenging, what inhibited progress and what they think they learned from the previous year's developments. This will lead into a discussion on future objectives and how they will contribute towards the individual's personal and professional development.

The discussion, which lasts approximately an hour, will allow past experience and future development to be discussed. These discussions will be recorded on one of the attached forms.

The form will be signed by the appraisee and appraiser as an accurate record of the meeting. The appraisee will be given the original and the copy will be kept by the Headteacher and filed in the staff record. No other copies will be kept.

Sibsey Primary School recognises the value of professional development for teaching assistants. Children learn most effectively when we invest properly in the professional development of all our staff, and we recognise that our teaching assistants will bring to the job a variety of skills and areas of expertise. Teaching assistants are entitled to professional development, and will receive specific training, as well as the general training provided by the school. Access to this training will be considered in relation to priorities in the School Improvement Plan. After undertaking the training TAs are expected to evaluate the impact on their day to day practice. From the appraisal CPD opportunities will have been identified and training opportunities can be requested of Line Manager or Head Teacher, carried out by in-house training or externally provided courses.

Teaching Assistants experiencing difficulties;

When dealing with a Teaching Assistant experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the Teaching Assistant's performance improves and the problem is, therefore, resolved.

Where it is apparent that a Teaching Assistant's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a TA are such that, if not rectified, could lead to capability procedures the Headteacher, or a member of the leadership team, will, as part of the appraisal process meet the TA to:

- give clear written feedback to the TA about the nature and seriousness of the concerns;
- give the TA the opportunity to comment on and discuss the concerns;
- give the TA at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the TA that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the TA at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory TA's), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The TA's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the TA's performance to improve. This will depend upon the circumstances, but will be for a period of between 4 and 10 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the TA will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the TA is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the TA should be informed of this at a formal meeting with the appraiser, Headteacher or member of the SLT. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the TA will be invited to a transition meeting to determine whether formal capability proceedings (Refer to separate Capability Procedure for full details of Procedure) need to be commenced or the appraisal process remains in place. The TA may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the school Governing Body.

Deployment of TAs

At Sibsey Primary School the role of the Teaching Assistant may fall into three types; pedagogical, non-pedagogical in nature and specific areas of responsibility, for example; additional needs, pastoral, administration or technology support. The following categories also refer to the Professional Standards for TAs (see appendix for details)

All teaching assistants can undertake elements of specified work under the supervision of a qualified teacher. This includes working with individual pupils and small groups (TA1 & 2 and above). However where Teaching Assistants are actively delivering a lesson to a class they should be either qualified to HLTA level or carrying out the work as part of the HLTA process. Qualified HLTAs **when** providing cover will be paid at Unqualified Teacher Rate dependent upon nature of delivery (see Rarely Cover policy).

The following headings may be helpful to distinguish categories:

Support for pupils

- attending to their personal needs
- providing emotional support – pastoral care
- helping them use any equipment, including ICT (e.g. use of iPads/IWBs for phonics games)
- establishing good relationships with them
- responding to their learning needs
- encouraging independence
- challenging and extending thinking
- promoting their self-esteem
- promoting inclusion – support and facilitate inclusion by encouraging participation of all pupils in learning and extra-curricular activities (refer to Special Educational Needs and Disabilities/Inclusion Policy)
- liaise with parents – fostering partnerships with parents and extended family members
- encourage/model learning attributes e.g. the '4Rs'
- enabling individuals or groups of pupils to participate in learning tasks set by the teacher
- enabling pupils to work towards individual targets and learning plans
- support by relevant qualifications, for example; First Aid, Safeguarding
- liaise with class teachers regarding medical updates
- administer First Aid
- To be aware and act in accordance with Individual Health Care plans (refer to medical policy)

Teaching individuals, small groups and Higher Level Teaching Assistant (HLTA) may teach classes

- Observations of pupils (sometimes leading to identification of further need). Writing comments in books or on 'post-its'.
- Teaching specific ability groups (including 'mixed') to increase range of provision across classes (e.g. phonics phases)
- Teaching specific ability groups during mental oral starters and lesson plenaries.
- Providing verbal feedback for pupils who need to 're-learn' concepts
- Provide written feedback, including next steps, when working with small groups or individuals
- Support children in implementing their 'next steps' in learning

- Pro-actively supporting children in ‘whole class’ teacher input sessions e.g. enabling children to manage distractions and focus on learning.
- Identify children who have understood the task and encourage them to ‘teach’ children who are lacking in their understanding.
- Implement specific behaviour management strategies devised for individuals/groups/class
- ‘Pre-teach’ topic vocabulary
- Provide links to learning in other contexts e.g. Speech and Language, Booster groups
- Link learning in interventions to class learning
- As respond to the wide variety of needs of pupils using strategies recommended in ‘Strategy Sheets’ e.g. visual support, prompts for physical support, use of timers, ‘talking tins’ and manipulatives etc.

HLTAs specifically

Read additional guidance in the Rarely Cover policy which states;

‘Higher Level Teaching Assistants can only be used for short-term absences and will not be used as the remedy for long term absence of a teacher; no more than 5 consecutive days. Short term absences may be covered with a supply teacher or HLTA. Medium and long-term absences will be covered by a qualified teacher and may include the use of HLTAs where appropriate. With the deployment of a supply teacher in the case of long term absence the agreed timetable may be revised if there are good educational grounds for doing so. Such revisions will be subject to consultation with staff and their union representatives. The Headteacher will determine what should be regarded as a ‘short-term’ absence for these purposes.....’

The type of cover required will be determined by need; cover only or to be planned by HLTA. In the absence of the class teacher HLTA’s can expect an awareness of the rest of the staff to ensure additional support be provided when needed. (This is to be incorporated in to the weekly diary). TAs will always be given the opportunity to decline the cover role.

Support for teachers (including parent liaison)

- teaching individuals, groups and whole class
- Supporting and conducting assessments e.g. reading and spelling ages
- performing administrative and clerical tasks not requiring a teacher’s professional expertise, including photocopying
- escorting groups of pupils to different work areas as they travel around the school
- preparing learning resources to include ICT
- attending to ICT equipment
- providing feedback to teachers to include maintaining appropriate intervention records including baseline and achievement data
- liaison with parents – home-school links

Support for the curriculum

- helping pupils understand instructions, through repetition, rephrasing and modelling; the scaffolding process
- undertaking small-group support work as directed by the teacher
- providing support through intervention programmes
- showing and supporting pupils in how to use ICT to develop their learning
- selecting, preparing and maintaining learning equipment and resources

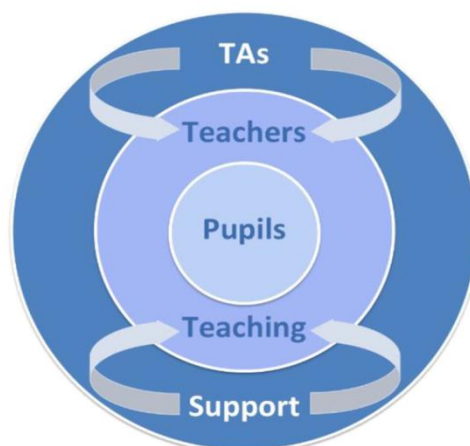
- a positive approach to raising their own professional development – take opportunities to acquire the appropriate skills, qualifications and/or experience required

Support for the school

- implementing and following whole school policies, e.g. safeguarding children, health and safety, presentation, marking and feedback, behaviour
- participate in training, in order to keep up to date with current school issues where necessary and where training will be logged in a professional development folder in the school office.
- contributing to information gathering on pupils' progress, e.g. by liaising with the class teacher in professional discussions, providing notes on pupils when required, feeding back on observations, participating in Assessment for Learning (AfL), commenting on children's targets; to include misconceptions.
- contributing to meetings about pupils, e.g. attending annual review meetings, pupil progress meetings, outside agencies
- assisting with the supervision of pupils outside lesson times, i.e. in the playground, or in the school grounds generally;
- promoting positive behaviour in line with the school policy
- contributing ideas, expertise, skills and initiative (strictly when volunteered) for the development of the school, e.g. through attendance at TA meetings and whole school development meetings
- participating in school trips (including residential)
- demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community

Key principles for the effective use of TAs in lessons

The learning needs of all pupils should be met, first and foremost, through high quality teaching by the teacher. TAs work with a range of pupils within the class and should supplement and extend teachers' work, rather than replace them where support for specific individuals or groups should be structured so it helps them access general classroom teaching. Teachers and TAs should work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives and when Teachers' moment-by-moment decisions regarding TA deployment should be driven by pupils' needs.



- TAs should **not** be used as an informal teaching resource for low-attaining pupils
- TAs should **add value** to what teachers do, **not replace them**
- TAs should be **fully prepared** for their role in the classroom prior to the lesson through effective communication with classroom teachers
- TAs should have the opportunity to **feedback** regularly to classroom teachers on the progress made by targeted students and the appropriateness of teaching and learning strategies employed.
- The roles and duties TAs are **not expected** to fall within the remit of teachers' responsibilities
- Advantage should not be taken of the **goodwill** of TAs

Main forms of TA deployment

We will employ different levels of teaching assistant. Teaching assistants will work under the direct instruction of the teaching staff, usually in the classroom, generally to support the management of pupils. This may involve planning, preparing and delivering learning activities for individuals and groups. HLTAs will complement the work of teachers by taking responsibility for specific learning activities and/or areas of the curriculum.

TA interactions with pupils

- TAs should provide the right amount of support at the right time, and consistently give the least amount of help first.
- TAs should ensure pupils retain ownership over their learning and responsibility for their work.
- TAs should actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge.
- TAs should be confident in their role and have good subject knowledge.
- Good questioning skills inform their interactions. TAs should allow sufficient 'wait time' for pupils to think and respond (e.g. 4-5 seconds).

Teacher / TA preparation

- Teachers should ideally meet with TAs prior to the lesson or at the start of a new programme of study to ensure TAs are fully equipped with the skills to support learning for pupils across the attainment range, consistent with teachers' intentions. However, as a minimum expectation teaching staff are expected to discuss relevant planning detailing key themes, words, questions, objectives and outcomes to assist Teaching Assistants in planning their interventions.
- TAs skills and particular specialisms should be understood and maximised by the teacher as part of this process.
- TAs should enter lessons with a clear understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of students they work with. This information should be recorded by teachers on lesson plans and/or schemes of work and shared with TAs prior to lessons / the start of new modules.
- Teachers and TAs should ideally allocate designated time to review lessons, and feedback on pupils' learning in and progress as a result of agreed structured interventions. However, as a minimum expectation, this should be completed through the agreed routes of Teacher / TA completed for every lesson. This will inform future planning to improve outcomes for targeted students.

TAs delivering targeted and structured interventions

- TAs should plan and deliver evidence-based and structured interventions, chosen to deliberately complement and extend class-based teaching and learning.
- Intervention sessions should be brief, regular and sustained, with clear objectives and expectations.
- Sessions should be well-paced, well-resourced and carefully timetabled to minimise time spent away from general class teaching.
- Sessions should have clear learning outcomes and measurable success criteria to allow TAs to assess the extent of student progress in the session and by the end of specific modules.
- TAs should be supported and guided by appropriate staff to deliver interventions and review impact.
- There should be regular opportunities for TAs to plan and review learning taking place in interventions through discussion with the teacher and with regular assessments in place to guide this process.
- Teachers and TAs should work collaboratively to help pupils make connections between the learning in interventions and the wider curriculum.
- TAs will receive specific training with ongoing coaching and support with time necessary to undertake any necessary resource making
- The monitoring of progress will be made by the class teacher and Assistant SENCO

Key roles of the TAs in lessons

Recognising the significant contribution that support staff can make in raising standards and increasing efficiency, we allocate the following principal functions to our teaching assistants:

- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.
- Set challenging and demanding expectations that promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher.
- Support students consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Assess the needs of students and use detailed knowledge and specialist skills to support learning.
- Assist in ensuring that the length of time spent on tasks and activities is consistent with the individual students' needs.
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Monitor and evaluate student's responses to learning activities through observation and recording of achievement against pre-determined learning objectives.
- Help students follow the school rules and also work towards specific goals and expectations as prescribed by the class teacher including individual, group or class targets.

What should TAs not be used for in lessons distracting them from their primary role?

Ideally, TAs should not be;

- used by teachers to control the behaviour of individual students in the room
- sent to complete administrative tasks (ie- photocopying) during lessons
- asked to prepare whole class resources that detract from their role of supporting students in the lesson (ie-cutting up resources)

Examples of effective TA interventions in lessons

- TAs should support learning directly via instructional talk, and indirectly via talk that develops pupils' 'soft skills' (e.g. independence, confidence, determination). For example, TAs may choose to develop forms of talk and questioning that help pupils to 'know what to do when they do not know what to do'.
- TAs talk should fit with the purpose and nature of teachers' talk (e.g. in their whole-class delivery).
- TAs talk should fit with other pedagogical strategies, such as self-directed learning or group work.
- TAs should help students understand instructions, through repetition, rephrasing and modelling; scaffolding framework

TA preparation and training

Induction

At the beginning of employment a TA will participate in an induction process which could include relevant training, observations, an appointed mentor and collaborative guidance from the class teacher.

The purpose of induction is to:

- provide training and information about the school's policies and procedures
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of TAs
- provide opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.
- The content and nature of the induction process will vary according to the role and previous experience of the new member of staff. The information provided for safeguarding and promoting the welfare of children will include information about, and written statements of policies and procedures in relation to safeguarding and promoting welfare, e.g. child protection, anti-bullying, anti-racism, physical/intervention/restraint, intimate care, whistle blowing, social media, etc.

What is incorporated within an Induction;

- To become familiar with the setting
- Teaching and Learning Support Staff policy – to discuss its intent
- Code of Conduct and Core Values and Behaviour - Expectation of role
- Policies – how these are incorporated into the setting
- Curriculum – planning, assessment, content
- Particular needs – scaffolding, questioning, types of support
- Collaboration – Teamwork

- Knowledge of Medical policy
- Opportunities - CPD

This will take place at the beginning of a TA's employment and will be ongoing to be incorporated into PD.

Professional Standards for Teaching Assistants

Theme	Standard
Personal and professional conduct	Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
	Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
	Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
	Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
	Committing to improve their own practice through self-evaluation and awareness.
Knowledge and understanding	Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
	Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
	Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
	Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
	Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.
Teaching and learning	Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
	Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
	Use effective behaviour management strategies consistently in line with the school's policy and procedures.
	Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
	Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
	Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
Working with others	Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
	With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
	Understand their responsibility to share knowledge to inform planning and decision making.
	Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
	Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Core Values and Behaviours

Why are these important?

Our values define how we do things at Lincolnshire County Council. They reflect the important shared attitudes, beliefs and behaviours we value in each other, regardless of our role, the choices and decisions we make and the qualities of how we will work together to deliver the Council's Vision and Purpose.

At Lincolnshire County Council the following statement is at the heart of our values and behaviour:

"We are proud to work here for the benefit of our customers and communities"

To achieve this we will be **PROFESSIONAL, RESOURCEFUL, RESPECTFUL AND REFLECTIVE**



Generic job description – written in line with this policy.

Name:

Post held:

Accountable to:

Job purpose: To be individualised

To work with children as directed, providing support for the Head Teacher and class teachers across a range of child centred activities which promote development and learning.

To assist class teachers with any tasks which enable them to perform their duties of an educational nature more efficiently and effectively.

To work with individual or groups of children having special or particular needs, in accordance with the children's targets.

To be

To be.....

Support for teachers (including parent liaison)

- teaching individuals, groups and whole class
- Supporting and conducting assessments e.g. reading and spelling ages
- performing administrative and clerical tasks not requiring a teacher's professional expertise, including photocopying
- escorting groups of pupils to different work areas as they travel around the school
- preparing learning resources to include ICT
- attending to ICT equipment
- providing feedback to teachers to include maintaining appropriate intervention records including baseline and achievement data
- liaison with parents – home-school links

Support for the curriculum

- helping pupils understand instructions, through repetition, rephrasing and modelling; the scaffolding process
- undertaking small-group support work as directed by the teacher
- providing support through intervention programmes
- showing and supporting pupils in how to use ICT to develop their learning
- selecting, preparing and maintaining learning equipment and resources
- a positive approach to raising their own professional development – take opportunities to acquire the appropriate skills, qualifications and/or experience required

Support for the school

- implementing and following whole school policies, e.g. safeguarding children, health and safety, presentation, marking and feedback, behaviour

- participate in training, in order to keep up to date with current school issues where necessary and where training will be logged in personal professional folders and in school through Workforce Census and with Assistant SENCO.
- contributing to information gathering on pupils' progress, e.g. by liaising with the class teacher in professional discussions, providing notes on pupils when required, feeding back on observations, participating in Assessment for Learning (AfL), commenting on children's targets; to include misconceptions.
- contributing to meetings about pupils, e.g. attending annual review meetings, pupil progress meetings, outside agencies
- assisting with the supervision of pupils outside lesson times, i.e. in the playground, or in the school grounds generally;
- promoting positive behaviour in line with the school policy
- contributing ideas for the development of the school, e.g. through attendance at TA meetings and whole school development meetings
- participating in school trips (including residential)
- demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community

External relationships

- Contact with parents and carers
- Liaise with other professionals under the supervision of the teacher

Supervision of people

No direct management responsibilities but is occasionally required to demonstrate duties, advice, and guidance to colleagues, students or trainees.

Creativity and innovation

Required to be creative when assisting with planning activities

Regular contacts

- Staff of the school and parents

Supervision received

- Will work under the general direction of the head teacher and the supervision of the class teacher
- Guidance will be received and supervision provided by the team leader of the teaching assistants where and when appropriate

Decisions

The post holder must act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management

Resources

The post holder will be asked to prepare resources and to assist then teacher in their management, collection and organisation which could encompass the inclusion in whole school activity dispersal.

Working environment

- The post holder will be subject to conflicting priorities due to curriculum and care needs.
- There will be no excessive physical demands.
- Work will normally be performed in a heated and well lit and ventilated environment.
- Working conditions will be school based with very low risk.

Education and experience

- Very good numeracy and literacy skills.
- Experience of working with relevant age groups within a learning environment.
- Experience of working with children with additional needs.
- Experience of general clerical/ administrative work.
- Experience in a relevant discipline.
- Training in relevant strategies in appropriate curriculum or learning area.

Knowledge and skills and abilities

- *Ability to work well as part of a team.*
- *An understanding of classroom roles and responsibilities.*
- *Good working knowledge of national curriculum and other relevant learning programmes*
- *An ability to understand the principles of child development and learning processes and in particular barriers to learning.*
- *Ability to observe, monitor and provide constructive feedback on pupil's progress.*
- *Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation.*
- *Ability to contribute to plan effective actions for pupils at risk of underachieving.*
- *Ability to build and maintain effective relationships with pupils, treating them equitably with respect and consideration.*
- *Ability to understand the roles of parents and carers in pupils learning and demonstrate ability to liaise with parents and carers sensitively and effectively.*
- *Ability to provide necessary personal care to children.*
- *Ability to successfully complete first aid training as required.*
- *Ability and willingness to identify own training needs and participate in training and evaluate own learning.*
- *To be responsible for promoting and safeguarding the welfare of children and young people within the school.*

Core values and behaviours

- **Professionalism – be accountable, honest and consider all options**
 - *High aspirations, consistent achievement, inspirational*
 - *Actively removes barriers to performance, tackling difficult problems and taking personal responsibility*
- **Resourcefulness – find the best solutions, working across teams and showing leadership**
 - *Consistently achieves and frequently exceeds targets and inspires others to do the same*

- *Actively removes barriers to performance, tackles difficult problems and takes personal responsibility for solutions*
- *Makes an impact on the setting and delivers outstanding quality of work*
- *Delivers both, on what is required and additional tasks, encouraging others to achieve a high standard*
- ***Respectful – be open-minded, listen to others and consider different points of view***
 - *Consistently uses appropriate language and is able to express opinion clearly*
 - *Consistently treats others with respect and dignity, openly accepts responsibility for setbacks and adjusts own actions for the future*
 - *Looks for constructive compromises and win/win situations - prepared to lose face when necessary; accepts when another argument is more compelling and beneficial to the organisation*
 - *Engages to understand needs and negotiates to balance individual priorities*
- ***Reflective – learning from mistakes, questioning self and being positive***
 - *Proactively seeks feedback from others to enhance personal and team performance*
 - *Explores wider opportunities to develop knowledge to benefit the work area*
 - *Updates professional knowledge and skills on a regular basis applying new trends to practice where appropriate and shares new professional knowledge with others to enhance performance*
 - *Commits to personal development, actively working on development plan and will create opportunities for their own and other's learning and development and is recognised as an advocate for learning across the setting*

General

This job description has been compiled to allow the job to be evaluated using the Local Authority Performance Management agreement.

The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties will not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this post will be with the consent of the post holder.

The job description may be amended at any time after discussion with the post holder, but in any case will be reviewed annually as part of their Professional Development cycle.

Review

This policy will be reviewed at least every three years, or more often as required.