

## Teaching Assistant (TA) Policy

**Date of last review:** April 2022



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## **Parbold Douglas CE Academy**

TA Policy [Last updated: April 2022]

### **1. Introduction**

This policy specifies our vision for the role, purpose and contribution of teaching assistants (TAs) at Parbold Douglas Church of England Academy. 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.

In line with the expectations of the governing body, our pupils and their families, we recognise the teachers at Parbold Douglas Church of England Academy are responsible for the meeting the learning needs and the progress of all the pupils in their classes. Our TAs have a different, but distinct, complementary role and contribution in **equipping our children with the vision, passion and skills needed to transform society.**

It is the responsibility of the 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.

Links to legislation:

- SEN Code of Practice 2015

Links to other school policies:

- Staff Code of Conduct Policy
- Appraisal and Capability Policy
- Recruitment Policy
- Safeguarding & Child Protection Policy
- Feedback Policy

### **2. Monitoring the TA policy**

The implementation and review of this policy will be reviewed annually.

This policy has been produced involving all stakeholders, TAs, teachers, SLT and our governing board. Any changes made to this policy at the annual review will be shared with all stakeholders whilst it is in draft stage.

### **3. Recruitment**

Recruitment of new TAs will be advertised on the school website and follow the school's recruitment policy. The job advertisement will outline the specific qualifications needed for the role advertised.

In addition, the advertisement will state the hours of work for the post as this may vary.

### **4. Conditions of employment**

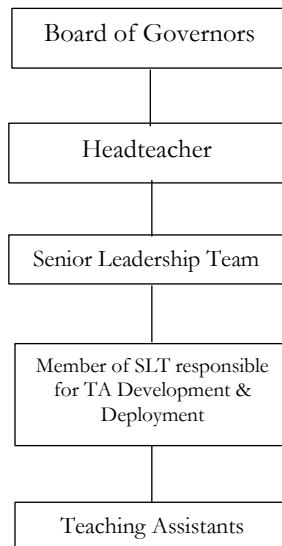
TAs usually start work at 9am and finish at 12.00pm (for those who work part time hours) or 3.30pm (for those who are full time). For certain TA roles, hours may vary. These will be confirmed in writing at the time of appointment. Working patterns and hours may occasionally change – these will be agreed with the TA and confirmed in writing by the headteacher.



## **5. Line management and performance review**

Teaching assistants are line managed by a member of SLT with a leadership responsibility for TA development and deployment. This member of SLT will be dedicated to our TAs and will invite them to an annual appraisal. This is a collaborative meeting to identify the successes of their practice but also work with them to identify areas of development. This will inform TA training and CPD throughout the year.

Parbold Douglas Church of England Academy TA Management Organogram:



Our Teaching Assistants are expected to carry out the duties set out in their job description and should also adhere to the Professional Standards for Teaching Assistants (2016). Where perceived lapses from acceptable standards of work performance arise, either through the appraisal process or otherwise, they will be initially be discussed with the employee concerned by their immediate line manager. The line manager should seek to identify the nature and causes of any perceived problems. Some difficulties may be temporary because of family/personal circumstances or short-term health problems. The manager along with the headteacher will consider whether the issues are a matter of lack of capability, or of ill health or misconduct which should be dealt with through separate procedures.

After this discussion has taken place, the manager may decide that:

- the matter is groundless and should be dropped
- the matter is of a relatively trivial or 'one-off' nature and that informal discussion is enough to resolve the matter without further action
- the matter is not an issue of capability and should be dealt with under separate procedures
- the matter is one where informal support should be provided in relation to performance through the appraisal process.

Where initial support has already been provided to the teaching assistant as part of the appraisal process and concerns remain, the manager may refer the matter to the head teacher in order that a meeting may be held to consider whether the matter should be dealt with through the capability procedure as outlined in the school's appraisal and capability policy.



## **6. Deployment of TAs**

### Types of TA Role

In our school there are two types of TA role. The first being classroom-based teaching assistant and the second being 1:1 SEN support. Many TAs fulfil both of these roles at different times. The primary role of the teaching assistant is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. Their role includes:

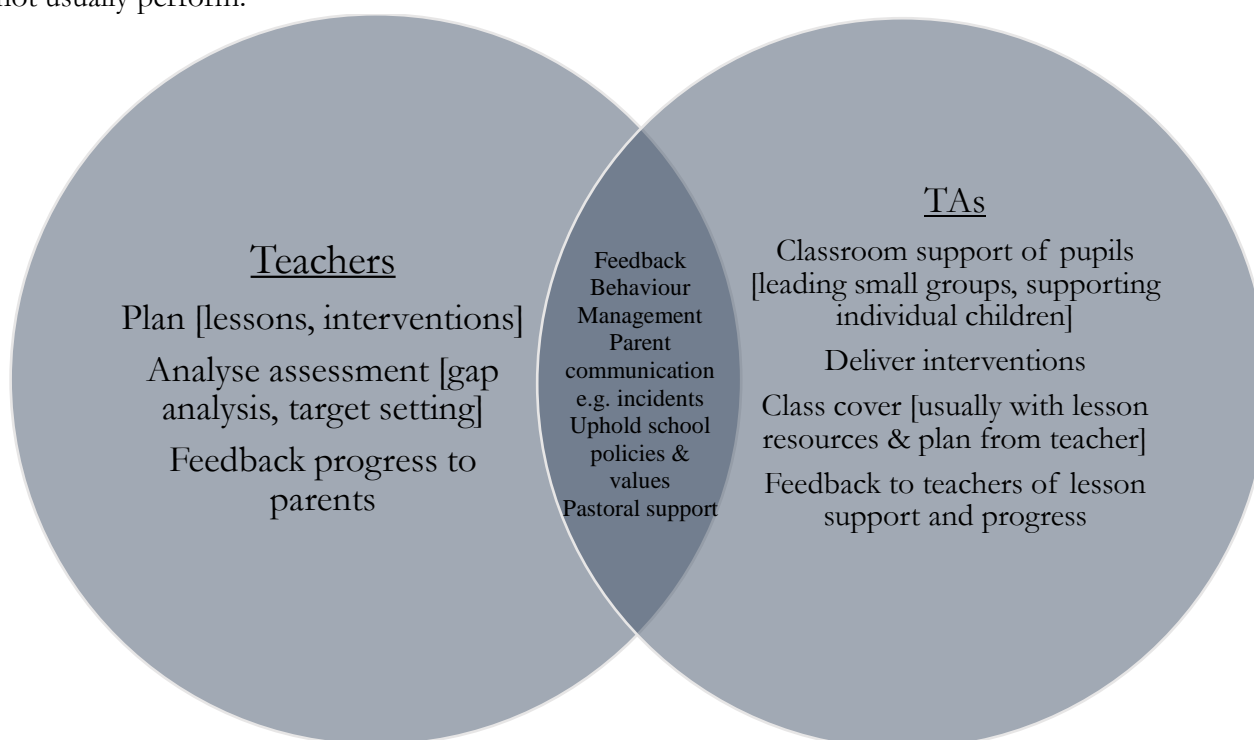
- Supporting pupils both academically and pastorally
- Support for teachers within the classroom (this includes parent liaison)
- Support for the curriculum
- Support for the school (this includes lesson cover)

Where TAs cover lessons, their pay will be reflective of this increase in responsibility.

Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations. Our TAs are expected to adhere to the Teaching Assistant Standards (2016) as outlined in the appendix.

### Role Demarcation

The role of the TA and teacher are coordinated and complimentary but differentiated. The diagram below illustrates the main roles of teachers and TAs. This sets out some examples of the parameters of how Parbold Douglas Church of England Academy uses TAs to aid pupils progress and the duties they should and should not usually perform.



At Parbold Douglas Church of England Academy we expect TAs to adhere to the Teaching Assistant Professional Standards 2016 outlined below. A copy of these standards can be found in Appendix 1.



## **Parbold Douglas CE Academy**

TA Policy [Last updated: April 2022]

### Personal & 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.

### Teaching & 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.

### Knowledge & 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

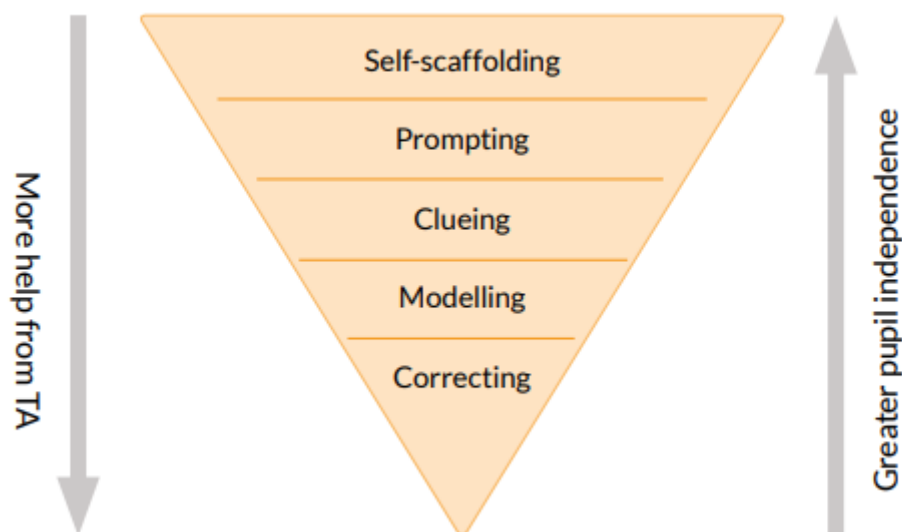


## 7. TA Interactions with Pupils

When supporting pupils within the classroom, TA – pupil talk is key to them helping pupils develop independent learning skills and manage their own learning. TAs at Parbold Douglas Church of England Academy should encourage pupils to:

- Be comfortable in taking risks in their learning
- Provide the right amount of support at the right time
- Retain responsibility for their own learning
- Guide pupils by using open ended questions
- Give the least amount of help first to support pupils' ownership of the task

TAs at Parbold Douglas Church of England Academy will follow the scaffolding framework below for their interactions when supporting pupils.



When interacting with pupils we encourage TAs to first observe the pupil, giving them time to process and think about the learning task. TAs will then provide prompts if pupils are unable to self-scaffold. These **prompts** will encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim at this stage is to nudge pupils into deploying a self-scaffolding technique. For example: ‘What do you need to do first?’; ‘What’s your plan?’ Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. **Clues** worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Prompts and clues may be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can **model** while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards. **Correcting** involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

TA interactions are supported through feedback and support from their class teacher and ongoing development led by the member of SLT responsible for TA development and deployment.



## **8. TA Preparation & Training**

### Induction

New TAs will follow the school's induction, led by the headteacher. This includes Safeguarding as outlined in the school's Safeguarding and Child Protection Policy. New TAs will be supported in their role through:

- Introduction to the role with the member of SLT responsible for TA deployment and development
- Shadowing experienced TAs
- Observing other TAs in class

### Training and Professional Development

TAs and teachers are offered ongoing professional development throughout the year. This is a combination of both in house training and training delivered through external providers. TAs can request training and development through their appraisal meetings.

### Day to day interactions and feedback

It is expected that teachers must provide the following to TAs so that they are fully prepared to conduct their role within class:

- The concepts, facts and information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcome
- Expected/required feedback to the child in line with our feedback and marking policy

TAs are expected to feedback to teachers any information from the lesson they feel is important to the attainment of children for example those who did not meet the learning objective, a common misconception from the question or areas of success to be celebrated. This feedback can happen informally at the end of a lesson through a conversation or note passed to the teacher.

## **9. TAs delivering targeted, structured interventions**

At Parbold Douglas Church of England Academy, interventions delivered are evidence based and support our graduated response as outlined by the SEN Code of Practice 2015. TAs will be expected to deliver a variety of interventions some of which can be found in our SEN Policy, Information Report and Interventions booklet. Such interventions include (but are not limited to) precision teaching, WelComm, 1:1 phonics and specific Speech and Language interventions directed by speech and language therapy.

These interventions are time limited in order to minimise the time spent out of class. In Key Stage 2, the intervention timetable runs on a 2 week timetable in order to reduce the impact of the time taken out of class across the wider curriculum subjects.

At the start of each intervention a baseline assessment is conducted. This is then repeated at the end of the intervention time frame to monitor progress and intervention impact.

If further training or development is required for new or existing interventions this will be addressed through the ongoing TA development plan managed by the member of SLT with TA development responsibility.

## **10. Policy evaluation and review**

The policy is reviewed every 3 years.

**Date of last review:** April 2022

**Date of next review:** April 2025



## **Appendix 1 – TA Professional Standards 2016**

The four themes The Professional Standards for Teaching Assistants are set out in four themes.

1. Personal and professional conduct
2. Knowledge and understanding
3. Teaching and learning
4. Working with others

Within each theme there are several standards expected of teaching assistants.

Why were these themes chosen?

**Personal and professional conduct** – In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

**Knowledge and understanding** – Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with 7 special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

**Teaching and learning** – An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for ‘relevant strategies to support the work of the teacher’.

**Working with others** – Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

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### **Teaching & Learning:**



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- 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

