

St Lawrence CE Primary School



Teaching Assistants Policy

Ref : STLAW.027
Version 5.0

This document has been reformatted to a new St Lawrence CE Primary School standard template and all version numbers have been reset, as part of the review of all policies in November 2011.

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Change History

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Document Information

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Approval Information - Governors

Position	Chair of Governors
Name	Mr Paul Evans
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Helen Ashby
Signature	
Date	

Position	Co-opted Governor
Name	Ms S North
Signature	
Date	

Position	Foundation Governor
Name	Mrs P Jones
Signature	
Date	

Position	Staff Governor
Name	Mr M Lambie
Signature	
Date	

Position	Parent Governor
Name	Mrs Rachel Voiculescu
Signature	

Approval Information - School

Position	Executive Head Teacher
Name	Mrs Sue Blackburn
Signature	
Date	

Position	Class 1 Teacher
Name	Mrs Alison Moore
Signature	
Date	

Position	Class 2 Teacher
Name	Mrs Sallie Roberts
Signature	
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Position	Head of School
Name	Mr Mark Lambie
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1. Introduction

Teaching assistants make a major contribution to the work of our school. They do this through their support for children as individuals, as groups and as classes; through their support for teachers in the preparation and delivery of their lessons; and through their support for development of the curriculum in such areas as the use of ICT.

Under the terms of the National Agreement for Workforce Reform, St Lawrence C.E Primary School will offer opportunities for teaching assistants to support both teaching and learning at our school.

2. Why we have teaching assistants

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:

- to maximise the children's learning progress by assisting teachers to carry out their role
- to improve curriculum access for any pupil who might need additional help
- to undertake a range of administrative and clerical tasks, including photocopying, record-keeping and setting up displays
- to perform a wide variety of other tasks, including supervision of children at play
- to ensure that children are safe at school

3. Types of teaching assistant

'Teaching Assistant' is the term that we ascribe to all those members of the support staff employed to work directly with children on learning based activities.

We will employ different levels of teaching assistant.

Teaching assistants - will work under the direct instruction of the teaching staff in the classroom, generally to support the management of pupils. This may involve planning activities (such as ELS / ALS / Speed Sounds groups), preparing and delivering learning activities for individuals and groups.

Cover Supervisors - will complement the work of teachers by delivering lessons and activities prepared and marked by the class teacher (or in their absence the head teacher) on a short term basis such as staff illness or to occasionally cover a teacher attending training courses or meetings. In these circumstances, two cover supervisors will share the responsibility of the whole class whenever possible.

Higher-Level teaching assistants (HLTAs) - will complement the work of teachers by taking responsibility for specific learning activities and/or areas of the curriculum. A HLTA may be asked to take responsibility for a whole class in a classroom.

Special Support Assistants - are employed to work with individual children who have a statement of Special Educational Needs. Their work is directed by the class teacher and may involve planning specific learning programmes (under the guidance of the class teacher or external agency) and preparing and delivering learning activities for the individual child with whom they work.

Teaching assistants may be directed to help children with additional needs (e.g. special educational needs, gifted and talented, medical, physical impairments) enabling them to participate more fully in learning activities.

4. The role of the Teaching Assistant

4.1. Support for pupils

- attending to their personal needs
- helping them use any equipment
- establishing good relationships with them
- responding to their learning needs
- encouraging independence
- challenging and extending thinking
- promoting their self-esteem
- promoting inclusion
- 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

4.2. Support for teachers

- performing administrative and clerical tasks not requiring a teacher's Professional expertise, including photocopying (during assembly times / whole class plenary sessions etc if appropriate rather than routinely being taken away from supporting children during lesson times)
- escorting groups of pupils to different work areas
- preparing learning resources
- attending to ICT equipment

4.3. Support for the curriculum

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

4.4. Support for the school

- implementing and following whole school policies, e.g. safeguarding children, health and safety, presentation, marking and feedback, school uniform
- participating in training, in order to keep up to date with current school issues;
- contributing to information gathering on pupils' progress, e.g. by liaising with the class teacher, providing notes on pupils when required, feeding back on observations, participating in APP, commenting on IEP targets.
- contributing to meetings about pupils, e.g. attending annual review meetings, pupil progress meetings
- 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
- participating in school trips
- TAs who are SSAs i.e work with children with statements should only be carrying out clerical duties for the pupil with whom they are employed to work.

5. Management of teaching assistants

The line manager for teaching assistants in our school is the head of school.

Regular meetings for TAs will be convened by the school business manager and/or the head of school. The executive head teacher has responsibility for Continuing Professional Development.

The day-to-day work in the classroom will be directed by the class teacher.

Teaching assistants will have a timetable for their tasks.

6. Professional development of 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 Development Plan (SDP). Training will be provided during a normal school day. Should a member of staff attend training outside of their normal hours s/he will be entitled to time in lieu or additional pay, as agreed by the head teacher on each individual occasion.

The annual professional development of teaching assistants will be carried out by the head of school.

Consideration will be given to all aspiring HLTAs, with the understanding that attaining the qualification will not necessarily lead to paid hours as HLTA at St Lawrence C.E Primary School.

The school will consider:

- potential for the new role displayed by the Teaching Assistant
- number of HLTA hours allocated by the governors in the school budget
- need for further HLTA hours within the school