



Deployment of Teaching Assistants: A Policy Statement

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, Holbrook Primary School will offer opportunities for teaching assistants to support both teaching and learning at our school.

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

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, usually in the classroom, generally to support the management of pupils. This may involve planning, preparing and delivering learning activities for individuals and groups.

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

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

The role of the Teaching Assistant

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;

Support for teachers

- performing administrative and clerical tasks not requiring a teacher's professional expertise, including photocopying
- escorting groups of pupils to different work areas
- preparing learning resources
- attending to ICT equipment

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

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

Management of teaching assistants

The line manager for teaching assistants in our school is the headteacher. Regular meetings for TAs will be convened by the headteacher. The Deputy Headteacher has responsibility for Continuing Professional Development. Key Stage Leaders have responsibility for pupil progress and additional needs of pupils in their Key Stage. Teaching assistants will be involved with all members of the Senior Leadership Team in the development of their role and their deployment.

The day-to-day work in the classroom will be directed by the class teacher. Teaching assistants will have a timetable for their tasks.

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 Improvement Plan (SIP). 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.

The annual performance management of teaching assistants will be carried out by members of the Senior Leadership Team. The reviewer will not be the teacher a teaching assistant most often works with.

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 Holbrook Primary School.

The school will consider:

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

Review

This policy will be reviewed in line with the governing body's schedule of policy review.