



TEACHING ASSISTANT SCHOOL POLICY

ROLE

The work of Teaching Assistants is highly valued and they play a crucial role in the successful delivery of our intervention programme. Teachers are required to share and provide a copy of their planning with the TAs so that they can meet and support children's needs appropriately (TAs may annotate). They can develop resources to support their work when group work has been carried out.

WHY WE HAVE TAs

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

- maximizing the children's learning progress by assisting teachers to carry out their role;
- improving curriculum access for any pupil who might need additional help;
- delivering interventions to meet the needs of individuals or groups of pupils;
- undertaking a range of administrative and clerical tasks, including photocopying, record-keeping and setting up displays;
- performing a wide variety of other tasks, including playground and library supervision.
- Running extra-curricular activities

TYPES OF TEACHING ASSISTANTS

Teaching assistant is the term that we ascribe to all paid staff who are not qualified teachers, but are involved directly with our children. We aim to make full use of all the skills and expertise that our teaching assistants have to offer.

We may employ different levels of teaching assistant. Level 1 assistants will work under the direct instruction of the teaching staff, usually in the classroom, generally to support the management of pupils. Level 2 or 3 teaching assistants may plan work for individuals or groups as part of an intervention under the supervision of the teacher or the SLT.

Higher-Level Teaching Assistants (HLTAs) will complement the work of teachers by taking responsibility for learning activities. This may involve planning, preparing, assessing and delivering learning activities for individuals, groups or for whole classes.

Teaching assistants (and SEN TAs) may be directed to help children with special educational needs or disabilities, enabling them to participate more fully in learning activities.

All TAs now participate in performance management. Through this targets are set to support both whole school development and individual professional development. Observations are made regularly of the TAs practice and feedback is given. Further training to support staff is then instigated.

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

TA RESPONSIBILITIES

- It is the TAs responsibility to ensure they have access to the week's planning and are clear as to their role within the class at all times.
- Weekly planning is to be found each week in the class planning folder which should be kept in school
- TAs will attend PPA with their class teacher for approximately 30 mins each week.
- Staff need to sign in to the building at least 5 mins before their hours commence for that day
- Emails must be checked on at least a once a day basis on Gmail
- On arrival at school in the morning TAs must make contact with their class teacher to check routines and duties for the day.

TA folders should have the following:

- Any interventions carried out on that day.(Timetable)
- Brief record of duties for the day
- After school club registers
- Details of any contact made with parents
- Medication details for children working with
- Class timetables/phonics/assembly rotas/playground rota/etc

These folders will be monitored by SLT on a half - termly basis.

It is important that the practice is consistent with that of the class teacher and whole school policies. If people are unsure of what is expected the policies are all available or advice can be sought from the SLT. If people fail to fulfil their duties the LAs capability procedures for TAs will be used to address the issues.

A programme of training will be planned each term linked to the school development plan and the individual needs of staff.

In the event of any issues arising TAs should follow the the correct procedures:

- Firstly seek advice and support from your class teacher
- If still need support seek advice from line-manger
- then the deputy head teacher
- and lastly if support and advice still required the Head Teacher needs to be involved.

Policy Agreed by: Governing Body

Effective Date 2014

This policy was reviewed 2017. Next review 2019.