

Toll Bar Primary School

Policy on Teaching Assistants

1 Introduction

- 1.1 We know that 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, we will offer further opportunities for teaching assistants to support both teaching and learning at our school.

2 Why we have teaching assistants

- 2.1 Recognizing the significant contribution that support staff 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;
 - 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.

3 Types of teaching assistant

- 3.1 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.
- 3.2 We will 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.
- 3.3 Higher-Level Teaching Assistants (HLTAs) will complement the work of teachers by taking responsibility for learning activities. This may involve planning, preparing and delivering learning activities for individuals, groups or, short-term, for whole classes.
- 3.4 Teaching assistants may be directed to help children with special needs, enabling them to participate more fully in learning activities.
- 3.5 Some Teaching Assistants are trained in Team Teach.

4 The roles of teaching assistants.

- 4.1 Our teaching assistants will be engaged in a very wide range of tasks, which can be categorised and detailed as follows:
- 4.1.1 support for pupils, by:
- attending to their personal needs (such as taking them to the medical room);
 - helping them use any equipment;
 - establishing good relationships with them;
 - responding to their needs, yet encouraging independence;
 - promoting their self-esteem;
 - promoting inclusion;

- enabling individuals or groups of pupils to engage with the learning tasks set by the teacher, and to work towards individual targets and learning plans;
- being first aid trained.

4.1.2 support for teachers, by:

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

(Some teaching assistants will be trained to work on their own with specific groups of children in a literacy or numeracy lesson; others will be trained simply to help the teacher to do this.)

4.1.3 support for the curriculum, by:

- helping pupils understand instructions, through repetition, rephrasing and modelling;
- undertaking small-group support work through such schemes as ALS, FLS, ELS, Springboard and Booster groups;
- showing pupils how to use ICT to develop their learning;
- selecting, preparing and maintaining learning equipment and resources;

4.1.4 support for the school, by:

- helping implement our policies, such as those on child protection, and on health and safety;
- participating in training, in order to keep up to date with current educational issues, and frameworks;
- contributing to discussions of pupils' progress in their Individual Education Plans (IEPs);
- assisting with the supervision of pupils outside lesson times, i.e. in the playground, or in the school grounds generally;
- insisting that pupils conform to the standards detailed in the school's policy on behaviour;
- if necessary, and in accordance with our policy on behaviour, taking measures to isolate a disruptive child from the rest of the class.

5 Management of teaching assistants

- 5.1 The line manager for teaching assistants in our school is the Deputy Head.
- 5.2 SENCO will plan and direct intervention programmes in literacy and numeracy co-ordination in maths.
- 5.3 Day-to-day support in the classroom will be directed by the teacher.
- 5.4 Appropriate planning and records will be maintained.
- 5.5 When appropriate, teaching assistants will attend staff meetings.
- 5.6 Teaching assistants will have a timetable for their tasks.

6 Professional development of teaching assistants

- 6.1 Here at Toll Bar Primary School, we recognise that our 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.

- 6.2 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 usually be provided during normal paid working hours.
- 6.3 Provided they meet certain criteria, the school will encourage teaching assistants to train as Higher Level Teaching Assistants. It is expected that the grading, pay and conditions of such staff will reflect the importance of the work that they do.

7 Monitoring and review

- 7.1 This policy will be reviewed as necessary, and at least every two years.

Date of Review: November 2010

Date of Next Review: November 2012

Signed:

Date: