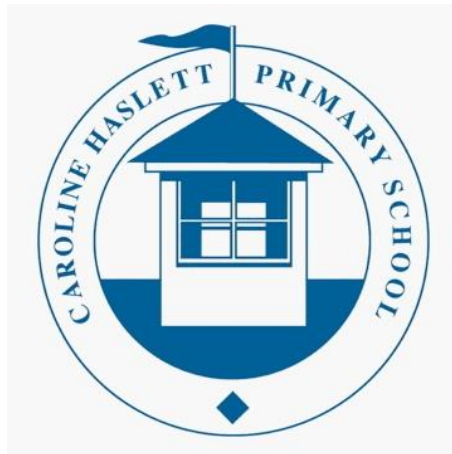


# Caroline Haslett Primary School



## Policy on the use of TAs

**Date of Issue:** June 2021

**Date of next review:** June 2023 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:**

**Signed:** \_\_\_\_\_ (Headteacher)      **Date:** \_\_\_\_\_

**Approved by the Governing Board on:**

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

At Caroline Haslett Primary School we firmly believe that Teaching Assistants [TAs] play a vital role in the education and wellbeing of the children at our school. We therefore invest in providing training for them so they can carry out their responsibilities well. We provide a clear management structure and ensure that our TAs have a high status in the school.

## 1. The role of TA

We employ two levels of TA [Level 2 and Level 3]. All TAs have clear job descriptions that lay out their responsibilities. The job descriptions are written and reviewed with advice from the LA and unions. The TA role in the classroom is to provide support for the teacher and the pupils in a variety of different ways. Our whole-school Agreement on the Use of Teaching Assistants [appendix 1] details what TAs can expect of the Senior Leadership Team and class teachers and what the Senior Leadership Team and class teachers can expect of the TAs.

We know that our TAs directly contribute to the raising of standards.

They do this through

- maximising the children's learning 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 supervision of children at play
- ensuring the children are safe at school
- addressing issues that impact on children's social and emotional wellbeing

All TAs take a proactive role in the classroom, sometimes up front alongside the teacher and sometimes in more subtle ways. They may support the teacher during lesson inputs by modelling and reshaping tasks and by discussing their thinking with the class teacher. During tasks, they may mark the children's work, identifying what the children have done well and indicating areas for improvement.

The TA will work with different children in the classroom, in all curriculum areas, supporting them during whole-class teaching and during group work. The TA may work with children with SEN in each class, sometimes within a group and sometimes on a one-to-one basis to address the IEP targets. It is important, however, that TAs work with children of **all** abilities within the class. They will also run a range of intervention programmes with groups of children where appropriate under the direction of/in collaboration with the class teacher and SENCO.

TAs support the children's social and emotional development. They receive appropriate Safeguarding training. They promote and model appropriate standards of behaviour. They also support the teacher on a general basis within the classroom. This support is varied each day but includes preparation of displays, organising resources and photocopying.

At Caroline Haslett, TAs are fully involved in the life of the school. They attend TA meetings, attend staff INSET, go on trips and often volunteer to help with after-school and weekend events.

## **2. Deployment**

In order for us to respond to the changing needs of the school, we look carefully at the beginning of each year, as well as throughout the year, to ensure that the team of TAs are deployed effectively. We believe that in Foundation Stage and Key Stage 1, TAs work more effectively when they are attached to one class. We believe this allows for better relationships to be built up between the TA, teacher and children. The TAs are able to manage their timetables better as they only have to consider their own class and communication is more effective. In Key Stage 2, as children become more independent, TAs may work with more than one class.

## **3. Management of TAs**

The line manager for TAs in our school is the Deputy Head. The line manager for the TAs in the Language Department is the SENCO.

Regular meetings for TAs will be attended by the Head and Deputy Head. The Deputy Head has responsibility for Continuing Professional Development. The Assistant Heads have responsibility for pupil progress and additional needs of pupils in their Key Stages. TAs will be involved with all members of the Senior Leadership Team in the development of their role and their deployment. Their day-to-day work in the classroom will be directed by the class teacher. TAs will have a timetable for their tasks.

## **4. Professional development**

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. At Caroline Haslett School we view our TAs as a highly skilled workforce who are fully entitled to professional development. They complete a skills matrix, where they identify their skills and developmental needs. They receive specific training, as well as the general training provided by the school. Access to this training is considered in relation to priorities in the School Development Plan (SDP). Wherever possible, training is provided during a normal school day. Should a member of staff attend training outside of their normal hours they are paid for their time.

Professional development opportunities are fully discussed at the Appraisal meeting in the Autumn term; this is carried out by members of the Senior Leadership Team.

## **5. Monitoring and evaluation**

All TAs have annual appraisal. This is a way of encouraging professional dialogue. Each TA completes a self-review, which is discussed at the meeting. From this targets are set to allow TAs to work towards developmental goals. Progress towards targets is reviewed mid-year and at the end of the year. The work of TAs is monitored through the whole-school monitoring programme, which includes analysis of children's progress data. Members of the SLT also observe TAs in class in order to support their continued professional development.

## **Appendix 1 TA policy agreement**

### **Caroline Haslett Primary School Our Agreement on the Use of Teaching Assistants**

#### ***TAs can expect the senior leadership team to:***

- Ensure each TA is deployed in a role that reflects their skills and aptitudes.
- Define, clearly and properly, the tasks and duties each TA can expect to be asked to perform in their role, and specify their contribution to teaching and learning at Caroline Haslett Primary School.
- Provide timely and appropriate training and preparation to ensure TAs are confident and ready to undertake the tasks they are given.
- Recognise and celebrate TAs' contribution to teaching and learning, and treat them as professionals in their own right.
- Provide induction and professional development opportunities, supervision and performance reviews commensurate with maintaining their professional identity.
- Ensure teaching staff are aware of their role and responsibility for ensuring TAs are deployed appropriately and are properly prepared for the tasks they give them.
- Train and support teachers to ensure they have the skills and knowledge to deploy TAs appropriately and consistently.

#### ***TAs can expect teachers to:***

- Be aware of the school's expectations of how to deploy and prepare TAs, and ensure their contribution to teaching and learning is consistent with our whole school aims.
- Know the respective roles and skills of the TAs they work with most frequently and deploy them appropriately.
- Communicate adequate information and instructions about lessons ahead of time, and clearly specify TAs' role in, and contribution, to each lesson.
- Provide opportunities for TAs to feed back after lessons and provide clear guidance on what information should be fed back.
- Respond in a positive and timely fashion to requests from TAs for information about lessons, pupils, curriculum content, instructional techniques, or any other information essential to ensuring their effective deployment in lessons and contribution to learning.
- Recognise and reinforce TAs' professional identity and their status within the school.
- Contribute to induction and training, supervision and performance reviews for TAs.
- Request training and guidance in order to ensure they have the skills and knowledge to meet their professional duties and responsibilities as a teacher, in relation to deploying TAs appropriately.

#### ***The senior leadership team and teachers expect TAs to:***

- Act in a manner that upholds the professional identity of TAs at Caroline Haslett Primary School.
- Participate in the school's induction programme and performance review process.
- Make the most of training and professional development opportunities to develop their knowledge and skills.
- Prompt teachers for pre-lesson information and to ask for clarification where required.
- Perform and interact with pupils in ways that are consistent with what the school expects from TAs in terms of their contribution to teaching and learning.
- Contribute to lesson planning and feedback at teachers' request.