



## PONTELAND COMMUNITY MIDDLE SCHOOL

### Teaching Assistant Policy

#### **Introduction**

Teaching assistants make a major contribution to the work and success of our school. They do this through their support for children as individuals, as groups and as classes and through their support for teachers in the preparation and delivery of their lessons. They also make an outstanding contribution to other areas of school life and extra-curricular activities, above and beyond what is expected of them.

#### **Aims and objectives**

Through the employment of teaching assistants in our school we aim to:

- Realise the significant contribution that support staff can make in increasing the school's effectiveness
- Maximise children's progress in learning by providing support for teachers in carrying out their role
- Support differentiated learning by offering 1-1 sessions, enabling small group tuition and, when appropriate, delivering a specific activity to a whole class
- Improve curriculum access for any pupil who might need additional support
- Enable a range of administrative and organisational tasks, including photocopying, record-keeping and setting up displays
- Perform a wide variety of other tasks including lunch duty
- Make full use of all the skills and expertise that our teaching assistants have to offer

#### **Types of Teaching Assistant**

Teaching assistant is the term that we ascribe to all paid staff who are not qualified teachers, but are involved directly with our children's learning.

All Teaching Assistants are employed to work in the school, rather than to a specific class, year group or child.

We employ different levels of teaching assistants. Band 2 assistants will work under the direct instruction of the teaching staff, usually in the classroom, generally to support individual pupils and small groups. Band 3 and Band 5 assistants complement the work of teachers by taking responsibility for learning activities. This may involve preparing and delivering learning activities with individual pupils, groups or whole classes, with teacher support. They will also provide cover for the absence of teachers for a day or more and will supervise previously planned lessons. They are not expected to teach a lesson. Generally the working week for a TA is 31 ¼ hours.

Teaching assistants may be directed to help children with complex special needs, enabling them to participate more fully in learning activities.

### **The role of teaching assistants**

Our teaching assistants will be engaged in a very wide range of tasks, which are detailed below:

Support pupils by:

- Establishing good relationships with them
- Enabling individuals or groups of pupils to engage with and achieve the learning objective of the lesson and to work towards individual targets
- Responding to their needs, yet encouraging independence
- Promoting their self-esteem
- Helping them to access resources and to use equipment, as necessary
- Promoting inclusion by helping ensure that all pupils are able to fully access the curriculum

Support teachers by:

- Occasionally making no going assessment notes on individual pupils
- Carrying out some administrative and organisational tasks
- Preparing learning resources
- Putting up and maintaining displays
- Photocopying

(Some teaching assistants will be trained to work with their own specific groups of children or individuals in Literacy, Numeracy or other skills)

Support the curriculum:

- Helping pupils understand instructions, through repetition, rephrasing and modelling
- Undertaking small-group or individual support or interventions including speech and language activities, occupational therapy programmes etc.
- Selecting, preparing and maintaining learning equipment and resources

Support the school by:

- Helping to implement policies such as those on Safeguarding, Child Protection and Health and Safety
- Participating in training, in order to keep up to date with current school issues
- Contributing to discussions about assessment and pupil's progress
- Assisting with the supervision of pupil outside lesson times
- Consistently implementing the school's policy on behaviour and discipline

## **Management of teaching assistants**

- The line manager for teaching assistants is the Headteacher
- They will meet daily with the Deputy Headteacher to discuss matters arising
- They will meet once a week with the Deputy Headteacher and SENCO to discuss pupils of concern
- Day-to-day support in the classroom will be directed by the class teacher
- Teaching assistants will have access to appropriate planning and records
- When appropriate teaching assistants will attend staff meetings
- Teaching assistants will have a timetable for their tasks

## **Professional development of teaching assistants**

We value and support the professional development of all our staff, and recognise that this is vital in ensuring effective teaching and learning. We include the continuing professional development of teaching assistants in our CPD programme. Our teaching assistants bring a variety of skills and areas of expertise to their role in our school.

Teaching assistants are entitled to professional development, and will receive specific training, as well as the general training provided by the school. Access to training will be considered in relation to the school's needs.

Teaching assistants take part in performance management with the Directors once a year.