

Teaching Assistants Policy

1 Introduction

Teaching Assistants contribute significantly to the teaching provision at Bishop Wood C of E Junior School. They help our children to learn, and to gain full access to the curriculum.

2 Why we have Teaching Assistants

The main functions of a Teaching Assistant are to:

- maximise the children's learning progress through assisting generally;
- promote full curriculum access for pupils with any kind of physical or behavioural difficulty, such as impaired hearing or poor concentration;
- undertake a range of administrative and clerical tasks, including photocopying, record-keeping and putting up displays;
- perform a wide variety of other tasks, including playground supervision and changing library books.

3 Types of Teaching Assistant

Teaching Assistant is the term 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.

Different levels of Teaching Assistant have different levels of responsibility, as outlined in job descriptions.

Teaching Assistants may be designated to help children with special needs, and enabling them to participate more fully in learning activities.

At some time in the future Higher Level Teaching Assistants will play an enhanced role in the classroom, doing 'specified work', being subject to certain regulations, and being required to maintain certain standards.

4 Teaching Assistants' Roles

Our Teaching Assistants will be engaged in a very wide range of tasks, which can be categorised and detailed as follows:

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;

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 do this.)

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;

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 school issues;
- 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.

Management of Teaching Assistants

The line manager for Teaching Assistants in our school is **Mrs Coles**.

Day-to-day support in the classroom will be directed by the teacher.

Appropriate planning and records will be maintained.

When appropriate, Teaching Assistants will attend staff team meetings.

6 Professional Development of Teaching Assistants

Here at Bishop Wood C of E Junior 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.

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).

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 they do.

7 Monitoring and Review

This policy is likely to need reviewing in the near future owing to developments in the National Workforce Reform Remodelling Agreement. Thereafter it should be reviewed at least every two years.