

Broad Chalke CE VA Primary School

Teaching Assistant Policy 2018

Mission Statement: With the love of God we learn, care, grow and share

What is the purpose of this policy?

This policy provides information about the teaching assistants (TAs) at Broad Chalke CE VA Primary School. It outlines how we deploy and use TAs as well as how they are managed.

How does the school see the role of teaching assistants?

At Broad Chalke CE VA Primary School we believe firmly that TAs play a vital role in the education and the wellbeing of the children at our school. We deliberately have a large team of TAs and we 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. We know that our TAs contribute to the raising of standards.

How are teaching assistants deployed?

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 and in order for us to respond to the changing needs of the school.

We believe that TAs work more effectively when they are attached to one class and we follow this principle wherever possible. It 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. However, this is not always possible to achieve.

What do teaching assistants do?

The 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 as directed by the teacher.

- TAs take a proactive role in the classroom.
- TAs will work with different children in the classroom, in all curriculum areas, supporting them during whole class teaching and during group work.
- TAs may work with children who have SEND, children who vulnerable to underachievement or more able pupils in each class, sometimes within a group and sometimes on a one to one basis.
- TAs will also run a range of intervention programmes with groups of children where appropriate.
- TAs support the children's social and emotional development as well as promoting appropriate standards of behaviour.
- TAs support the teacher on a general basis within the classroom and this support is varied each day but includes backing display boards, preparing resources, photocopying and mounting work.
- TAs may be directed to mark work such as spellings.
- TAs may be directed by the teacher to update electronic record keeping systems by inputting data.
- TAs are also fully involved in the life of the school and attend meetings, go on trips, do playground duties etc.
- Some of our TAs are also MDSAs and we feel this provides good continuity for the children.

How are teaching assistants managed?

The **Headteacher** is the line manager for the TAs. The line manager has ultimate responsibility for all issues concerned with TAs including recruitment, induction, deployment and timetabling. The Headteacher will deal with day to day issues as well as concerns and TAs can bring their concerns (and possible solutions to problems!) to the Headteacher although they may wish to discuss issues with the class teacher in the first instance. The teaching assistants have a monthly meeting run by the Headteacher where they discuss a variety of issues and where TAs are kept up to date with whole school developments.

The SENCO is responsible for appraisal, training and performance and oversees the work carried out by the TAs.

The **Teacher** manages the TA attached to their class on a day to day basis. Each class teacher is responsible for overseeing and supporting the work that the TAs carry out in class and will be in the best position to give feedback on tasks. The teacher will be invited to give feedback to the SENCO before the appraisal. In addition to the constant informal dialogue that happens throughout the day, the teacher and the TA meet regularly to discuss planning and the progress of the children.

What access do teaching assistants have to professional development?

The school is firmly committed to the professional development of our TAs.

LA TRAINING: The LA run a comprehensive range of courses that TAs have the opportunity to sign up for on a range of subjects. Courses are advertised on the Wiltshire website www.wiltscpd.co.uk

SCHOOL BASED TRAINING: This takes place in school and is usually carried out by visiting professionals or led by members of staff. The training is targeted on areas of need by the school and TAs can also request sessions.

OTHER TRAINING by different providers is offered. This includes long term training such as NVQs and Foundation degrees.

What opportunities do teaching assistants have for appraisal?

All TAs have an annual appraisal. The review is a way of encouraging professional dialogue allowing the TA and the SENCO to discuss needs and future development in a systematic way. Each TA completes a self review which is discussed at the Appraisal meeting. From this, targets are set to allow TAs to work towards developmental goals. The TA is supported in meeting these goals within the constraints of the budget.

How else is the work of the teaching assistants monitored and evaluated?

When teachers are observed, the role of the TA will also be noted. The progress of children with SEND or who are 'pupil premium' is looked at on a regular basis and this provides information on how effectively TA support is working. The appraisal process provides an opportunity to evaluate the work of TAs.

When was this policy written and when will it be reviewed?

Policy ratified by FGB: Summer 2015

Reviewed: Summer 2018

Policy due for review: Summer 2021