



Effective Use of Teaching Assistants Policy

Willingham Primary School aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child and one that is fitting for the 21st century, in a safe, secure, happy, caring and stimulating environment.

*We work together to respect and value each other,
love learning and be the best we can.*

“Journey together, start with wonder, fulfil potential, leave with inspiration”.

To use a Teaching Assistant effectively they must benefit the children in your class, not only at the top or bottom but across the spectrum.



Contents Page

Contents	Page(s)
Introduction	3
What is a Teaching Assistant?	3
Types of Teaching Assistant	4
Aims and Objectives	4
Management of Teaching Assistants	5
Professional Development of Teaching Assistants	5
Management and Review	5



Introduction:

Teaching assistants make a major contribution to the work and success of Willingham Primary School. They do this through their learning 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 the development of the curriculum. The school offers training opportunities for Teaching Assistants to support teaching and learning at the school.

What is a Teaching Assistant?

The Teaching Assistant is one instrument in helping to achieve the aim of 'Reducing and refocusing the time and energy of teachers on teaching and learning'.

Their role is to help 'Raise standards' in:

Supporting the pupils by:

- establishing good relationships with them;
- using a range of communication aids and systems – including signing;
- enabling individuals or groups of pupils to engage with and achieve the learning objectives of the lesson, and to work towards individual targets and learning plans;
- responding to their needs, yet encouraging independence;
- promoting their self-esteem;
- helping them with their personal needs (such as supporting pupils in their toileting, washing or changing, or looking after them, initially, when they feel unwell);
- helping them to access resources and to use equipment, as necessary;
- promoting inclusion by helping to ensure that all pupils are able to fully access the curriculum;
- Supporting them at swimming by being in the water, if necessary;
- Ensuring their safety by employing specific behaviour management techniques in line with the school's behaviour management policy.



Supporting the teacher by:

- 'team teaching' with the class teacher, at planned times, under the direction of the teacher;
- helping the teacher to model effective learning strategies;
- occasionally making ongoing assessment notes during lessons;
- preparing learning resources for a child or children they work with;
- escorting groups of pupils to different work areas;
- supervising pupils when they are learning or playing outside the classroom.

Supporting the curriculum by:

- helping pupils understand instructions, through repetition, rephrasing and modelling;
- undertaking individual or small-group support or interventions, including speech & language activities, occupational therapy programmes etc;
- showing pupils how to use ICT to develop their learning;
- selecting, preparing and maintaining learning equipment and resources.

Supporting the school by:

- helping to implement policies, such as those on Safeguarding, Child Protection, and Health & Safety;
- participating in training, in order to keep up to date with current school issues;
- contributing to discussions about assessment and pupils' progress;
- assisting with the supervision of pupils outside lesson times, i.e. in the playground or in the school grounds generally;
- consistently implementing the school's policy on behaviour and discipline;
- if necessary, and in accordance with our policy on behaviour and discipline, supporting the separation of a disruptive child from the rest of the class.

The effectiveness of a Teaching Assistant in a class is dependent on the clarity of role, communication and team management.



Types of teaching assistant

Teaching Assistants are employed to work in the school, rather than to a specific class, year group or post. They therefore are all employed on the same contract and general job description and could, after consultation, be asked to change class and/or role, in line with the needs of the school. Within this, suitably trained and/or experienced Teaching Assistants can be allocated to specific posts – such as Communication Assistant or cover/float – rather than to a designated class.

Teaching assistants may be directed to support children with complex special needs – including medical, sensory and or physical difficulties – in order to enable them to fully access appropriate learning activities.

The school employs Higher-Level Teaching Assistants (HLTAs) to provide PPA cover for teachers across the school.

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 additional small group tuition and, when appropriate, delivering a specific activity to the whole class;
- improve curriculum access for any pupil who might need additional support;
- provide support for teachers in performing a wide variety of other tasks – for example, playground or library supervision;
- make full use of all the skills and expertise that our teaching assistants have to offer.



Management of teaching assistants

- The line manager for teaching assistants in our school is the SENCo in the first instance. The Head Teacher and Assistant Heads are responsible for carrying out appraisals for all Teaching Assistants.
- Day-to-day support in the classroom will be directed by the class teacher.
- Teaching assistants will have access to appropriate planning and records, maintained by the teacher.
- When appropriate, teaching assistants will be required to attend staff team meetings for which they will be paid additional hours as necessary.

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 this training will be considered in relation to priorities in the school improvement plan. Training will be provided during normal paid working hours, or teaching assistants will be paid additional hours if they agree to attend training beyond their normal working hours.
- Provided they meet certain criteria, the school will encourage teaching assistants to take part in formally accredited training. Provided the course fits the requirements of the school, all costs will be met from the school budget.
- Teaching assistants take part in a performance management review with either the Head Teacher or one of the Assistant Head Teachers.



Monitoring and review

The effectiveness of this policy will be monitored by the Pupil Support Committee (PSC) and the SENCo on a termly basis. These meetings will then be reported back to the full Governing body who will review the policy annually.

For any further information please contact:

Gemma Ayers *SENCo*

gayers@willingham.cambs.sch.uk

01954 283030