



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

Teaching Assistant Deployment Policy

What is the purpose of this policy?

This policy provides information about the Teaching Assistants (TAs) at St Thomas of Canterbury Church of England Junior School. It outlines how we deploy and use TAs as well as how they are managed in order to achieve maximum impact on outcomes for pupils in terms of their academic performance and physical and mental well-being.

How does the school see the role of Teaching Assistants?

Teaching Assistants make a major contribution to the work of our school. They do this through their 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. We have one Higher Level Teaching Assistant (HLTA) who is primarily responsible for planning and delivering intervention groups and strategies to support quality first teaching.

Why we have Teaching Assistants

At St Thomas of Canterbury Church of England Junior School we believe firmly that TAs play a vital role in the education and the well-being of the children at our school. They are a highly valued resource and an integral part of the teaching team. 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 across the curriculum.

How are Teaching Assistants deployed?

We look carefully at the beginning of each year, as well as throughout the year, to ensure that the TAs are deployed effectively in order for us to meet the changing needs of our children and the needs of the school. TAs are strategically deployed to meet the needs of the curriculum and individual children identified on the school SEND register. TAs are not necessarily attached to one class as this principle does not necessarily provide tangible impact nor develop children's independence and self-help skills. Effective deployment, managed by the SENCo, looks to promote and develop positive relationships between the TAs, the teacher and the children. TAs are encouraged to manage their timetables to facilitate effective communication and time is given throughout the week to enable this, e.g. Prayer & Praise, Hall Story. However it is recognised that in a busy working environment this is not always possible to achieve.

What do Teaching Assistants do?

The TAs have clear job descriptions which clearly outlines their roles and responsibilities. The TA role in the classroom is to provide support for the teacher and the children in a variety of different ways.

TAs take a proactive role in the classroom, working closely alongside the classteacher. They will work with children supporting them across the curriculum, during whole class teaching or group work. Further guidance on effective deployment can be found in the 'Pedagogy Handbook'. The TA may work with the SEND children within the class, within groups or individually to provide tailored programmes of study to meet the needs of individual learners. They also provide support for our children to ensure that objectives and targets set out in individual plans* are fully met. (*individual plans may include person centred plans (PCPs), one page profiles, support plans or provision plans).



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TAs may run intervention programmes with groups of children, where appropriate and after consultation with the SENCo. However the focus at St Thomas of Canterbury Church of England Junior School is on Quality First Teaching (QFT); support and differentiation for children within the class. TAs support the children’s social and emotional development as well as promote appropriate standards of behaviour.

If a child has a statement of special educational need (pre September 2014) or a statutory Education, Health Care Plan (post September 2014) a TA may be deployed specifically to support that ‘named’ child. Our aim at St Thomas of Canterbury Church of England Junior School is to promote the full inclusion and independence of children wherever possible. A ‘named pupil’ TA will take an integral role within the classroom as a whole and 1:1 support will be only as required, to ensure that the stated objectives/outcomes for the child are fully met. Support will be directed and planned for by the classteacher. Other children may also be supported by the ‘named pupil’ TA, if the teaching and learning also matches their need and this will also be directed and planned for by the classteacher.

TAs also provide general support for classteachers within the classroom. This support varies daily and could include creating classroom displays, preparing resources, photocopying and mounting work. These activities will be undertaken during non-direct contact periods with children, e.g. during collective worship. TAs are fully involved in the life of the school. They attend meetings, go on trips (including residential) and carry out playground duties all of which help provide good consistency for the children.

The role of the Teaching Assistant

Support for pupils

- Teaching individuals, small groups and whole class (see ‘deployment strategies’ later on in this policy)
- Attending to their personal needs
- Providing emotional support
- Helping them use any equipment, including ICT (e.g. use of iPads)
- Establishing good relationships with them
- Responding to their learning needs
- Encouraging independence
- Challenging and extending thinking skills
- Promoting their self-esteem
- Promoting inclusion
- Encourage/model learning attributes
- Enabling individuals or groups of pupils to participate in learning tasks set by the teacher
- Enabling pupils to work towards individual targets and learning plans
- Liaison with parents (as sanctioned by the classteacher/SENCo)

Support for teachers

- Teaching individuals and groups
- Conducting assessments, e.g. reading and spelling ages
- Performing administrative and clerical tasks not requiring a teacher’s professional expertise, including photocopying
- Escorting groups of pupils to different work areas
- Preparing learning resources for children
- Attending to ICT equipment
- Maintaining appropriate intervention records including baseline and achievement data and providing feedback
- Liaison with parents – home-school links (under the direction of the classteacher)



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Support for the curriculum

- Helping pupils understand instructions, through repetition, rephrasing and modelling (This may also include pre-teaching)
- Undertaking small group support work as directed by the teacher
- Providing support through intervention programmes
- Showing pupils how to use ICT to develop their learning
- Selecting, preparing and maintaining learning equipment and resources

Support for the school

- Implementing and following whole school policies, e.g. safeguarding children, health and safety, code of conduct, character education, marking and feedback
- Participating in training, in order to keep up to date with current school issues
- Contributing to information gathering on pupils' progress, e.g. by liaising with the classteacher, providing notes on pupils when required, feeding back on observations, participating in assessment for learning (AfL), commenting on children's targets
- Contributing to meetings about pupils, e.g. attending annual review meetings, meetings with specialist teachers
- Assisting with the supervision of pupils outside lesson times, i.e. in the playground, or on the school grounds generally
- Promoting positive behaviour in line with the school 'Character Education' policy
- Contributing ideas for the development of the school, e.g. through attendance at TA meetings, non-pupil development and training days
- Participating in school trips (including residential)

Deployment Strategies

At St Thomas of Canterbury Church of England Junior School, we recognise the following strategies as examples of good practice for TA deployment:

- Observations of pupils (sometimes leading to identification of further need). Writing comments on 'post-its', updating chronology sheets and annotating teachers lesson plans
- Teaching specific ability groups (including 'mixed') to increase range of provision across classes
- Teaching specific ability groups during mental oral starters and lesson plenaries
- Providing verbal feedback for pupils who need to 're-learn' concepts
- Provide written feedback, including next steps, when working with small groups or individuals
- Support children in implementing their 'next steps' in learning
- Proactively supporting children in 'whole class' teacher input sessions, e.g. enabling children to manage distractions and focus on learning
- Implement specific behaviour management strategies devised for individuals/groups/class
- Pre-teach topic vocabulary
- Provide links to learning in other contexts, e.g. speech and language
- Link learning in interventions to class learning

How are TAs managed?

The **Special Educational Needs Co-ordinator** (SENCo) is the line manager for the TAs, but the Headteacher has ultimate overview and responsibility for all issues concerned with TAs including recruitment, induction, deployment and timetabling. The SENCo will deal with day to day issues as well as concerns and TAs can bring their concerns (and possible solutions to problems!) to the SENCo although they may wish to discuss issues with the classteacher in the first instance.



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The teaching assistants have a weekly meeting with the SENCo to discuss pupil matters, school matters and developments, legislation changes and training needs. Training can also be delivered through these meetings. The Headteacher will attend these meetings at least once a term.

The SENCo is responsible for appraisal, training and performance. Classteachers also guide this work. The teacher is responsible for planning the lessons but the TAs will often carry out the tasks and make notes on progress. Targets are reviewed by the classteacher and in consultation with the TAs.

The **classteacher** manages the TA assigned to their class or named pupils on a day to day basis. Each classteacher 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 classteacher may be invited to give feedback to the SENCo before the annual appraisal (performance management review). In addition to the constant informal dialogue that happens throughout the day, the SENCo, classteacher and the TA meet informally throughout the week to discuss planning and progress of the children and to review and set new targets as appropriate.

What access do Teaching Assistants have to professional development?

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

LA Training: The Local Authority, through EES for Schools, run a comprehensive range of courses that TAs have the opportunity to access on a range of subjects. Courses are identified in consultation with the SENCo and Deputy Headteacher (CPD Lead) based on PMR targets and whole school/individual priorities.

School Based Training: This takes place in school and is usually carried out by visiting professionals or led by members of SLT staff. The training is targeted on areas of need by the school, often identified in the school development plan (SDP). TAs are also welcome to request sessions. TAs are often paid to attend non-pupil professional development and training days (INSET). TAs are always welcome to attend weekly staff professional development meetings (PDMs) on a Monday although this is done on a voluntary basis.

Other Training: This is facilitated by other providers as and when necessary. This can include long term training such as NVQs and Foundation Degrees.

What opportunities do Teaching Assistants have for appraisal?

All TAs have an annual appraisal conducted in line with our performance management policy. 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. PMR appraisal meetings take place in February/March each year. 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 school budget.

How else is the work of the Teaching Assistants monitored and evaluated?

When classteachers are observed then the role of the TA in the lesson will also be looked at. The progress that SEND, disadvantaged and other vulnerable children are making is looked at on a regular basis through termly pupil progress meetings (PPMs) and half termly data analysis from Target Tracker. This provides information on how the TA and classteacher are impacting on pupil progress. The work of TAs is also monitored through the whole school monitoring approach so for example support and intervention programmes may be monitored. The appraisal process provides an opportunity to evaluate the work of TAs. The SENCo will monitor the effectiveness of the TAs through lesson observations and discussions with teachers, parents/carers and pupils.



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

This policy was drafted: **December 2016**

Policy approved: **July 2017**

Policy due for review: **July 2020**