

TEACHING ASSISTANT STANDARDS EXPECTATIONS OVERVIEW



Standard		TEACHING ASSISTANT		SENIOR TEACHING ASSISTANT	
1	Teaching and Learning	Learning	<ul style="list-style-type: none"> Promote, support and facilitate independent learning Assist teacher with learning activities and contribute ideas for meeting the objectives of each session. Support the pupils in accessing learning activities individually or in small/whole teaching groups as directed by the teacher to enable pupils' progress towards their outcomes. Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop. Support the development of pupil communication skills using both spoken and augmentative communication approaches. Establish productive working relationships with pupils, acting as a role model and setting high expectations. Contribute to and implement structured learning activities/teaching programmes and support pupils to access learning under the guidance of the class teacher and senior teaching assistant. Promote independence and employ strategies to recognise and reward achievement of self-reliance. Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties. 	TA standards plus:	<ul style="list-style-type: none"> Contribute to and implement structured learning activities/teaching programmes and support pupils to access learning under the guidance of the teacher.
		Assessment	<ul style="list-style-type: none"> Contribute towards and review individual pupil outcomes and strategies. Observe, monitor and record the progress of pupils both using the appropriate format as advised by the class teacher including pupil learning, behaviour management, wellbeing, child protection etc. (including liaising with therapists) as directed in order to support the teacher deliver the specific learning programmes set for each child. Provide feedback to pupils in relation to their progress and achievement in order for them to realise their full potential in a way that is appropriate for them to understand. 	<ul style="list-style-type: none"> Contribute to pupil reports and other reports as necessary. Administer routine tests (if appropriate) and undertake routine marking/moderation/observations as directed by the teacher maintaining records as requested in order to allow the class teacher to concentrate on other activities requiring their professional input 	
		Teaching	<ul style="list-style-type: none"> Sole responsibility for individuals and small teaching groups in areas of the school and offsite as agreed with the class teacher and the educational visits co-ordinator. 	<ul style="list-style-type: none"> In negotiation with the class teacher, have a minimum of 0.1 teaching commitment to cover for the class teacher. Ensure learning is assessed and recorded accurately. In negotiation with SLT/Class teacher have a maximum teaching commitment of 0.6 Stand in for the class teacher when necessary. 	
		Environment	<ul style="list-style-type: none"> Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils to meet their outcomes. Clear away at the end of the day. Assist where necessary with display, preparation and clearing away of the classroom materials to ensure effective and efficient teaching. 	<ul style="list-style-type: none"> Manage classroom activities safely ensuring that the physical learning space and the resources in it are conducive to pupil learning. 	
		Resources	<ul style="list-style-type: none"> Ensure resources are replaced in good order in 		

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			communal areas of the school to ensure the learning needs of all pupils can be met. <ul style="list-style-type: none"> • Make materials for teachers or pupils use as directed by the class teacher 	
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2	Professional and personal conduct	Communication	<ul style="list-style-type: none"> • Liaise with parents/carers if requested by the class teacher, maintaining professional, confidential dialogue with due regard to school policy and practice and feedback to the teacher • Keep abreast of whole school communication 	<ul style="list-style-type: none"> • Daily communication with parents/carers maintaining professional, confidential dialogue with due regard to school policy and practice and feedback to the teacher/ SLT. Ensure telephone conversations are added to parent log on Arbor.
		Whole School	<ul style="list-style-type: none"> • Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc. 	
		Training	<ul style="list-style-type: none"> • Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own professional development. Attend training outside of contracted hours with advanced notice and in negotiation. 	
		Time keeping	Arrive at the school in time to be appropriately prepared for the start of working hours and leave after duties to pupils have been dispensed, within contracted hours unless unprecedented circumstances	
		Multi agency input	<ul style="list-style-type: none"> • At the request of the class teacher liaise with therapists regarding specific programmes for children 	<ul style="list-style-type: none"> • In conjunction with the class teacher liaise with therapists and other professionals regarding specific programmes for children in order to be a source of advice and information regarding the individual non-teaching programmes and ensure that consistent records are kept to enable progress reviews to be undertaken.
		Leadership	<ul style="list-style-type: none"> • Be aware of and support difference and ensure all pupils and staff have equal access to opportunities to learn and develop. 	<ul style="list-style-type: none"> • Leadership of Teaching Assistants in the absence of the class teacher. • Deliver out-of-school learning activities within guidelines established by the school.

	Standards		TEACHING ASSISTANT	
3	Wellbeing of pupils	Health & safety	<ul style="list-style-type: none"> • Ensure health and safety and good behaviour of pupils (including off-site activities such as trips, swimming etc.). • Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing. • Supervise and have responsibility for the safety of pupils in break and playtimes, as well as model appropriate play and organise learning activities. • Support the physical needs of pupils and promote independent movement as advised by the class teacher and therapists. 	<ul style="list-style-type: none"> • Be familiar with, and comply with a full range of policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.

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			<ul style="list-style-type: none"> Accompany pupils in the swimming and hydrotherapy pool and adhere to school policy at all times. Be responsible for promoting and safeguarding the welfare of children and young people within the school. 	
		Behaviour	<ul style="list-style-type: none"> Implement behaviour management programmes to ensure pupils' wellbeing, health, safety and learning needs are met. Promote positive behaviour effectively and consistently to raise self-esteem. Promote the inclusion and acceptance of all pupils within the classroom. Be able to use a range of strategies to deal with classroom behaviour and understand individual behavioural needs to ensure pupils' learning needs are met. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy. Encourage pupils to take full responsibility for their own behaviour in order to maintain required standards of discipline and pupils' wellbeing, health and safety. Raise self-esteem and improve independent working in pupils. 	<ul style="list-style-type: none"> Contribute to the formation and implementation of behaviour management programmes for pupils to ensure pupils' wellbeing, health, safety and learning needs are met. Be able to use a range of strategies to deal with classroom behavior and understand
		Care	<ul style="list-style-type: none"> Attend to pupils personal care needs and assist with the organisation of refreshments and mealtimes (this may include feeding pupils by gastric tube following appropriate training) to ensure pupils' wellbeing and health and safety. Provide support for the class teacher and colleagues in the manual handling and/or physical intervention of pupils to ensure pupils' wellbeing, health and safety is maintained, and assist with the development of hygiene, toilet training and personal care programmes. Prepare primary care areas and disposal of soiled waste according to the duty rota. Attend to pupils personal medical needs to ensure pupils' wellbeing and health and safety, following specialist training and competency sign off. 	<ul style="list-style-type: none"> Have responsibility under the direction of the class teacher, for medical needs policy co-ordination and implementation, liaising with school nurse and parents regarding medical issues and health care plans ensuring that accurate records are kept and relevant information is disseminated. Ensure that all medication is dated and securely stored. Attend to pupils personal medical needs to ensure pupils' wellbeing and health and safety, following specialist training and competency sign off. Ensure all information regarding care and medical issues is available and checking these are up to date for off-site trips.
		Pastoral support		<ul style="list-style-type: none"> Role model to and pastoral support for the teaching assistants within the class team.

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4	Knowledge and understanding	Professional development	<ul style="list-style-type: none"> Acquire the appropriate skills, qualifications and/or experience required for the role, with the support from the school Share responsibility for ensuring own knowledge and understanding is relevant and up to date by reflecting on own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness 	
		Understanding	<ul style="list-style-type: none"> Demonstrate the expertise and skills in understanding the needs of pupils, with specialist expertise within a phase and know how to adapt and deliver support to meet individual needs 	

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			<ul style="list-style-type: none"> Understand roles and responsibilities within the classroom and whole school context, recognise these may extend beyond a direct support role Have experience of working with pupils' with complex special needs and be able to use appropriate programmes such as Makaton and SCIP 	
		Support	<ul style="list-style-type: none"> Provide clerical/admin support (e.g. typing, photocopying etc.) Timely and accurate preparation and use of specialist equipment/ resources/ materials as required by staff/curriculum/lesson plans etc. whilst creating and maintaining a purposeful, productive and safe working environment to ensure pupils learning needs are met. Demonstrate and assist others in the effective use of specialist equipment/ materials to ensure equipment/materials are safely and effectively used. 	<ul style="list-style-type: none"> Provide clerical/admin support and undertake record keeping in respect of pupil learning, behaviour management, child protection etc. as directed in order to support the class teacher deliver the specific learning programme set for each child. Collection, recording and receipting of cooking and snack money followed by appropriate training. In liaison with and in the absence of the class teacher to ensure lunch register is completed daily. Demonstrate and assist others in the effective use of specialist equipment/materials to ensure equipment/materials are safely and effectively used.

Standards		SENIOR TEACHING ASSISTANT		
5	People management		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Manage other teaching assistants. Liaise between managers/teaching staff and teaching assistants. Be jointly responsible for the allocation of duties of other teaching assistants. Arranging staff lunches in liaison with the teacher. Support new Senior TAs' within the Learning approach you work in.