

The Bourne Partnership



Teaching and Learning Partners Job descriptions and Professional Development 2022-2023

This document outlines the Career Pathway for Teaching and Learning Partners (Teaching Assistants) within The Bourne Partnership.

Within the Bourne Partnership, we believe that there is no limit to what children are capable of achieving, or that home background should be an obstacle to any pupil's future success. We want every child in our care to flourish through a holistic and engaging education that reflects the needs of all our children and prepares them for future success in all aspects of their lives (academically, socially and emotionally).

In order to provide our children with this quality of learning and care it is our duty to recruit and retain the very best staff and ensure that the recruitment and selection process is robust, searching and rigorous. We will not appoint unless we are certain that the right member of staff has been found.

Once a new member of staff has been appointed they should look forward to a supportive and informative induction which ensures that they are welcomed to the team, feel part of the School community and are supported, through highly effective mentoring and coaching, through the vital early stages of their time within the partnership.

Once established, staff should look forward to a career structure that is transparent, progressive, offers opportunities to develop expert skills and knowledge and rewards them for their hard work and dedication.

In order to progress along the career pathway, staff will need to have been graded as being excellent or above in their most recent performance review and will also be expected to keep, and regularly update, a portfolio to evidence their achievements.

The portfolio will include:

- Feedback from observations (1 to 1, group and whole class)
- Personal reflection and evaluation
- Pictures of displays, activities, children's work that staff are particularly proud of.
- In house training and development records e.g. staff meeting attendance
- Personal research records e.g. books and documents read
- Course attendance certificates
- Career path outline with achievements recognised

Staff must spend a minimum of two years on each TLP level before they can apply to move up to the next level.

The Bourne Partnership Teaching and Learning Partner (TLP) Pathway proposed pay scales			
TLP Level 1	KR4	£19,389 - £20493	(Pro Rata Term Time Only)
TLP Level 2	KR5	£20595 - £21,693	(Pro Rata Term Time Only)
TLP Level 3	KR6	£21,801- £23,262	(Pro Rata Term Time Only)
TLP Level 3	KR7	£23,378 - £26,466	(Pro Rata Term Time Only)
Teach Direct			

Teaching and Learning Partners do not necessarily need to work through all the levels in order to request a Teach Direct Placement. They will need to provide suitable evidence of skills, qualities and qualifications along with the recommendation from a member of the Partnership SLT who has observed the Teaching and Learning Partner working with individuals, groups and the whole class.

The Teaching Partner Level (TLP) descriptors outlined in the table below have been matched, as closely as possible, to the SPS (School Personnel Service) job descriptions at the end of this document. In order to carry out their role within the Bourne Partnership, Teaching Partners **must** fulfil the requirements of **both** the relevant job description and level descriptor e.g. Teaching Partner Level One and job description Level One.

	TLP Level One	TLP Level Two	TLP Level Three	Evidence
	<p>Within The Bourne Partnership, ALL Teaching and Learning Partners will be expected to meet the Level 1 requirements consistently, as part of their job description.</p> <p><i>If TAs have passed their probation period and have received an 'excellent' or above assessment rating through the appraisal system, they may wish to be considered as a Level 2 Teaching Assistant.</i></p>	<p>Level 2 Teaching and Learning Partners must be able to evidence all requirements within the standard and that evidence must show sustained impact.</p> <p>A folder of evidence must be brought to appraisals for consideration. This is the Teaching and Learning Partners own responsibility.</p> <p>This will be in addition to meeting individual targets set through the appraisal system.</p> <p>The outcome will be shared in writing, within 10 working days.</p>	<p>Level 3 Teaching and Learning Partners must be able to evidence all requirements within the standard and that evidence must show sustained impact.</p> <p>This folder of evidence must be brought to appraisals for consideration. This will be in addition to individual targets set through the appraisal system. The outcome will be shared in writing, within 10 working days.</p>	

		<i>TAs may only be considered for Level 3, if they receive an 'excellent' or above grading through the appraisal system and show that they have sustained all Level 2 requirements for at least two years.</i>		
Pay Grade	KR3/4 £19,293 - £20,493 (Pro Rata Term Time Only)	KR5 £20,595 - £21,693 (Pro Rata Term Time Only)	KR6 £21,801 - £23,262 (Pro Rata Term Time Only)	TAs that take more of an active role within subject leadership and receive an 'outstanding' during the appraisal cycle may have the opportunity to move to KR7.
Policies and Procedures	<p>Follow all school policies and procedures</p> <p>Consistently follow the Behaviour Blueprint</p> <p>Use consistent Zones of Regulation and restorative language</p> <p>97% attendance</p> <p>Record all known incidents (First Aid, Behaviour, Safeguarding etc.) on CPOMs on the day that the event occurs</p>			<p>Signed annual policies</p> <p>PREVENT certificate</p> <p>School attendance log</p> <p>CPOMS/ Supervision r</p> <p>Class drop ins/ observations</p>
In Class Provision	<p>Demonstrate a positive impact on behaviour for learning in the classroom</p> <p>Ensure that accountability for pupil's behaviour and wellbeing is maintained throughout the whole day; transitions, lunchtimes etc.</p> <p>Liaise with teaching team daily; planning, support, progress, next steps</p>	<p>Provide personalised social and wellbeing support for pupils including Zones of Regulation intervention and toolkits for targeted pupils</p> <p>Have your own weekly plan copied and annotate with support/ reflections throughout the week</p>	<p>Use formative assessments and annotated plans to create personalised 1:1/ small group interventions to pre-teach or consolidate vocabulary, skills and knowledge.</p> <p>Attend PPM meetings; contributing towards pupils progress and next step reflections with data driven evidence.</p>	<p>Lesson Plans</p> <p>Feedback files</p> <p>Books</p> <p>Displays</p> <p>Data</p>

	<p>Provide timely feedback to the CT when working with groups</p> <p>Provide timely feedback to focus group/ child (verbal/written)</p> <p>Further develop the classroom environment (displays, book corners, organisation etc.)</p> <p>Deliver in class interventions and record progress on tracking sheets</p> <p>Read pupil provision plans and act upon targets with clear and consistent record keeping</p> <p>Support with preparing classroom resources to meet whole class, group and individual needs</p> <p>Active contribution to all parts of a lesson to ensure that all groups of pupils make progress</p> <p>Support with PPA cover, planned and prepared by the CT</p>	<p>Demonstrate a growing understanding of all pupils strengths and needs in the class</p> <p>Contribute to the feedback folder daily with strengths and next steps for individuals and groups</p> <p>Show evidence of impact with pupils from all ability groups through 1:1 support, focused group work and intervention</p> <p>Positively contribute to setting and reviewing provision plan targets</p> <p>Invest time into finding and adapting resources for pupils with additional needs</p> <p>Keep an environment checklist to ensure that all elements are met throughout the year</p> <p>Contribute to Home Learning feedback</p> <p>Lead PPA sessions for you own class, with growing confidence and adaptability.</p>	<p>Data shows sustained progress of all groups that have had focused intervention with the TA</p> <p>Invest time in creating personalised resources linked to areas of need, for use in school and at home.</p> <p>Contribute to the planning and evaluation of PPA lessons. Provide timely feedback to the CT via email and/or annotated plans.</p>	<p>Intervention tracking</p> <p>PPM notes</p> <p>CPOMS</p> <p>Positive emails</p> <p>Environment checklists</p>
Communication and Community	<p>Consistently demonstrate the vision and values of the school</p> <p>Role model positive and professional behaviour and communication, with all stakeholders, at all times</p> <p>Read and respond (where necessary) to daily update emails</p>	<p>Actively attend Monday morning catch up meetings to have a growing awareness of the whole school</p> <p>Attend a class teaching team meeting at least termly to review progress and focused next steps</p> <p>Meet with the SENCO 3 x a year to share intervention impact through written record</p>	<p>Research and develop an intervention specialist area and deliver a training session to other TAs</p> <p>Offer individualised support for pupils, linked to their areas of need. Involve parents in personalised targets by providing support, training and resources to ensure success.</p>	<p>Emails</p> <p>Positive notes photocopied</p> <p>Learning team minutes</p> <p>CPOMS</p>

	<p>Build a positive relationship with parents through written (emails/ reading diaries) and verbal communication (face to face/ phone calls)</p> <p>Oversee break duty</p> <p>Attend and effectively contribute to learning team meetings</p> <p>Contribute effectively to in school events</p>	<p>Actively involve parents in their child's learning journey by consistently following up and offering support when home reading/ home learning isn't being completed</p>	<p>Positively contribute to wider school environments and displays</p> <p>Positively impact the wider school by one or more of the following:</p> <ul style="list-style-type: none"> -Run a club -Attend PTA meetings -Complete tutor training -Attend sporting events 	<p>Data/ intervention folders</p>
Personal Development	<p>Attend termly mentoring sessions in induction year</p> <p>Attend termly safeguarding supervision with the DSL</p> <p>Access and implement training offered during the school day</p>	<p>Attend whole school CPD opportunities at least 3 x a year (staff meeting or external)</p> <p>Complete SATS papers for your own Key Stage and seek support from English/ Maths lead for any uncertainties and/or misconceptions</p>	<p>Attend and contribute to at least one in school moderation per year</p> <p>Complete SATS papers for the alternative Key Stage and seek support from English/ Maths lead for any uncertainties and/or misconceptions</p> <p>Choose a personal area for development and show evidence that this is being addressed proactively</p>	<p>CPD notes</p> <p>CPD certificates</p> <p>Supervision records</p> <p>Mentoring records</p> <p>SATS papers with follow up support</p>
Training	<p>KSCB- Online risks to children</p> <p>KSCB- Autism Awareness</p> <p>KSCB- Mental Health Awareness</p> <p>Dyslexia Awareness – STLS training offer</p> <p>Zones of Regulation – School offer</p> <p>Speech and Language: https://www.kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/school-aged-language </p>	<p>KSCB- Safeguarding Level 2</p> <p>KSCB- Understanding behaviour of children and young people</p> <p>Proactively access 2 additional free training modules linked to Class need/ priorities https://www.kscmp.org.uk/training/e-learning </p> <p>Speech and Language: https://www.kentcht.nhs.uk/childrens- </p>	<p>KSCB- Safeguarding Level 3</p> <p>Proactively access additional free training linked to Class need/ priorities https://www.kscmp.org.uk/training/e-learning </p> <p>Or</p> <p>A Mental Health accreditation module</p>	

	<ul style="list-style-type: none"> • Introduction to speech, language and communication needs for school aged children • Supporting primary aged children with Speech, Language and Communication Needs 	therapies-the-pod/speech-and-language-therapy/school-aged-language <ul style="list-style-type: none"> • Colourful Semantics • Using a framework to develop verbal reasoning skills <p>Language Link assessment and intervention delivery – via SENCO and online training</p> <p>Memory Training – STLS training offer (or similar, depending on class need)</p>	<p>Or</p> <p>Level 2 TA Diploma linked to class need or personal interest (Aim Group or other online provider)</p> <p>Or</p> <p>Level 3 TA Diploma (Aim Group or other online provider)</p>	
Research and Reading	The Teaching Assistants Guide to Effective Interactive	When Adults Change, Everything Changes	Making Every Primary Lesson Count	

The Bourne Partnership

Job Description: Teaching and Learning Partner Level 1

School: The Bourne Partnership

Grade: Kent Range 4

Responsible to: Line Manager

Purpose of the Job:

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher.

Key duties and responsibilities

1. Work with individuals or small groups of pupils in the classroom under the direct supervision of the teaching staff and provide feedback to the teacher

2. Support pupils to understand instructions and support independent learning and inclusion of all pupils
3. Support the teacher in behaviour management and keeping pupils on task
4. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
5. Prepare and clear up the learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment

Teaching and Learning Partners in this role will also:

1. Record basic pupil data
2. Support children's learning through play
3. Assist with break and lunchtime supervision including facilitating games and activities
4. Assist with escorting pupils on educational visits
5. Invigilate exams and tests
6. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence

You will also be expected to adhere to the **Teaching Assistant Standards:**

Personal and professional conduct

Teaching and Learning Partners should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching and Learning Partners are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and Learning

Teaching and Learning Partners are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning. · Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with Others

Teaching and Learning Partners are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.

- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

The Bourne Partnership

Job Description: Teaching and Learning Partner Level 2

School: The Bourne Partnership

Grade: Kent Range 5

Responsible to: Line Manager

Purpose of the Job:

To work with teachers as part of a professional team to support the teaching and learning of all pupils. Provide learning support to pupils who need particular help to overcome barriers to learning, such as those with learning difficulties and/or behavioural, social, communication, sensory or physical disabilities

Key duties and responsibilities

1. Assist with the implementation of planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate

2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
3. Support the teacher in monitoring, assessing and recording pupil progress/activities
4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
7. Share information about pupils with other staff, parents/carers, internal and external agencies as appropriate
8. Understand and support independent learning and inclusion of all pupils as required
9. Work with pupils on therapy or care programmes
10. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue)

Teaching and Learning Partners in this role will also:

1. Administer medication in accordance with an agreed plan under the direction of healthcare practitioner and following appropriate training
2. Update pupil records
3. Assist with break-time and lunchtime supervision on the playground and in the dining hall (including facilitating games and activities)
4. Assist with escorting pupils on educational visits
5. Undertake moving and handling activities as required

You will also be expected to adhere to the **Teaching Assistant Standards:**

Personal and professional conduct

Teaching and Learning Partners should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.

- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching and Learning Partners are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and Learning

Teaching and Learning Partners are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning. · Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with Others

Teaching and Learning Partners are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

The Bourne Partnership

Job Description: Teaching and Learning Partner Level 3

School: The Bourne Partnership

Grade: Kent Range 6

Responsible to: Line Manager

Purpose of the Job:

To work with teachers to support teaching and learning, provide specialist support to the teacher in at least one aspect of the curriculum or age range.

Provide cover supervision in line with the Workforce Agreement Modelling Group (WAMG) Note 22

Key Duties and responsibilities:

1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of the class teacher, adapting learning programmes to suit the needs of allocated pupils
2. Assess, record and report on development, progress and attainment as agreed with the teacher
3. Monitor and record pupil responses and learning achievements, drawing any problems that cannot be resolved to the attention of the teacher.
4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
5. Select and adapt appropriated resources/methods to facilitate agreed learning activities
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
7. Undertake at least one of the following:
 - i) Provide specialist support to pupils where English is not their first language
 - ii) Provide specialist support to specific groups of children e.g. WTs, Ext, GD
 - iii) Provide specialist support to all pupils in a particular area of learning (e.g. IT, MFL, Dance, Music, Drama, English, Mathematics)
8. Attend and contribute to pupil progress meetings three times a year between 3.30 and 4.30p.m.
9. Attend staff meetings that have been identified as being for TLPs and Teachers
10. Select and adapt appropriate resources

Teaching and Learning Partners in this role will also:

1. Establish and maintain relationships with families, carers and other adults
2. Provide short term cover supervision of classes
3. Supervise the work of other support staff/trainees and apprentices
4. Be responsible for the preparation, maintenance and control of stocks materials and resources
5. Invigilate exams and tests
6. Escort and supervise pupils on educational and out of school activities
7. Guide and support pupils in their personal, emotional and social development
8. Prepare and present displays in line with school policies
9. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom and lunchtime supervision on the playground and dining areas

10. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews
11. Take on or share subject responsibility for a non-core area e.g. French, PE, Dance, Drama
12. Work with pupils not working to the normal timetable

You will also be expected to adhere to the **Teaching Assistant Standards**:

Personal and professional conduct

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- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching and Learning Partners are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.

- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and Learning

Teaching and Learning Partners are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning. · Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with Others

Teaching and Learning Partners are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

