



Professional Standards for Teaching Assistant (KR3) at

New Ash Green Primary School



New Ash Green Primary School – Our Vision Statement

At New Ash Green Primary School, our outstanding levels of teaching and a dynamic curriculum inspire our children to develop their **curiosity** for a love of learning. This allows them to achieve their full potential. We thrive on enthusiasm. Through **inspirational** leadership, children are encouraged to excel and develop **resilience** and **self-motivation** while learning how to **challenge** themselves within a safe and caring environment. The well-being of all our children is paramount. Our children and adults inspire each other to achieve their goals. At New Ash Green Primary School we celebrate cultures, diversity and individuality. We promote **independence** so that our children and community can flourish.



These Core Values form the bedrock to our school motto:

“Together Everyone Achieves More” =



Together
Everyone
Achieves
More

British Values

The British Values underpin the school ethos and learning powers. These should be on display in all classrooms and taught throughout all lessons, on the playground and at lunchtimes:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of those of different beliefs and religion.

The Professional Standards for Teaching Assistants are set out in four themes:

- Knowledge and understanding
- Teaching and learning
- Working with others
- Personal and professional conduct

Within each theme there are several standards expected of teaching assistants.

Knowledge and understanding

Teaching Assistants are expected to:

1. **Acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school employer.
2. **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. **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 accessing relevant professional development to improve personal effectiveness.
4. **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.
5. **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 Assistants are expected to:

1. **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.
2. **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
3. **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
4. **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
6. **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching Assistants are expected to:

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

4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. **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.

Teaching Assistants in this role may also undertake some or all of the following:

1. Develop and implement Personal Provision Plans for pupils, including attendance at, and contribution to, reviews.
2. Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc.
3. Contribute to the development of policies and procedures.
4. Provide short- term cover supervision of classes.
5. Supervise or manage the work and development of other classroom support staff.
6. Be responsible for the preparation, maintenance and control of stocks of materials and resources.
7. Liaise with external agencies on a regular basis.
8. Provide pastoral care to pupils.
9. Be responsible for pupils who are not working to the normal timetable.
10. Assist pupils with eating, dressing and hygiene, medical needs and personal care as required, whilst encouraging independence.
11. Invigilate exams and tests.
12. Be responsible for the presentation of displays.

Personal and Professional Conduct

Teaching Assistants should uphold public trust in the education profession by:

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

Refer to the School's Code of Conduct Policy.

Signed _____

Date _____

Headteacher _____

Date _____

Person Specification:

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	Level 1 or 2 Diploma (or equivalent) with proficient practical skills.
EXPERIENCE	Previous experienced of working with children.
SKILLS AND ABILITIES	Numeracy and literacy skills Basic IT skills Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. Good influencing skills to encourage pupils to interact with others and be socially responsible
KNOWLEDGE	Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.