

Professional Standards for Danecourt Teaching Assistants

(To be read in conjunction with Job Description)

1. Professional values and practice

- 1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and are committed to raising their educational achievement.
- 1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their health, safeguarding and wellbeing as well as their development as learners.
- 1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils, and uphold their own professional practice in line with the Danecourt ethos and culture.
- 1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- 1.5 They are able to improve their own practice, by attending relevant training, through observation, evaluation and discussion with colleagues.

2. Knowledge and Understanding

- 2.1 They have sufficient understanding of specialist programmes and interventions to support pupils' learning.
- 2.2 They are familiar with the school curriculum, the appropriate expectations of pupils, and the main teaching methods used by the teacher/s with whom they work.
- 2.3 They understand the aims, content, teaching strategies and learning intentions for the lessons in which they are involved.
- 2.4 They have sufficient knowledge of IT for their own benefit, and pupils' learning needs.
- 2.5 They know the key factors that can affect the way pupils learn.
- 2.6 They have achieved a qualification equivalent to at least a Diploma Level 3.
- 2.7 They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the SEN code of practice.
- 2.8 They know a range of strategies to establish a purposeful learning environment and to promote good behaviour, in line with Danecourt School policies and procedures.

3. Teaching, Learning and Assessment

- 3.1 Where appropriate they contribute effectively to teachers' planning and preparation of lessons.
- 3.2 Working within a framework set by the teacher, they plan their own role within lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- 3.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- 3.4 They are able to support teachers in evaluating pupils' progress through a range of assessment methods and activities.
- 3.5 They monitor pupils' responses to learning tasks and modify their approach accordingly.
- 3.6 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- 3.7 They contribute to maintaining and analysing records of pupils' progress.
- 3.8 If necessary, in collaboration with teaching assistant colleagues, they lead teaching and learning activities, and have due regard for all safeguarding procedures in the absence of the teacher.