



Effective use of Teaching Assistants Policy

Version 1

Bakewell Methodist Junior School

Last Reviewed	
Reviewed By	Governors 248703023
Next Review Date	November 2023
Version produced	

Policy for the effective use of TAs and other adults in the school

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Rationale

Schools invest a great deal of their resources in staff. At BMJS we endeavour to make use of up to date research to enable us to make best use of our resources for the maximum benefit of our children. We acknowledge the need for on-going communication and CPD to ensure all adults in school are adequately prepared for their tasks in school. We know if staff are well-prepared and well-trained we can expect the best outcomes for our children. We recognise the diverse nature of the tasks undertaken by adults in school and realise the need to give guidance for staff on these tasks.

Aims

To prepare all adults in school for their tasks
To ensure children are supported to make good progress
To ensure children are supported emotionally

Access to a Teacher

The research shows that children who make good progress have regular access to teaching by a teacher. (In our school we include HLTAs in this category). All children will be taught in class lessons by their teacher. Teachers will plan for learning and to support this learning they may use a TA. In our school we recognise that in independent activities the teacher will work with all children at some point during the week. TAs may be used to support groups and we recognise that this should be a different group each day. We understand that children with SEN need as much access to their teacher as other children and that TAs can be used to support and challenge middle achieving (MA) and higher achieving (HA) children too.

Types of tasks

Administrative tasks
Display/learning environment
Health and safety
Positive play/counselling
SENTA work
Supporting during 'teacher talk'
Supporting groups/individuals in a lesson
Roving
Tactical intervention
PPA

Guidance on types of tasks

PPA (Planning Preparation and Assessment)

If a TA is used for PPA they will be suitably qualified or have appropriated experience and will be suitably remunerated. The class teacher will provide guidance on the type of activity to be undertaken and will help with the location of resources. The detailed planning of the task is the responsibility of the TA. The TA should ensure the quality of the work produced and that the work is marked according to the marking and feedback policy. The teacher will monitor the quality of the work and marking at least weekly. Time will be made during the school day for the teacher and TA to discuss the progress the children have made. All planning and marking must take place within the school day. TAs will not normally be English or maths lesson.

Tactical intervention

When a TA is used for this the overall responsibility of the class remains that of the teacher. The teacher will plan a series of lessons and provide a lesson plan to the TA. The teacher may choose to teach parts of the lesson they think require their level of expertise. The teacher will carry out 1:1 and small group activities either in or near to the classroom. The behaviour of the children will be monitored by the class teacher and they will intervene when needed. The responsibility for quality and marking of the work remains that of the teacher. If the teacher wishes the TA to mark the work then time during the school day must be given

Roving

This is usually used in Literacy and Numeracy. The teacher carries out the main teaching part of the lesson but then plans to focus solely on one group. The roving TA will have been directed by the teacher to ensure the other children can access their learning effectively. The teacher might ask them to spend some time with a particular group to ensure that they understand the task, or to support a group or individuals at a certain point. The management of the children remains the responsibility of the class teacher but the TA deals with the practical aspects of ensuring learning takes place.

Working with groups

A teacher will have planned for a TA to work with a particular group to ensure learning and progress. The teacher should make sure that this is a different group each day and that TAs work with a range of abilities. The TA should ensure they know precisely what the teacher wants the children to learn; what do they know now that they didn't before? What can they do now that they couldn't before? What skill are they more proficient at? This will be reported to the teacher at the end of the lesson.

What will a TA be doing during 'teacher talk'?

The TA will NOT be reinterpreting the teacher. We do not consider it effective for a child to have to listen to two adults at once. If there is a good reason for a TA to sit with a child 'on the carpet' because they are needed to physically aid the child or to keep them on task, this will be made clear in the planning. If a TA is not needed to do this they will be given a different task possibly away from the children. Some teachers have an 'always' group- a group who the teacher needs to know have engaged with the learning. This can be managed by the TA in teacher talk time and this will be reported back at the end of the lesson.

Teachers' Planning

Teachers' plans are available on the Q drive by Monday morning of the week they pertain to. Teachers should also arrange to have an information folder in their classroom, which is available to staff and governors. TAs and other adult helpers should ensure they are familiar with the planning. Teachers, who know they have a TA for a particular lesson will find time to talk to the TA about the **learning** that is required in the lesson.

Preparation and feedback

A TA should make sure they know exactly what their contribution to learning in any part of the lesson is. This should be done in advance in conversation with the teacher about the lesson plans. During the lesson a TA may clarify what their role is in contributing to learning. At the end of a lesson the TA should inform the teacher about progress made (not task completed). Each teacher may have their own method of receiving feedback and the TA should comply with this method.

SENTA

When hours are allocated in a statement by the LA for a child the SENTA must spend those hours with that child. If the school has allocated other hours to a child with SEND those hours must also be spent with that child. The teacher must ensure that, if other children are to form a group with the SEND child, this must be of initial benefit to the child.

If the Headteacher (or her representative) needs the SENTA to work away from the child for safety (or other) reasons the TA must carry out the reasonable duties requested of them. This should only be for short periods and in an emergency.

SENTAs are not responsible for planning work for the child or for differentiation. They can, however, offer advice and support to the teacher to ensure the work is of the correct level for the child. A SENTA should assist in organising the timetable for the child. This may mean talking with a range of other professionals. Sometimes work will be set by SSEN teacher or Speech and Language Therapists (SaLTs) for example; the SENTA must try to follow these programmes and liaise with the teacher/therapist about progress/appropriateness of activities/problems

Support and Development

All school staff (excluding teachers), who are employed by the school (not provided through contracted services) are subject to the review and development policy. This ensures they have at least one meeting per year with their line manager (usually the Headteacher) to discuss targets and training for the forthcoming year. This usually focuses on school improvement work and targets that will help the TA (or other) to be able to carry out their duties effectively.