

# Teaching Assistant Policy

## Prep School & EYFS

**Regulation ISSR: Part 1, 3**

**Reviewed and updated by: Miss E Scott**

**Approval: Full Governor Board**

**Last Review: Autumn 2024**

**Next Review: Autumn 2025**

This policy will be amended before the review date if necessary.

### **1 Introduction**

1.1 We know that teaching assistants make a major contribution to the success of our school. They do this through their support for children as individuals, as groups and as classes; through their support for teachers in the preparation and delivery of their lessons; and through their support for development of the curriculum.

### **2 Why we have teaching assistants**

2.1 Recognising the significant contribution that support staff can make in raising standards and increasing efficiency, we allocate the following principal functions to our teaching assistants:

- maximising the children's learning progress by assisting teachers to carry out their role;
- improving curriculum access for any pupil who might need additional help;
- undertaking a range of administrative and clerical tasks, including photocopying, record-keeping and setting up displays;
- performing a wide variety of other tasks, including playground and lunchtime supervision.

### **3 Types of teaching assistant**

3.1 We aim to make full use of all the skills and expertise that our teaching assistants have to offer.

3.2 In general, teaching assistants will work under the direct instruction of the teaching staff, usually in the classroom, generally to support the learning of pupils.

3.3 Some of our teaching assistants are qualified teachers and at the discretion of the Head of Prep, teaching assistants will take sole responsibility of classes or groups. In such situations, teaching assistants will receive the remuneration associated with being a qualified teacher.

3.4 Some of our teaching assistants have received specific training e.g. helping children with learning differences and Forest School, enabling them to participate more fully in learning activities.

## **4 The roles of teaching assistants.**

4.1 Our teaching assistants will be engaged in a very wide range of tasks, which can be categorised and detailed as follows:

4.1.1 Support for pupils by:

- providing academic support to individuals or small groups
- attending to their personal needs
- helping them use equipment
- responding to their needs, yet encouraging independence
- promoting their self-esteem
- promoting inclusion
- supporting the welfare of the pupils
- enabling individuals or groups of pupils to engage with the learning tasks set by the teacher and to work towards individual learning targets and learning plans
- supporting pupils with SEND

4.1.2 Support for teachers by:

- supporting classroom management
- supporting to create a positive classroom environment (e.g. displays)
- supervising pupils during non-classroom activities
- providing feedback to teachers on pupil progress
- managing classroom behaviour
- supporting with 'readers'
- providing support with administrative tasks
- preparing and organising teaching materials

4.1.3 Support for the curriculum by:

- helping pupils understand instructions, through repetition, rephrasing and modelling;
- undertaking small-group support work under direction from the class teacher or SENDCo
- selecting, preparing and maintaining learning equipment and resources.
- assisting in delivering practical aspects of the curriculum
- provide targeted support for curriculum-related interventions
- help ensure curriculum coverage for pupils who require support
- help with the organisation of curriculum-related displays

4.1.4 Support for the school, by:

- helping implement our policies, such as those on child protection and on health and safety;
- participating in relevant training, in order to keep up to date with current school issues;
- contributing to discussions of pupils' progress in their individual targets;
- assisting with the supervision of pupils outside lesson times, i.e. in the playground, in The Hub or in the school grounds generally;
- accompanying residential school trips and visits and managing a small group;
- ensuring that pupils conform to the standards detailed in the school's policy on behaviour
- covering in other areas of the Prep School and EYFS when necessary

## **5 Management of teaching assistants**

- 5.1 The Head of Prep and Head of EYFS oversees the management of the teaching assistants and has regular meetings with them.
- 5.2 Day-to-day support in the classroom will be directed by the teacher.
- 5.3 Appropriate planning and records will be maintained.
- 5.4 Teaching assistants will attend Staff Meetings, if available.
- 5.5 Teaching assistants will have their own timetables.

## **6 Professional development of teaching assistants**

- 6.1 At Alderley Edge School for Girls, we recognise that our children learn most effectively when we invest properly in the professional development of all our staff. We recognise that our teaching assistants will bring to the job a variety of skills and areas of expertise.
- 6.2 Teaching assistants are entitled to professional development and will receive specific training, as well as the general training provided by the school.
- 6.3 Teaching assistants undergo an appraisal cycle that is overseen by their line managers. During this process, they are assigned specific and targeted objectives that align with whole school priorities, as well as preparation-related priorities. Additionally, personal feedback and actionable points for development are provided to support their professional growth and performance. This structured approach ensures that teaching assistants contribute meaningfully to both school-wide goals and their own professional progression.