

Teaching Assistant Policy



A community inspiring lifelong learning.

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Statement of purpose

This policy specifies our vision for the role, purpose and contribution of teaching assistants (TAs) at Spinfield Primary School, Marlow (Spinfield). It sets out expectations in relation to TAs' work and conduct, and also the expectations that TAs can have of teachers and the Senior Leadership Team (SLT) in terms of the support they will receive to make a meaningful contribution to teaching and learning. It has been developed following extensive work in our school on maximising the impact of our TA staff in line with the best available evidence on TA deployment, use and training.

In line with the expectations of the Local Authority, our governing body, our pupils and their families, we recognise the teachers at Spinfield are responsible for meeting the learning needs and the progress of all the pupils in their classes. Our TAs make a major contribution to the work of our school, and this policy outlines how they have a different, but distinct and complementary role helping our pupils become confident, competent, independent and successful learners.

It is the responsibility of the Senior Leadership Team (SLT) to ensure that TAs support the work of our teachers and the school more broadly, and maintain the appropriate demarcation between the role and responsibilities of teachers and the role and contribution of TAs.

Why do we have Teaching Assistants?

Spinfield's TAs make a significant contribution in raising school and pupil standards and increase efficiency of our time and resources. Broadly speaking, TAs:

- Maximise our children's learning progress by assisting teachers to carry out their role;
- Improving curriculum access for any pupil who might need additional help;
- Delivering interventions to meet the needs of individuals or groups of pupils;
- Undertaking a range of administrative and clerical tasks, including photocopying, record-keeping, setting up classroom and activities for example;
- Performing a wide variety of other tasks, including supervision of children outside of the classroom during lunchtime for example

Types of Teaching Assistants at Spinfield

Teaching Assistant is the term we ascribe to all paid staff who are not qualified teachers, but are involved directly with our children. Spinfield aims to make full use of the varying skills and expertise that every TA can offer. Spinfield purposefully recruits for and employs three (3) different types of teaching assistants to meet the diverse needs of our school:

1. Special Support - is typically a required role funded by the Local Authority, providing targeted support in a classroom, typically for a named pupil with an Educational Health Care Plan (EHCP) or a small group of pupils that have special educational needs as defined by Spinfield's [SEN Policy](#), and/or as

required by law and/or the Local Authority.

2. Experienced Generalist - is typically a discretionary role not directly funded by the Local Authority, providing extra learning support to pupils, working in and outside a classroom to free up a classroom teacher's time by taking on administrative or clerical tasks, for example, or with a teacher's guidance, to initiate a targeted intervention either in a 1-1 or small group setting to support children's learning understanding and progress.
3. Midday Supervisor - is always a discretionary role not directly funded by the Local Authority, providing relief to teachers and staff by supervising at times when children are outside of the classroom, for example eating lunch and in the playground, including attending to playground accidents ensuring the welfare of the pupil as well as completing all incident reporting.

Day-in-the-life of a Teaching Assistant

(a) with children, in 1-1 or small group interventions

To support individuals or groups of children on specific activities set by the teacher, ultimately supporting pupil(s) learning activities, attending to the pupil(s) social, behavioural and learning needs and development. TAs will often:

- Help pupils to develop their literacy and numeracy skills, and improve their attainment across the curriculum
- Help with the care and support of pupils
- Contribute to the health and well-being of pupils
- Establish and maintain relationships with individual pupils and groups
- Be an effective model for pupil behaviour
- Work with pupils on individual targets and assist pupils in carrying out schemes of work set by set by teaching staff;
- Organise liaison on behalf of pupils with outside agencies, e.g. speech therapists and educational psychologists.
- To assist children with toileting, attainment of personal hygiene skills, removal and replacement of clothing, footwear who require cleaning and or changing following sickness, soiling etc.

(b) with teachers, especially to free time spent preparing the classroom or training

Under the direction of the class teacher, TAs will prepare classroom and associated areas for use. Including preparing and setting up materials, clean and put away materials and tidy classroom and associated areas that are the responsibility of the teaching assistant. TAs often:

- Raise the awareness to teaching staff of the strengths and difficulties of individual pupils;
- Contribute to the management of pupil's behaviour, both in and outside the classroom
- Support literacy and numeracy activities

- Support the use of ICT in the classroom
- Assist in the maintenance of a safe environment for pupils and staff and presentation of display materials
- Support teaching staff or senior colleague with routine administration
- Assist teaching staff in the monitoring and evaluation of pupils' progress, providing them with feedback on observations undertaken;
- Contribute to the planning and evaluation of learning activities, where appropriate
- Assist in the assessment of individual pupils, where appropriate
- Assist in the recording of pupils' progress, where appropriate
- Assist in the monitoring of SEN support plans for children who need learning support;
- Raise the awareness of teaching staff to any pressures on pupils which may result in behaviour problems;
- Provide support for teachers in developing effective approaches to managing behaviour;
- Assist in setting behaviour targets;
- Assist in reviewing statements of Special Educational Needs.

(c) across the school, especially to ensure care and welfare of students

TAs often will:

- Administer support, care/first aid, report injuries to appropriate authorities within the school, enter into accident book
- Assist in the preparation of reports on pupils' performance, and contribute to the maintenance of pupil's records and liaising with parents
- Assist the teaching staff in the smooth transition between education phases
- Contribute to the maintenance of pupils safety and security
- Recognise confidentiality, child protection procedures, Health & safety, and the policies of the governing body and the Local Authority
- Liaise effectively with parents and other parties as required
- Perform other activities to promote the positive image of the school within the local community

Process for monitoring and adjusting levels of TA support across Spinfield

- Each year, Spinfield's SLT will review the level of required and additional teaching assistant support against its strategic priorities and pupil intake for that year, including throughout the year as the pupil population evolves paying particular attention to those who have an EHCP or special educational status that attracts pupil premium funding.
- Spinfield's SLT in consultation with the governing body, will adjust the levels of teaching assistant full-time equivalents (FTEs) starting firstly ensuring the correct type and number of TAs as required by law and are funded by the Local Authority. Spinfield will then review its budget and available funding to employ a mix of extra TAs not required and not directly funded by the Local Authority.
- More information concerning the additional and voluntary funding that may be used at the schools discretion to employ extra teaching assistants beyond

that which is required by law or funded by the Local Authority can be found in section 7 of the [Charging and Remissions Policy](#).

Line management and performance review of TAs

- The line manager for teaching assistants is the Headteacher
- Day-to-day support in the classroom will be directed by the teacher or another designated individual as their assignment or role requires
- TAs are expected to support the teacher and be accountable for all appropriate planning and record keeping.
- TAs are not required to submit to a regular review of their performance, however, they may wish for structured feedback and can volunteer for a TA appraisal similar to that which is in place for teachers.

Professional development of teaching assistants

At Spinfield, we recognise that our children learn most effectively when we invest properly in the professional development of all our staff, and we recognise that our teaching assistants will bring to the job a variety of skills and areas of expertise.

- TAs are always invited to voluntarily attend whole staff meetings and contribute during inset days where the topic or content is of interest and relevant.
- Teaching assistants are invited to raise with the Headteacher or designate their professional development goals, and discuss any specific training or general training provided by the school that would be relevant.
- Access to this training will be considered in relation to priorities in the School Development Plan (SDP), subject to funding and will need to occur outside of normal paid working hours, unless otherwise agreed to by the Headteacher.

Links to Spinfield's Staff Code of Conduct & all school policies

- TAs will be recruited and onboarded in the same way as any school staff or governing board member and are subject to Spinfield School Staff Code of Conduct and Induction Handbook.
- TAs are required to understand and follow all school policies including but not limited to current KCSIE, school safeguarding policies and procedures, including regularly attending safeguarding training provided by the school, and keep up to date with changes in safeguarding legislation and local updates as disseminated by the school DSL's and outside agency bulletins.

Policy monitoring and review

- Spinfield SLT will monitor the implementation and adherence to this policy across the school on a regular basis.
- Spinfield SLT will consult strategically with the governing board, at least once a year, through its Resource and Curriculum working committees.
- Both the SLT and governing body are committed to informing parents on an annual basis on any changes to the levels of TA support, as Spinfield believes parents will want to be actively apprised of this important resource

to the school.

- This policy as a whole will be reviewed as necessary, and at least every three years.