Mount Carmel
R.C. HIGH SCHOOL

FAITH

FAMILY

LEARNING

Teaching Assistant Policy

Last reviewed July 2025/ DSY and LBY

Next review July 2026 / DSY and LBY

A Family of Faith & Learning

Rationale

This policy provides information about the teaching assistants (TAs) at Mount Carmel RC High School. It outlines how we use guidance from the EEF to deploy our TAs and ensure that they are as effective as possible in meeting the needs of all SEND pupils. Please follow this link to the full EEF guidance around the role & use of TAs- Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) .

1. The role of teaching assistants

1.1 All teaching assistants have clear job descriptions that lay out their responsibilities. They make a major contribution to the work of our school through their support for pupils as individuals, as groups and as classes. Teaching assistants will also support the pupil's social and emotional development as well as promote appropriate standards of behaviour.

1.2 The role of a teaching assistant in the classroom is to provide support for the teacher and the pupils in a variety of different ways, including taking a proactive role, sometimes upfront alongside the teacher and sometimes in more subtle ways. Teaching assistants will work with different pupils within the classroom, in all curriculum areas, supporting them during whole class teaching and group work. They may also sometimes work on a one-to-one basis with identified SEND pupils to address their individual education plan and EHCP targets.

1.3 Teaching assistants will also run intervention programmes with groups of pupils where appropriate. However, the main focus in our school is on Quality First Teaching, adaptive teaching, and support for pupils within the class.

1.4 The teaching assistants are jointly responsible with the teacher for the implementation of individual education plans (IEPs) of pupils within school.

The SENCo, with the support of the SEND Administrator will write targets, but the teaching assistants will often carry out the tasks and make notes on progress. The targets are then reviewed by the teacher in consultation with the teaching assistant. The SENCo supports teaching assistants with activities to meet the targets. The teacher manages the teaching assistant attached to their class or named pupils daily. Each class teacher is responsible for overseeing and supporting the work that the teaching assistants carry out in class and will be in the best position to give feedback on tasks.

1.5 There are 4 key areas in our teaching assistant's role:

Support for pupils

- Teaching individuals, small groups, and whole class (see deployment strategies)
- Responding to their learning needs
- Encouraging independence
- Encourage/model learning attributes e.g. recall, literacy skills
- To ensure intervention takes place for the pupils in their allocated year group (overlearning, repetition, rephrasing and modelling)
- Liaison with parents

Support for teachers

- Teaching individuals, groups, and whole class
- Conducting assessments e.g. reading and spelling ages
- Preparing learning resources
- At appropriate times support the class teacher with supervision, while the specialist teacher works with pupils on dealing with misconceptions
- Liaise regularly with teachers ensuring good communication regarding working relationships and supporting deployment
- Maintaining appropriate intervention records including baseline and achievement data and providing feedback

Support for the school

- Implementing and following whole school policies, e.g. safeguarding pupil's, health and safety, presentation, marking and feedback
- Participating in training, to keep up to date with current school issues (MITA & latest EEF report)
- Contributing to meetings about pupils, e.g. attending annual review meetings, pupil progress meetings
- Assisting with the supervision of pupils outside lesson times, i.e. duty points around the school.
- Contributing ideas for the development of the school, e.g. through attendance at SEND department meetings; whole school meetings etc
- Representing the SEND department at key school events (Parents evenings, awards evenings etc)

2. Promoting Inclusion and independence

2.1 We aim to promote the full inclusion and independence of all SEND pupils as far as is possible. Where a teaching assistant has been allocated to a 'named pupil' on an EHCP the teaching assistant will take an integral role within the classroom as a whole and 1:1 support will be only as required to meet the stated objectives/outcomes for the pupil. Support will be directed and planned for by the class teacher. Other pupils may also be supported by the 'named pupil' teaching assistant if the teaching and learning also match their need and this will also be directed and planned for by the class teacher.

3. Teaching Assistant deployment

3.1 Throughout the year the deployment of teaching assistants will be reviewed to ensure that the team are deployed effectively, which will also enable the school to respond to the changing needs of the pupils and school. We believe that teaching assistants usually work more effectively when they are attached to one year group. We follow this principle wherever possible as it allows for better relationships to be built up between the teaching assistants, teachers and pupils. This structure also enables teaching assistants to manage their timetables better as they only have to consider their year group which results in communication becoming more effective.

3.2 Mount Carmel RC High School recognise the following strategies as examples of good practice for TA deployment:

• Observations of pupils (sometimes leading to the identification of further need).

• Providing verbal feedback for pupils who need to re-learn concepts.

• Respond to the wide variety of needs of pupils using strategies recommended in IEPs e.g. visual support, prompts for physical support, use of timers, laptops etc.

4. Professional development

4.1 Teaching Assistants are a highly valued resource and an integral part of the teaching team and as a school, we are firmly committed to developing a CPD programme to enable them to carry out their responsibilities well. We have developed a clear departmental structure to develop communication and ensure that our teaching assistants have a high status in the school to enable them to make a valued contribution in raising standards.

4.2 This includes:

• School-based CPD - This takes place in school and is usually carried out by visiting professionals or led by members of staff. The training is targeted on areas of need by the school and teaching assistants can also request sessions.

• Local Authority CPD - The Local Authority run a comprehensive range of courses across the academic year that teaching assistants have the opportunity to sign up for on a range of subjects.

5. Performance Management of Teaching Assistants

5.1 There is a designated SENCo/Assistant Headteacher in the SEND department who is the line manager for the SEND teaching assistants. Other teaching assistants are line managed by the CL for their department. The Leadership link will deal with daily issues as well as concerns.

5.2 There is a two-weekly SEND department meeting run by the SENCo where SEND teaching assistants are kept up to date with whole school developments and discussions are held on a variety of issues. Training can also be delivered through these meetings. All TAs have regular meeting slots with the SENCo to discuss intervention and pupil progress in two-weekly cycle.

5.3 Teaching assistants will follow the whole school performance management cycle, as this encourages professional dialogue allowing the teaching assistant to discuss their needs and future development. From these meetings, targets will be set to allow teaching assistants to work towards developmental goals.

6. Monitoring and Evaluation (QA)

The progress that supported pupils are making is tracked through the whole school QA cycle. This can be through reviewing of data drops, book looks, interim reports (teacher feedback), spotlight weeks, classroom observations across the academic year. This provides information on how both the class teacher and teaching assistant are impacting pupil progress. Therefore, when teaching staff are observed then the role of the TA in the lesson will also be observed. This will also link into the individual teaching assistant's performance management.