

Class Staff Progression (Teaching Assistants and Tutors)

Expectations and progression guidance – 2022 / 2023

Introduction

Greenside employs a number of staff who work in the classroom, all of whom have different levels of experience and support learning in a range of ways. This document guides an employee to understand what is expected of them at their current level, what other 'grades' expectations are and how to progress further. Some roles involve 'teaching' elements. While there is clear guidance for Qualified Teachers, unqualified teachers and Tutors are used at Greenside to ensure we offer experiences and personalised learning opportunities to all our learners.

This document includes a summary of expectations (Appendix 1) which outlines the difference between roles in the school. This is an important document and used in recruitment, assessing an employee's ability and if concerns are raised about practice.

Teaching Assistants (H2/H3/H4).... The difference

On commencing employment at the school a starting 'grade' is set, depending on experience and role. Each 'grade' has a number of pay points within. A Teaching Assistant starting say in, H2, would move through these pay points (every two years) subject to performance and attendance data (gathered during the Appraisal cycle). At the top of the scale, progression would stop.

To move beyond a pay grade, a TA needs to apply (see below) and show they can meet the required expectations in another pay grade. This process does not have to be at the top of a pay grade, for example you could apply to move two pay grades – if you believe you can (and the school needs) an employee at that position. This means that although progression within a pay grade may seem slow (biannual pay scale moves) a determined Teaching Assistant could move up the pay grades through gaining experience in a shorter time period.

Class leads (H5/unqualified teachers).... How?

Small classes at Greenside can be led by an unqualified teacher (class lead), supported by a qualified mentor and this is a good way to gain experience before training to become qualified. The H5 role is that of a class lead (Tutor), you will be expected to lead a class and meet the Tutor Standards (Appendix 2). This H5 role is seen a transitional role to becoming a Teacher, many complete part-time degrees or apply for teaching training within three years of starting a H5 role.

Unqualified Teachers are those H5 Tutors who, for many reasons, do not train to become teachers but can lead a class well. It is grade with a number of pay points within it, as with Teaching Assistants progression through the pay points occurs every two years subject to performance and attendance.

How can I apply to progress up a grade?

Any Teaching Assistant/Tutor can apply to move a grade in May each academic year. An employee would need to write a letter explaining why they want to progress, how they have performed to demonstrate they have the experience to move to this grade and how they commit to fulfilling the expectations of the grade. At the end of the application window, a decision will be made by the Headteacher and communicated back to the employee, with feedback. If an employee wishes to appeal this decision, they are to follow processes outlined in the Pay Policy.

Greenside School Teaching Assistant Staff– Expectations – A summary

Professional Standards Across all Grades	H2	H3 As per H2 plus:	H4 (Specialist Teaching Assistant) As per H2 – 3 plus	H5 - Class Lead As per H2 – H4 plus	Unqualified Teacher H5 plus
<p>Relationships with colleagues</p> <ul style="list-style-type: none"> Positive and supportive Professional <p>Relationships with other professionals</p> <ul style="list-style-type: none"> Work cooperatively with outside professionals such as Physio, Occupational, Speech and Language and Music Therapists <p>Relationship with parents</p> <ul style="list-style-type: none"> Maintain a professional relationship with parents both in meetings and over the phone. 	<p>Work effectively as part of a team.</p> <p>Develop and foster positive relationships within the class team.</p> <p>Share responsibilities across the team to ensure all team members feel supported.</p> <p>Remain positive with colleagues in pressurised situations.</p> <p>Work within the class team to quickly resolve any concerns.</p> <p>Communicate information clearly in home school books, as directed by teacher.</p>	<p>Ensure all colleagues feel supported when working with individuals or small groups of students.</p> <p>Ensure that all staff in the team understand school policies</p> <p>Can demonstrate successful and sustained practice across the whole school.</p>	<p>Develop and maintain supportive relationships with parents/carers.</p> <p>Work collaboratively with other agencies and professionals, as necessary to meet the personal and educational needs of individual learners.</p> <p>Coach and train other colleagues to support learners in a specific curriculum area.</p>	<p>Lead a set class in the school</p> <p>Plan lessons (with guidance) and deliver these</p> <p>Gather and assess progress of learning</p> <p>With support review EHCPs and other class paperwork</p>	<p>To be able to lead different classes across the school</p> <p>Show flexibility in approach to adapt to the needs of the school</p> <p>To lead EHCPs and other meetings independently with limited support</p>
<p>Engagement with learners</p> <ul style="list-style-type: none"> Appropriate, positive and motivating Good role model Challenging where appropriate Good clear communication 	<p>Communication – use of functional signing to support learner understanding.</p> <p>Attending to learners communicative efforts and trying to understand their attempts.</p> <p>Use of intensive interaction activities</p>	<p>Planning sessions or leading sessions for small groups under the direction of the teacher.</p> <p>Increased knowledge of how to promote and develop communication skills</p> <p>Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures.</p>	<p>Lead whole groups in particular curriculum activities and the class for agreed periods.</p> <p>Planning and leading sessions with small groups or classes</p>	<p>Lead classes</p>	<p>Lead classes confidently over sustained period</p>

<p>Contribution to learning</p> <ul style="list-style-type: none"> • Support learners appropriately to achieve learning outcomes • Promote independence • Feedback to learners and teacher. 	<p>Work with individual learners and small groups on delegated tasks. Provide learning support to individual or small groups of children as directed by the class teacher.</p> <p>Encourage learners to complete tasks as independently as possible. Provide feedback to teaching and other staff on learners' progress and achievements against their targets.</p> <p>Support all aspects of learning, including swimming</p>	<p>Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of learners, using support strategies appropriate to the needs of learners, providing feedback and liaising over problems.</p> <p>Contribute to the intellectual and social development of learners and work with individual children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed.</p> <p>Prepare, maintain and deploy appropriate resources, materials and equipment.</p> <p>Contribute significantly to the planning of teaching and learning for the whole class and/or individual learners.</p> <p>Contribute to the planning of lessons and work programmes, the devising of activities and target setting.</p> <p>Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of learners.</p> <p>Contribute to the monitoring, recording and assessment of learner progress through observation and questioning, against learner targets.</p>	<p>Facilitate the intellectual and social development of learners, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including IT, to assist in teaching.</p> <p>Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.</p> <p>Contribute to the planning of teaching and learning for the whole class and/or individual learners on a short, medium and long-term basis.</p> <p>Keep detailed records of individual's progress.</p> <p>Coach and train others in these strategies.</p>	<p>In conjunction with senior lead plan lessons, ensure good / outstanding teaching and learning (based of DfE teacher standards)</p> <p>Contribute to the monitoring, recording and assessment of learner progress through observation and questioning, against learner targets.</p>	<p>To lead good/ outstanding teaching with limited support</p>
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<p>Uses IT to support learning</p> <ul style="list-style-type: none"> • Able to use programmes and devices to support learning • Complete a range of classroom IT related tasks e.g. downloading photos for R of A 	<p>Able to support learners using IT in the classroom.</p> <p>Be able to load and use the Internet, Basic Word, Communicate in print , Evidence for Learning</p> <p>Be able to upload photographs/videos from the class camera and store in the agreed location</p>	<p>Able to make resources, as directed by the teacher, using a range of software available in school including:</p> <ul style="list-style-type: none"> • Communicate in Print • Evidence for Learning <p>Able to create and insert photographs and text into Word in order to produce Records of Achievement, End of Year reports, etc.</p>	<p>Able to make resources suitable for supporting a range of students, using a range of software available in school including:</p> <ul style="list-style-type: none"> • Communicate in Print • Evidence for Learning <p>Train colleagues to use software to support learning and to make resources</p>	<p>Confidently use IT in the school and coach others</p>	<p>Confidently use IT in the school and coach others</p>
<p>Safe engagement in physical activities</p> <ul style="list-style-type: none"> • Personal care • Moving and handling • Assisting with eating and drinking • Medical interventions • Swimming • Community visits and trips 	<p>Support the implementation of children's individual programmes for managing. their physical and personal care needs as directed by health professionals e.g. physiotherapist</p> <p>Read and implement guidance re: individual learners Risk reduction plans, Moving and Receive training in medical needs for individual learners, undertake interventions to support specific learners</p> <p>Handling guidance, Physiotherapy reports, OT reports, Speech and Language therapy reports, Behaviour Support plans, etc.</p> <p>Having completed M and H training, carry out moving and handling manoeuvres safely alongside colleagues.</p> <p>Having completed Herts training implement any positive handling procedures in line with behaviour team guidance.</p> <p>Participates in Swimming, PE, and Physiotherapy under the guidance of the class teacher/ relevant professional.</p> <p>Support learners with personal care, maintaining the student's dignity and adhering to good practice in terms of safeguarding.</p> <p>Accompany teachers on school visits, assisting in the supervision of children.</p>	<p>Contribute to updating Learner risk reduction plans, Moving and Handling guidance and Behaviour Support plans.</p> <p>Organise and lead on regular community visits to the library, shops and supermarket with small groups of students.</p> <p>.</p>	<p>Organise and lead school visits.</p> <p>Leads training in Moving and handling,</p>	<p>Organise and lead school visits where appropriate for the specific curriculum area.</p> <p>Complete relevant risk assessments and logging appropriate visits on Evolve.</p> <p>Complete the necessary risk assessments for their subject area.</p>	<p>Organise and lead school visits where appropriate for the specific curriculum area.</p> <p>Complete relevant risk assessments and logging appropriate visits on Evolve.</p> <p>Complete the necessary risk assessments for their subject area.</p>

<p>Contributes appropriately to classroom organisation</p> <ul style="list-style-type: none"> • Follows daily routines without prompting • Helps maintain a safe, healthy environment • Contributes to creating an appealing classroom environment e.g. displays • Uses initiative 	<p>Helping to maintain the order and cleanliness of the classroom environment - Collect, organise and return resources as directed by the class teacher.</p> <p>Assist in classroom preparations and presentations including creating resources as directed by the class teacher.</p> <p>Put up displays in the classroom and on designated corridor boards under instruction from the class teacher</p> <p>Organise and where appropriate make resources.</p>	<p>Assists the teacher by creating rotas and job lists for colleagues and students.</p> <p>Plans and creates classroom and corridor displays.</p> <p>Plans and creates resources to support learning.</p>	<p>Maintain/ manage specialist resource area - Art stock cupboard, Music resources, Bikes, Sensory circuit equipment, Soft play room, ICT room, Sensory room.</p>	<p>Organise and where appropriate make resources to support the specific curriculum area.</p> <p>.</p> <p>Ensuring the safety and maintenance of the environment in which they work.</p>	<p>Organise and where appropriate make resources to support the specific curriculum area.</p> <p>.</p> <p>Ensuring the safety and maintenance of the environment in which they work.</p>
<p>Other responsibilities</p> <ul style="list-style-type: none"> • Training undertaken • Lessons/activities organisation 	<p>Attend all relevant staff and parent meetings and in-service training.</p>	<p>Contribute to the organisation and planning of lessons and classroom activities</p>	<p>Have an area of specific responsibility in line with the School Development Plan.</p>	<p>Support training of staff and cascade information on area of responsibility.</p>	<p>Sometimes lead training of other staff the school</p>

Appendix 2

Greenside Tutor Standards

Tutor Standard	
A	Plan and teach well 1- Set high expectations which inspire, motivate and challenge learners 2-Set goals/targets that stretch and challenge learners 3-To set activities and tasks that encourage independence 4-To plan in a way that looks forward and supports a long term vision for the learners 5-To use a range of strategies in the classroom to ensure learners understand what is being taught.
B	Use of Assessment 1-To use a known assessment tools to track progress in the classroom 2-To be confident in understanding what progress looks like for the learners in your class 3-When possible to give learners feedback and to assess learning throughout learning opportunities 4-To monitor the use of assessment systems to consistently track progress
C	Manage risks 1-To be confident in using de-escalation strategies in the school. 2-To be a role model in the use of de-escalation 3-To be able to record, monitor and track incidents of risk shown by the learners and put in place strategies to reduce their frequency
D	Knowledge 1-To attend and contribute to learning opportunities for tutors 2-To value 'self-learning' and be happy to research new educational ideas and approaches 3-To endeavour to increase knowledge and approaches to working with learner with complex SEND