



ORCHARD
HOUSE SCHOOL

Code of Conduct for Teaching Assistants.

Conditions of employment

- Full time TAs should be in the classroom by 8.15 and are contracted to work until 4.30pm.
- TAs should attend various functions such as (but not limited to): staff meetings, training, sports days, prize-giving, carol services and children's concerts and performances; open mornings and parent socials
- TAs will occasionally be expected to assist with clubs and crèches that last until 5pm or very occasionally later but notice will be given (See House school's group standard conditions of employment for teachers)
- TAs should have a 15 minute coffee break while the children either have break or snack and this should be agreed with the class teacher
- TAs should have a 30 minute lunch break
- TAs should have proper and professional regard for the ethos, policies, and practices of the school in which they work as professional members of staff
- TAs should demonstrate positive attitudes, values and behaviours
- TAs should have the regard for the need to safeguard pupils' well being in line with the school's policy on safeguarding
- TA' should uphold values consistent with those required from teachers by respecting individual differences and cultural diversity

Deployment

There is one TA per class from the Den to Form 2 and one TA between the two Form 3 classes.

TAs will mainly be deployed in the following roles:

- Working with pupils in and outside of classroom
- Working with individual pupils and groups
- Working with high, middle and lower-attaining pupils
- Working with pupils with SEN
- Liaising with teachers

Occasionally TAs may be asked to

- Liaise with others (e.g. parents)
- Lead/cover classes due to teacher absence

Role demarcation- Teacher/TA preparation

TAs should support the class teacher in the following ways:

- Put up displays following a teacher's instruction
- Design and put up displays without teacher instruction
- Carry out administrative duties such as photocopying, sticking in work, reading message books and giving any notes to the teacher, filing, data entry, checking first aid boxes etc. at appropriate times during the day (before/after school/ break/lunch times)
- Have an opportunity to orally feedback to the teacher
- Have the opportunity to leave written feedback for the teacher (this can be on post it notes)
- Have the opportunity to ask any questions about the lessons, especially subject knowledge and learning outcomes of the children
- TAs should be aware of the concepts and information being taught, skills to be learned/applied and specific needs of the pupils they work with
- Mark verbal reasoning and mental maths books in line with the marking policy
- Scribe on the board for the teacher
- Prepare and distribute resources during the lesson
- Model the use of resources for pupils (e.g. having own whiteboard, fan etc.)
- Demonstrate a resource/game/activity for or with the teacher
- Remind the teacher/act as their memory bank
- Draw the teacher's attention to pupils who have good answers or who need extra support
- carry out any additional duties such as staff room duties during non contact time (before/after school/ break/ lunch times)
- out of courtesy inform the teacher if you have to leave the classroom when you are timetabled to be working with the children

The class teacher should support the TA in the following ways:

- Share weekly plans and discuss them with the TA before the beginning of the week
- Plan TA's role in lessons (even during whole class input) and communicate this to the TA beforehand
- Share lesson objectives and what learning should take place (if necessary, sharing examples of what good learning looks like)
- Answer any questions the TA has about the lessons, especially subject knowledge and expectations of learning
- Work effectively with the TA as a team, with a shared understanding of their respective roles in achieving lesson objectives. Teacher's moment-by-moment decisions regarding TA deployment are driven by pupils' needs
- Talk to the TA about specific jobs they wish them to carry out rather than always leaving notes
- To communicate any changes about the organisation of the week in good time to allow for the smooth running of the week

Practice: interactions with pupils

- Move around the classroom helping pupils who are 'stuck'

- Support whole class delivery - question the pupils/take part in discussions with pairs/groups during whole class activities, or rove the room.
- Join the pupils in the activity being set by the teacher (e.g. writing answers on whiteboard) and assist any child(ren) as necessary
- Have opportunities to work with a range of ability groups, and supplement and extend teacher's work rather than replace them.
- If necessary, work with an individual pupil in the mental oral starter
- If necessary, withdraw an individual/group from the classroom
- Hear individual children read and record initials in the reading record
- Walk children to and from different buildings, adhering to the road safety policy and behaviour policy and the requests of the teacher in charge
- Maintain a consistent approach to both behaviour following the behaviour policy, and discussions with the class teacher and other staff in the key stage
- Teach activities to achieve IEP targets
- Consolidate/reinforce whole class teaching

Subject knowledge

- Ask the class teacher in plenty of time if unsure of how to model the correct methods to the children
- Follow the methods modelled by the class teacher
- Attend in school training provided by subject leaders if necessary
- Know the correct vocabulary you should be using in subjects such as maths, science etc., and undertake personal research if necessary
- Ensure spelling is of a high standard and ask for clarification before writing the word in reading records/on the board.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school

Teachers should support the TAs with subject knowledge in the following ways:

- Model the correct methods the TA should use
- Make time to discuss behaviour strategies, ways to teach maths strategies etc. with the TA
- Give constructive feedback to the TA about their subject knowledge when the children are not present
-
- Line management and performance review
- To report to and be line managed by the class teacher and, ultimately, via the Head of KSI or EYFS to the Headmistress
- TAs will have a yearly appraisal where any issues concerning their capability will be addressed
- Attend half termly meetings with the Head of KSI to address any issues
- TAs should follow the whole school code of conduct and adhere to the school's policy on safeguarding, health and safety, behaviour, marking, and the aims and ethos of the school