

St Bartholomew's Church of England Primary School

Professional Standards for Teaching Assistants

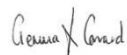


'Roots to Grow and Wings to Fly'

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Effective Date	Formal Adoption by schools
Consultation	This guidance offers advice for Head Teachers, teachers, teaching assistants, governing boards and employers. Originally drafted by the DfE (who are no longer involved) the standards have been developed and endorsed by, amongst others, UNISON and the NAHT. If schools see value in these standards they should be discussed locally by Governing Boards and then communicated to all staff that they have been adopted by the school

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APPENDICES

Appendix 1 – Professional Standards for Teaching Assistants June 2016



TA Standards -
Final-June2016.pdf

1. **Introduction**

Although originally drafted by the DfE, the Government decided that these standards should not be published but agreed that those groups involved in supporting the production of the standards could finalise them and promote them. As a result, these standards have been produced and are supported by, amongst others, UNISON and the NAHT, but are non-mandatory and non-statutory.

As a result, it is possible for schools to discuss, adopt and promote the standards if they so wish. SSE HR Advisory would support the use of these standards in schools in that they support the framework of performance management and professional development promoted in other policies and procedures that we have developed.

2. **Purpose of the Standards**

The *Professional Standards for Teaching Assistants (2016) (Appendix 1)* defines the high standards which are applicable to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

3. **The Four Themes**

The *Professional Standards for Teaching Assistants* are set out in four themes.

1. Personal and professional conduct.
2. Knowledge and understanding.
3. Teaching and learning.
4. Working with others.

Within each theme there are several standards expected of teaching assistants.

4. **Using the Standards**

The standards are designed to be used:

For teaching assistants to shape their own practice and professional development within and beyond the school.

Self-evaluation in a supportive context is key to the development of all education professionals. These standards can be used by teaching assistants as a focus for reflection on their own practice.

Teaching assistants can use the standards to have a constructive conversation with headteachers, teachers and others about areas where support is needed for professional development. Teaching assistants should feel empowered to seek such support. School leaders are expected to provide such training and support as may be necessary for the support staff in their schools, as possible within the financial constraints in which they operate.

For teachers or other line managers to inform the appraisal of teaching assistants.

There is no mandatory requirement to use the standards for this purpose, but they provide a useful framework for appraisal discussions. These standards should not be used as prescribed objectives. Objectives must be relevant to the context of the individual school and teaching assistant.

They may be used to support and supplement existing appraisal frameworks but are not designed as a sole tool for performance management.

The standards should not be used to assess the performance of teaching assistants in the way that teachers' performance is assessed. The standards are not part of a statutory framework and teaching assistants do not have the same sort of pay and career structure as teachers. The standards should not be used for the purposes of accountability. Teaching assistants should not be expected to provide evidence against each of the standards for appraisal.

For employers to support the recruitment and appointment of teaching assistants.

The standards are not an off-the-shelf job description or a person specification, but they can be used to underpin and shape both of these documents.

It is important to focus on the context of the individual school. Different schools and teaching assistants within each school will have different levels of responsibility and so require different skills and experience.

For employers to evaluate their induction arrangements and provision of continuous professional development (CPD) for teaching assistants.

The standards should inform schools of processes for identifying training and development needs. Schools need to have CPD policies which effectively address the needs of the whole workforce and should use their own and external training budgets to this end.