

St John The Baptist Church of England (VA) Primary School

Loving Learning, Building Community, Growing in Faith



Teaching Assistant Handbook

Introduction from the Headteacher

Being part of the staff team at St John the Baptist CE Primary for me is a real privilege because we work alongside fantastic adults, but also get the opportunity to shape the lives, attitudes and futures of our children. For me, and I hope for all staff, this is the driving force behind why we work so tirelessly and with such dedication. That is why, in this handbook, you will see what the best practice looks like in eleven key areas of support staff's work. We have written these drawing on research from EEF, using our own professional knowledge as senior leaders and with input from our higher-level teaching assistants. This handbook will give you the information you need to be the very best you can be, for yourself, for our children and for the future of our community.



Content

The handbook is divided in to the following sections:

1. Interaction with pupils
2. Developing Children's Learning
3. Communication with pupils
4. Communication with the teacher
5. Feedback and TA Assessment
6. Recording Evidence of small group/intervention work
7. Preparation and planning
8. Plenary Sessions - Intervention Work
9. 1:1 Classroom Support
10. Behaviour Management
11. Attitude to School Life

For each area, this handbook defines what is 'Good' and 'Really Great' looks like. The appendices that we will use for our appraisal management system also show what Not good enough yet and room for improvement would look like in the classroom.

1. Interaction with Pupils

- Always demonstrate a positive and enthusiastic attitude in class.
- Maintain a positive atmosphere by encouraging good behaviour and addressing any issues that arise in a calm and constructive manner.
- Children attempt a task independently first are then supported when required/ support is requested: right amount of support at the right time
- When working with a group, most of the group have achieved the learning objective (TBQ) and some have moved on to next steps
- High quality levels of written and verbal feedback with a next step to move learning on



2. Developing Children's Learning

- Resources available on the table; used by children independently and when reminded
- Monitor progress and provide feedback, contributing to a positive learning environment.
- Keeping on top of reading records, changing reading books to take home
- Positive marking with next steps (*use green highlighter for great work and pink highlighter for think. Ensure children respond to the pink highlighter with a purple pen to fix the error*)
- Allow children to work independently to achieve success without giving them the answers
- Good group management skills/adapted activities
- Open and closed questioning that promotes independent learning and further learning opportunities; adjustment of the learning to meet need



3. Communication with Pupils

- Relevant verbal feedback using constructive criticism; Use of positive language and next steps; a mixture of closed and open questions to check understanding
- Requested to wait through verbal and non-verbal communication; listening to what the child has to say and responding appropriately
- Sense of urgency in addressing the child's need of conversation; positive tone of voice and relevant timing of conversations and ability to conclude a conversation sympathetically by re-directing them to an action where necessary
- Ready to go attitude; interested in children's talking; modelling and participating in conversation skills
- Increased awareness of need to check in and out with pupils and follow up actions; child is confident to come to you and share conversation
- Child recognizes that actions/work are worth praising and behaves in a manner that attracts praise (dojos, house points, reward charts etc.)
- Clarify instructions and providing encouragement.
- Supporting individual students with special educational needs.



4. Communications with Teachers

- Regular TA and Teacher communication to ensure good communication: regular feedback, talking positively in front of the children
- Always prepared and arrive on time; ensure planning is known. Organized and keen to start
- Handover with the class teacher each morning to know what is expected of you each day. Assist in preparing relevant resources daily.
- Professional and respectful always; working successfully with and without the teacher
- Ask questions if unsure how to complete jobs/tasks/interventions that the teacher has asked you to do



5. Feedback and TA Assessment

- High quality feedback during the lesson including next steps to further the child's learning
- TA understand the mark scheme/feedback policy well and demonstrates this in their work (*green and pink highlighters, purple pen*)
- TA supports pupils to give own feedback on own work using a purple pen, in line with the marking policy



6. Recording Evidence of Small Group/Intervention Work

- Accurate start/end data in place and accurate at all times
- Use of agreed formats to record evidence in support of start/end data
- Clear, concise and accurate evidence showing clear progress between start and end data
- Interventions are undertaken and quality evidence of work completed on intervention sheets
- Ability to develop, share good practice with regards to start/end data and evidencing work
- Intervention sheets to be up-to-date and ready to share with SENCO when asked to provide it

7. Preparation and Planning

- TA and Teacher discuss pre/post lesson and TA understands the lesson plan
- Time to prepare resources is considered through allocation of working hours by class teachers and by disaggregated time
- TA should be in class during teaching time
- TA arrives in good time/before lesson starts to allow handover with class teacher
- Tasks planned allow independent learning with TA support when and where necessary to meet the learning to close the gap
- Attends additional meetings whenever possible, checks email communication systems at least once a day
- TA has resources ready and is well organized
- TA knows where further/additional resources are if required
- TA prepares and clears work environment to support class teacher under own initiative



8. Plenary Sessions - Intervention Work

- Discussion of the learning and the improvements made
- TA shares good examples that have been used in the session
- Majority of the group have made progress
- Provide suitable questions/actions/challenges for next steps for learning and children can identify others next steps allowing effective peer assessment to promote good progress
- All children are attentive
- TA has been able to encourage independence
- All misconceptions addressed and corrected when identified as the intervention progresses
- TA to share outcomes with SENCO and use interventions sheets to track intervention data and progress



9. 1:1 Classroom Support

- TA understands 1:1 child's additional needs and the purpose of having a 1:1 support
- TA reads any reports shared with recommendations on how they need to support the child in class.
- TA follows BERA guidelines to support child's additional needs
- TA makes adaptations to promote independence for 1:1 child where possible.
- TA being proactive in circulating the class where possible and supports the learning of all children within the space.
- TA works closely with Teacher and SENCO to ensure they are supporting children and following recommendations and advice from other professionals



10. Behaviour Management

- TA listens carefully to children and responds to their needs
- All children feel respected and listened to
- TA offers children strategies to manage future concerns
- Behaviour Policy used consistently and fairly and improvements celebrated with the child
- Children feel happy to approach TA knowing mutual respect will result in good outcomes
- TA intervenes when witnessing inappropriate behaviour and offers strategies to solve issues

11. Attitude to School Life

- Leaves all spaces neat and tidy and maintain a positive working classroom environment – takes pride in the school environment
- TA is flexible and helpful to others
- TA promotes positivity and is always professional
- Willingly follow teacher instructions and set tasks
- A real help to the teacher
- Leads by example and challenges others to ensure school environment is tidy, safe and inspirational
- Uses own initiative to enhance practice and shares best practice with others
- Goes above and beyond
- TA is proud to be a member of staff and demonstrates highly professional conduct at all times
- Shows initiative and productivity – helpful and an asset to the school



Professional Development Teaching Assistants

Using EEF guidance to form statements and our own professional Knowledge to create confidence in what we do!

Area	Not good enough yet	Still room for Improvement	Good – Well done	Really great – this would be brilliant!
Interaction with Pupils	<p>No feedback to the pupil; No impact on learning: support to complete the learning objective (learning to)</p> <p>Learning objective (learning to) not met; no evidence of work; No resources on offer and no support given.</p> <p>TA's do the work for the children</p> <p>None of group have achieved the learning objective (learning to)</p>	<p>Some verbal support/ feedback given but insufficient; Starting to complete parts of tasks independently through good questioning and reassurance;</p> <p>Parts of the learning objective (learning to) have been met</p> <p>Few of group have achieved the learning objective (learning to) TA's interaction with pupils is focused towards task completion TA's heavily prompt / spoon feed children to gain answers</p>	<p>Always demonstrate a positive and enthusiastic attitude in class</p> <p>Children attempt task independently first are then supported when required/support is requested: right amount of support at the right time</p> <p>When working with a group, most of the group have achieved the learning objective (Learning to) and some have moved on to next steps</p>	<p>High quality levels of written and verbal feedback with a next step to move learning on</p>
Developing children's learning	<p>Not asking any questions</p> <p>No resources available for access</p> <p>No praise / feedback or negative feedback all of the time</p> <p>TA's have limited subject knowledge</p>	<p>Use of closed questions, loosely related to the learning objective (learning to)</p> <p>Children are aware of the resources in the classroom but are not reminded to use them</p> <p>TA looks for some positives when marking and feedback.</p> <p>TA provides too many clues and levels of support remain high.</p>	<p>Resources available on the table; used by children independently and when reminded</p> <p>Positive marking with next steps</p> <p>Allow children to work independently to achieve success</p> <p>Good group management skills/ differentiated activities</p>	<p>Open and closed questioning that promotes independent learning and further learning opportunities; adjustment of the learning to maximise understanding and suit realistic expectations</p>

Communication with pupils	<p>No verbal feedback to pupils;</p> <p>Poor body language: looking bored, disinterested and fiddling.</p> <p>No checking in with pupils</p> <p>No praise and criticism</p> <p>Ignoring the children and not talking to them</p>	<p>Some verbal feedback and positive comments using closed questions only.</p> <p>Occasional eye contact; sometimes looking bored/ disengaged and slouching.</p> <p>Occasional checking in and some action taken to meet children's needs</p> <p>Some praise</p> <p>Talking to them if requested or when no other adult is present; no interaction to suggest the child can wait.</p> <p>TAs ask closed questions and do not allow sufficient wait time for pupils to respond to questions</p>	<p>Relevant verbal feedback using constructive criticism; Use of positive language and next steps; a mixture of closed and open questions used</p> <p>Requested to wait through verbal and non-verbal communication; listening to what the child has to say and be responding appropriately</p> <p>Sense of urgency in addressing the child's need of conversation; positive impact with regard to relevant timing of conversations and ability to conclude a conversation sympathetically by re-directing them to an action where necessary</p>	<p>Ready to go attitude; interested in children's talking; modelling and participating in conversation skills</p> <p>Increased awareness of need to check in and out with pupils and follow up actions; child is confident to come to you and share conversation</p> <p>Child recognises that actions/work are worth praising and behaves in a manner that attracts praise</p>
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Communication with teacher	<p>Poor time management: turning up late to lessons resulting in the inability to check in with the teacher / pupil prior to learning.</p> <p>Addresses the teacher by their first name; interrupts teacher talk; No communication between TA and teacher</p> <p>No feedback between TA and teacher before, during or after the lesson; giving negative feedback and unwilling to communicate</p>	<p>Inconsistency in following the timetable; irregularity in class-based routine;</p> <p>Not always using the correct name for the teacher; occasionally interrupting the teacher; not always supporting the teacher in what has been said to the children resulting in inconsistent communication;</p> <p>Occasionally feeding back to the teacher; poor communication skills; irregular communication.</p>	<p>Regular TA and Teacher communication to ensure good communication: regular feedback, talking positively in front of the children</p>	<p>Always prepared and arrive on time; ensure planning is known. Organised and keen to start</p> <p>Professional and respectful at all times; working successfully with and without the teacher</p>
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Feedback & TA Assessment	<p>No feedback at all</p> <p>TA does not understand the feedback scheme/ policy; incorrect feedback</p> <p>No reference made to any mark schemes when marking tests.</p> <p>TA gives no feedback to the pupil or teacher</p>	<p>Inconsistent feedback of poor quality which doesn't follow the school's feedback policy consistently resulting in the child receiving insufficient idea of what to do next.</p> <p>TA clarifies marking schemes and needs;</p> <p>TA remains unsure but tries to interpret the mark scheme / feedback policy and refers to it when giving feedback.</p> <p>TA gives some verbal feedback to pupil and teacher</p>	<p>High quality feedback during the lesson including next steps to further the child's learning</p> <p>TA understand the mark scheme/ feedback policy well and demonstrates this in their work</p> <p>TA supports pupils to give own feedback on own work</p>	
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Recording Evidence of small group / intervention work	<p>No evidence of any start/end data or work linked to target;</p> <p>Has start target data but no end target data / has end target data but no start target data</p> <p>Has start/end data that doesn't match the target or produces irrelevant or incorrect data</p> <p>Evidences work that matches an alternative target not the one set</p> <p>Is unorganised in their evidence of work</p> <p>Interventions are undertaken but with no record of work undertaken</p> <p>Evidence of work in another format – not using agreed forms</p>	<p>Start/end target data evident but may lack evidence of work;</p> <p>Evidence of work but lacking in clear or accurate data.</p> <p>Use of different formats / own format / non-whole school format</p> <p>Some evidence but it remains unclear or difficult to comprehend.</p> <p>Use of start / end data that is not measureable</p> <p>Intervention are undertaken but with partial record of work</p> <p>Some/Most evidence of work in agreed place but other evidence remains elsewhere</p>	<p>Accurate start/end data in place</p> <p>Use of agreed formats to record evidence in support of start/end data</p> <p>Start/end data is accurate at all times</p> <p>Clear, concise and accurate evidence showing clear progress between start and end data</p> <p>Interventions are undertaken and quality evidence of work completed in intervention folders</p>	<p>Ability to develop, share good practice with regards to start/end data and evidencing work</p>
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Preparation and planning	<p>TA has no idea of the lesson and no resources ready</p> <p>TA does not know possible next steps</p> <p>TA does not know the different levels of activity.</p> <p>No communication with the teacher prior to lesson</p> <p>Unaware of children's ability level / individual support strategies.</p> <p>TA late for lesson support</p> <p>Does not attend additional meetings.</p> <p>Never checks email / communication systems</p>	<p>TA has verbal information at the start of the lesson</p> <p>TA receives resources as they are required / poor resources</p> <p>TA learns alongside pupils as lesson occurs.</p> <p>TA is aware of possible next steps based on own knowledge</p> <p>TA appears disorganised</p> <p>TA helps teacher occasionally to prepare learning environment</p> <p>Tasks planned are TA led and then allow for independent learning</p> <p>TA on time for lesson support</p> <p>Attends additional meetings as directed.</p> <p>Occasionally checks email / communication systems</p>	<p>TA and Teacher discuss pre/post lesson and TA understands the lesson plan</p> <p>Time to prepare resources is considered through allocation of working hours by class teachers and by disaggregated time</p> <p>TA should be in class during teaching time</p> <p>TA arrives in good time/before lesson starts</p> <p>Tasks planned allowed independent learning with TA support when and where necessary to meet the learning to close the gap</p> <p>Attends additional meetings where required, checks email communication systems at least once a day</p>	<p>TA has resources ready and is well organised</p> <p>TA knows where further/additional resources if required</p> <p>TA prepares and clears work environment to support class teacher under own initiative</p> <p>Attends additional meetings whenever possible</p>
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Plenary sessions – Intervention Work	<p>Not done</p> <p>Children unable to take part</p> <p>TA just watching</p> <p>No time for a plenary</p> <p>Misconceptions not addressed</p> <p>No next steps</p>	<p>Session ending appears rushed</p> <p>Only some children are attentive</p> <p>TA just gives answers for the children</p> <p>Not enough time to include an effective plenary</p> <p>Misconceptions are identified but not dealt with effectively</p> <p>Some progress identified relating to objective</p> <p>Vague next step discussed; "Next lesson we'll do some more"</p>	<p>Discussion of the learning and the improvements made</p> <p>TA shares good examples that have been used in the session</p> <p>Majority of the group have made progress</p> <p>Provide suitable questions/actions/challenges for next steps for learning and children can identify others next steps allowing effective peer assessment to promote good progress</p>	<p>All children are attentive</p> <p>TA has been able to encourage independence</p> <p>All misconceptions addressed and corrected when identified as the intervention progresses</p>
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1:1 Classroom Support	<p>1:1 child consistently out of class</p> <p>TA does not leave side of 1:1 child</p>	<p>1:1 child occasionally in class</p> <p>TA occasionally assists other children in class</p>	<p>1:1 child is in class the majority of the time</p> <p>TA ensures 1:1 understands task/ activity and moves away to help other children checking in regularly</p>	<p>1:1 child is always in class</p> <p>TA makes adaptations to promote independence for 1:1 child. All children in class are supported by the TA being proactive in circulating the class</p>
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Behaviour Management	<p>TA does not listen to children</p> <p>TA does not follow the school Behaviour Policy</p> <p>No respect shown to children/certain children</p> <p>TA does not intervene when witnessing inappropriate behaviour</p>	<p>TA listens to children but dismisses their concerns</p> <p>Behaviour Policy used but not consistently</p> <p>Some respect shown to children when dealing with behaviour</p> <p>TA intervenes occasionally when witnessing inappropriate behaviour</p>	<p>TA listens carefully to children and responds to their needs</p> <p>Behaviour Policy used consistently and fairly</p> <p>All children feel respected and listened to</p> <p>TA intervenes when witnessing inappropriate behaviour</p>	<p>TA offers children strategies to manage future concerns</p> <p>Behaviour Policy used consistently and fairly and improvements celebrated with the child</p> <p>Children feel happy to approach TA knowing mutual respect will result in good outcomes</p> <p>TA intervenes when witnessing inappropriate behaviour and offers strategies to solve issues</p>
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Attitude to School Life	<p>Creates and leaves mess for others to sort out</p> <p>No flexibility</p> <p>Negative attitude</p> <p>Unprofessional/ inappropriate behaviour ie gossiping or purposefully promoting disquiet</p> <p>Refusal to carry out set/directed tasks</p>	<p>Does not tidy up after themselves</p> <p>Some flexibility</p> <p>Swayed by negativity</p> <p>Joining in or not challenging staff displaying unprofessional/ inappropriate behaviour</p> <p>Reluctance to carry out set/directed tasks or challenges teachers decisions</p>	<p>Leaves all spaces neat and tidy – takes pride in the school environment</p> <p>TA is flexible and helpful to others</p> <p>TA promotes positivity and is always professional</p> <p>Willingly follow teacher instructions and set tasks</p> <p>A real help to the teacher</p>	<p>Leads by example and challenges others to ensure school environment is tidy, safe and inspirational</p> <p>Uses own initiative to enhance practice</p> <p>Goes above and beyond</p> <p>TA is proud to be a member of staff and demonstrates highly professional conduct at all times</p> <p>Shows initiative and productivity – helpful and an asset to the school</p>
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