Salterns Academy Trust

We will provide an excellent and inclusive learning experience that prepares our learners for the world of tomorrow.

Staff Appraisal Policy

UNCRC Article 28

All children have the right to education with a view to achieving this right progressively and on the basis of equal opportunity.

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Policy Statement

The Trust expects all its staff to strive for excellence and to commit to being the best version of themselves as education professionals.

The Trust recognises that employees should be treated fairly and with professional trust and this policy aims to provide consistency of experience for all our staff.

The Trust understands that the best way for it to be successful is to create the conditions for all its staff to flourish. As an educational organisation, we know that learning is a continual process throughout our lives and our approach to appraisal is designed to support our staff to develop and learn so that their performance within the trust can continually improve and evolve.

Our staff have a right to a clear understanding of the Trust's expectations of them and to appreciate the important role that they have in holding themselves to account for the positive impact their practice has on achieving the Trust's vision.

The Trust will provide a leadership culture underpinned by Restorative and Relational Practice that prioritises its duty of care for the wellbeing of all its staff, working within a climate of high challenge and high support for all.

This policy provides a framework for clear and consistent review of overall performance, working with colleagues to support their professional development both within the Trust's vision and values, the improvement plans for the Trust/ School and their own professional needs.

Additionally, this policy is intended to foster progression within the organisation through our commitment to ongoing professional learning for all staff which is personalised, collaborative, research-led and offers autonomy.

The annual appraisal review meeting gives each member of staff an opportunity to discuss and reflect with their appraiser on the progress and achievements they have made in the year and to discuss any training or developmental opportunities that may arise. Appraisal reviews should also reinforce equality policies and staff responsibilities. In practice, the nature of the review meeting should be that the appraisee is being coached and therefore does most of the talking. Nothing which is said in an appraisal review meeting should come as surprise to the appraisee.

Our appraisal process aims to instil a culture of continually improving performance standards across the Trust, while at the same time developing individuals to reach their full potential. As well as the annual appraisal review, line managers should ensure that lines of communication are always open and that staff have regular opportunities to engage in 1-2-1 coaching conversations (either with their line manager or with an assigned coach) to reflect upon their progress in relation to the agreed performance criteria; agreed key points may be recorded from these conversations.

If significant concerns should arise regarding the performance of a member of staff, this will be addressed using the Trust's capability, disciplinary or grievance procedures (as applicable) which are separate from this appraisal policy. The appraisal process would be paused whilst significant concerns are addressed.

Scope of Policy

This policy applies to all staff who are employed at Salterns Academy Trust except those on contracts of less than one term, teachers undergoing induction (ie ECTs) and staff who are subject to the Trust's Capability procedures.

General Principles

- **High Challenge and High Support** – This process provides a framework of working rooted in our ethos of working with colleagues as professionals to develop best practice
- **Fairness** – This procedure sets out to treat all employees fairly, consistently, impartially, promptly, reasonably and applied without discrimination.
- **Confidentiality** – All documentation and information relating to the appraisal process will not be distributed to any parties not involved with the process. Any breach of confidence may be treated as a disciplinary case of misconduct.
- **Feedback** – providing information to individuals on their performance and progress and on what is required for them to perform well in the future;
- **Equal Opportunities** – This procedure will be applied without discrimination. If an employee has difficulty with any stage of this process due to a disability, it is their responsibility to discuss this with their manager or Human Resources as soon as possible.
- **Positive recognition and feedback** – This procedure should be used to emphasise and value what has been done well and provide coaching support to consider feedback sought on how improvements can be made.
- **Open exchange of views** – The appraisal review should be used to have a frank exchange of views about what has happened, how appraisees feel they can improve and to request support they need from their appraisers to continually improve their performance.
- **Agreement** – The appraisal review report and objective-setting are all jointly agreed between the appraiser and appraisee.

The Procedure

1. Quality Assurance

1.1 Staff will be advised of their appraiser prior to the start of the annual appraisal cycle, which will usually be their line-manager. Exceptionally a member of staff may question the appointment of their appraiser if they feel that the choice of appraiser is inappropriate. In such cases, the Headteacher/CEO will identify an alternative.

1.2 All appraisers should have completed the Trust's training on how to conduct the appraisal review process. All appraisers and appraisees will be trained in this policy and the training will include training on data protection and sensitivity to equality and diversity issues. This training will be provided for all members of staff prior to the appraisal process beginning, as this will assist staff to fully participate and get the most out of their appraisal review process. Also, the training will emphasise the need for staff to raise any concerns they may have during this process, for example excessive workload issues, to allow for support mechanisms to be put in place.

1.3 In preparing for the annual appraisal review meeting, both the appraiser and appraisee should consider the following:

- Job description
- Objectives that have been agreed for the appraisal cycle (appendix 2).
- Notes of the termly coaching conversations.
- Professional development reflections (appendix 3).

1.4 The appraisee should prepare for the review meeting by reviewing the objectives set during the previous appraisal cycle and considering what evidence is available to demonstrate progress. Appraisees are asked to complete a self-appraisal form to consider alongside their job description and agreed objectives from the previous appraisal as preparation for the meeting.

1.5 The appraiser should prepare for the objective-setting meeting by looking over line management meeting records or coaching meeting records, notes from the last appraisal review, the job description and standards for their role, as well as considering what the employee is expected to achieve in the next year. Record-keeping will be the responsibility of the Trust's HR team.

1.6 The appraisal review meeting should be planned in advance. Appraisers will give at least 5 days' notice of a review meeting to enable their appraisee to prepare. The meeting should take place in a confidential and quiet location which is free from interruptions or disturbance. Sufficient time of at least 1 hour should be set aside for the review meeting. This meeting will be within normal contracted working hours, or within directed time for teaching staff.

2. Objective Setting

2.1 A member of staff's objectives should be the focus for the appraisal review, which should also provide the opportunity to reflect on successful performance of their role during the cycle. Though performance appraisal is an assessment of overall performance of each member of staff, objectives cannot cover the full range of an employee's roles/responsibilities.

2.2 Objectives will focus on two priorities for an individual for the agreed period, one of which will be linked to the trust/school improvement plan priorities and the other will be linked to the individual's professional development.

2.2 The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles / responsibilities and experience.

2.3 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

2.4 Staff will usually have 2 objectives, although senior school/trust leaders may have up to 3 objectives.

2.5 In cases where a member of staff has a disability, the Trust will endeavour to incorporate any adjustments which can reasonably be made to give a member of staff (who may also be absent for a disability related reasons) an equal opportunity to participate in the appraisal process.

2.6 For employees on (or prior to) maternity leave or shared parental leave, there will be appropriate flexibility in the objective setting process to ensure they are achievable within the time they are attending work during the appraisal cycle.

3. Cycle for Performance Appraisal

3.1 The performance appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

3.2 Where this person assigned to be the appraiser is not the appraisee's line manager, the employee will have an equivalent or higher status in the staffing structure to the employee's line manager.

3.3 A performance cycle will continue as planned in the event of the appraiser being changed.

4.   Appraisal Review

4.1   At the end of the performance appraisal cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements across the whole of appraisee's role and in relation to the agreed objectives. They will also reflect together on any aspects of professional practice or in relation to the agreed objectives that may need further development or improvement. On the understanding that a planning meeting is a separate process, this review meeting may be combined with the planning meeting for the next annual cycle if appropriate for appraisee and appraiser.

4.2   The purpose of the review meeting will be to:

- Recognise and celebrate the successes in the performance of the appraisee
- Reflect on the extent to which the appraisee has met their agreed objectives
- Confirm that the appraisee continues to meet the standards required of their role
- If necessary, identify the need for additional support, training or development and how this will be met
- As soon as possible following the appraisal review meeting, the appraiser should produce the written appraisal report, which will have been drawn up during the discussion between appraiser and appraisee. The appraisal report will include:
  - Details of the objectives which were agreed for the appraisal period in question
  - An agreed evaluation of the appraisee's performance against their objectives, referring to evidence presented
  - Confirmation that the appraisee continues to meet the standards required for their role
  - A record of the appraisee's professional development needs and identification of any action that should be taken to meet them.

Following the receipt of the written appraisal report, the employee should add their own comments on their performance throughout the appraisal cycle.

If the appraisee is dissatisfied with any aspect of the final report, then in the first instance this should be discussed with the appraiser and seek to resolve these concerns. If following a discussion there remains any disagreement on the content, objective or outcome, the employee can appeal in writing. The appeal should be made to the Headteacher/CEO as appropriate. The Headteacher/CEO will investigate the issues raised and will respond to any comments raised about the appraisal report within 5 working days of receipt of the appeal. The Headteacher/CEO's decision is final.

5. Confidentiality

5.1 The appraisal process and the statements generated under it will be always treated with strict confidentiality. Only the appraisee's line manager/Head of Department and the Headteacher/CEO and the HR Lead will be provided with access to the appraisee's review report records. The Headteacher/CEO may choose to grant access to the review documents if there is a clearly demonstrated organisational need for other senior leaders to do so and in this scenario appraisees will be told who has been granted access.

6. Training and Support

6.1 The Trust's professional development programme will be informed by the training and development needs identified in the appraisal process.

6.2 The Trust is committed to offering a broad range of meaningful professional learning opportunities to support appraisee's with their ambitions for their own growth and development. Examples include: work-shadowing, visits to other organisations, undertaking small scale projects that allow them to experience work beyond the remit of their current role, collaboration activity within and beyond the trust, internal and external training opportunities.

6.2 The Trust will ensure in the budget that appropriate resources are made available for any training and support agreed for appraisees.

7. The Performance Appraisal cycle

7.1 The performance of all staff must be reviewed on an annual basis. Performance planning and reviews must be completed for all staff by 31st October.

7.2 The performance appraisal cycle will run from 1st September to 31st August for all staff, in line with the academic year. All appraisal review meetings will take place within an employee's working hours.

7.3 Where a staff member starts their employment part way through a cycle, the Headteacher/CEO shall determine the length of the first cycle for that employee with a view to bringing their cycle in line with the cycle of other staff within the Trust as soon as possible.

7.4 Where an employee transfers to a new post during the appraisal cycle, new objectives should be agreed, and a new appraiser confirmed.

8   Headteacher's Performance Appraisal

8.1   The Headteacher's appraisal review process will be conducted by an appraisal panel led by the CEO. The panel will be a maximum of 3 persons, comprising the Chair of the school's Local Governing Body (LGB), the CEO and an independent education consultant.

8.2   Where a school has an Academy Committee (AC) instead of an LGB, the panel will be a maximum of 3 persons, comprising the Chair of the school's AC, the CEO and either an independent education consultant or the Trust Education Director.

8.3   The Headteacher's objectives should be the focus for the appraisal review meeting, as well as their performance in the role throughout the academic year. Though appraisal is an review of overall performance of the member of staff, objectives cannot cover the full range of the Headteacher's role/responsibilities, which are extensive.

8.4   Objectives will focus on three priorities for the Headteacher for the agreed period, two of which will be linked to the trust/school improvement plan priorities and the other will be linked to the individual's professional development.

8.5   The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to Headteachers with similar roles / responsibilities and experience.

8.6   The Headteacher's appraisal panel will seek to agree the objectives but in the unlikely situation where a joint determination cannot be made, the panel will make the determination.

8.7   The Headteacher has an entitlement to regular 1-2-1 meetings with the CEO for the purposes of both line management and coaching to support them in holding themselves to account for their own performance against their agreed objectives. The Trust will also provide the Headteacher with access to a coach who is external to the organisation to support them in their role.

8.8 The appraisal cycle is annual, but for the Headteacher it may be appropriate to set one or more objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be considered at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

9   CEO Performance Appraisal

9.1   The CEO's appraisal review process will be conducted by an appraisal panel led by the Chair of the Trust Board. The Trust Board will appoint an independent education consultant to the panel to support the annual appraisal review meeting. The panel will include a maximum of 3 appraisers, comprising the Chair of the Trust Board, the HR Link Trustee and the independent education consultant.

9.2   The CEO's objectives should be the focus for the appraisal review meeting, as well as their performance in the role throughout the academic year. Though appraisal is an assessment of overall performance of the member of staff, the objectives cannot cover the full range of the CEO's role/responsibilities, which are extensive.

9.3   Objectives will focus on three priorities for the CEO for the agreed period, two of which will be linked to the trust improvement priorities and the other will be linked to the individual's professional development.

9.4   The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to CEOs with similar roles / responsibilities and experience.

9.5   The CEO's appraisal panel will seek to agree the objectives but in the unlikely situation where a joint determination cannot be made, the panel will make the determination.

9.6   The CEO has an entitlement to regular 1-2-1 meetings with the Chair of the Board for the purposes of both line management and coaching to support them in holding themselves to account for their own performance against their agreed objectives. The Trust will also provide the CEO with access to a coach who is external to the organisation to support them in their role.

9.7   The performance appraisal cycle is annual, but for the CEO it may be appropriate to set one or more objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be considered at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

10. Monitoring and Evaluation

10.1 Headteachers will compile an annual report for the CEO on the operation of the appraisal policy within their school. The CEO will compile the school reports into a report for the Trust Executive Leadership Team and the Trust Board which will not contain any information which could enable an individual to be identified. The report will include:

- Confirmation that the annual review process was complete by the deadline date for all staff
- The operation of the appraisal policy
- The effectiveness of the appraisal procedures
- Staff training and development needs
- Any proposed changes to the appraisal process to be discussed with staff and the trade unions in the Joint Consultation and Negotiation Committee (JCNC)

11. Retention of Appraisal Reports

11.1 All appraisal paperwork will be retained by the Trust confidentially in a separate folder with the personnel file for the retention period specified in the Trust's Records Management Policy (currently 6 years).

12. Review

12.1 This policy will be subject to a planned review every two years as part of the Trust's policy review process. It is recognised however that there may be updates required in the interim arising from amendments or release of new regulations, codes of practice or statutory provisions or guidance from government bodies. These updates will always be made in consultation with staff and trade unions through our JCNC

Appraisal

Objectives 2024-2025

Appraiser:

Appraisee:

Date:

Self-appraisal

Ahead of the objective setting meeting, the appraisee will consider the following questions to support discussions and shape objectives.

Question	Response
Reflect on a time when you felt really connected with your work… • **Why was that so important?** • **What enabled that to be so successful?**	
What value do you bring to your work?	
What do you hope to achieve over the next year?	

Objective Setting

The first objective must be linked to the school or trusts improvement plan priorities. The second objective will be linked to the individual's professional development.

Objective	Actions	By when	Link to SIP/TIP	Success Criteria
How will you demonstrate you are meeting the professional standards for your role and fulfilling the expectations of your job description?				
Professional Development needs identified to support the objectives being achieved:				

Apraisee signature: Date:

Appraiser signature: Date:

Headteacher signature: Date:

Appraisal Review Report

Academic Year 2024-2025

Appraiser:

Appraisee:

Date:

Self-review

Ahead of the review meeting, the appraisee will consider the following questions to support discussions with their line manager that recognises the successes and achievements of the previous year and agree on the extent the appraisee has met the agreed objectives.

Question	Response
What have been your successes over the last year? **What are you most proud of?** **Why was this so successful?**	
What challenges did you face last year? **How did you overcome these?** **Do you need any additional support with these?**	
Does your job description still reflect the realities of your role? Are any changes required?	

Objective Review

Objective	Review Reflections (summary of discussion)

Appraiser:

Have they met the professional standards expectations of their role and fulfilled their job description? (Please highlight)

YES   NO

Evidence:

Confirmation of successful appraisal period:

Appraiser: …………………………………………………………………Date: ………………………..

Appraisee: ……………………………………………………………. Date: …………………………

Headteacher: ……………………………………………………………. Date: …………………………….

Appendix 3

Professional Development Reflections

CPD Undertaken	Date	Reflections of impact on practice:

Coaching Conversation Record

Term	Notes from coaching conversation
Prompt Questions - What (exactly) do I want to achieve? What do I need in order to find a solution? - Why did this problem or opportunity arise? Why do I need to find a solution at all? - How will the situation be different? How can I involve relevant people? How will I know I've been successful? - Is the 'where' important? - Who is affected? Who needs to be informed? - When do we need to act? By when must it be resolved?	
Spring Term	
Summer Term	

Appendix 5 - Exemplar Objectives – Teaching Staff

The first objective must be linked to the school or trust's improvement plan priorities.

The second objective will be linked to the individual's professional development.

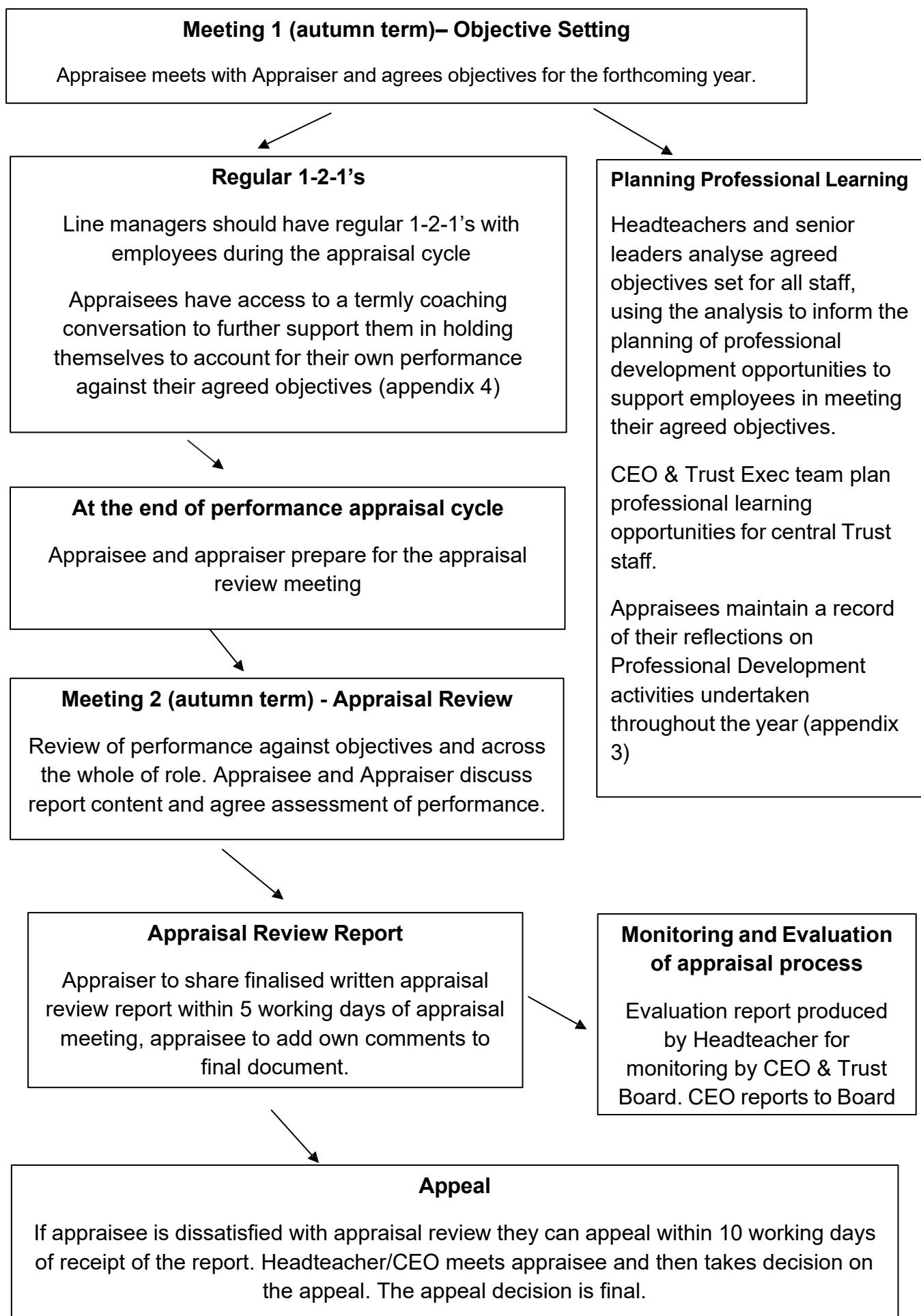| Objective	Actions	By when	Link to SIP/TIP	Success criteria
To embed the use of strategies to improve the attendance of key identified students (85-90%) in my tutor group.				
To develop the use of mastery pedagogy in maths to strengthen students' deeper knowledge and understanding of key concepts.				
How will you demonstrate you are meeting the professional standards of your role?				
Professional Development needs identified to support the objectives being achieved:				

Appendix 5 - Exemplar Objectives – Support Staff

The first objective must be linked to the school or trust's improvement plan priorities.

The second objective will be linked to the individual's professional development.

Objective	Actions	By when	Link to SIP/TIP	Success criteria
To strengthen the use of effective literacy strategies through targeted interventions for students with a standardised score below 90.				
To develop in my role as a tutor by drawing on my positive relationships and strategies to support students in the 85-90% attendance category to improve.				
How will you demonstrate you are meeting the professional standards of your role?				
Professional Development needs identified to support the objectives being achieved:				

Annual Appraisal Process

Meeting 1 (autumn term)– Objective Setting

Appraisee meets with Appraiser and agrees objectives for the forthcoming year.

Regular 1-2-1's

Line managers should have regular 1-2-1's with employees during the appraisal cycle

Appraisees have access to a termly coaching conversation to further support them in holding themselves to account for their own performance against their agreed objectives (appendix 4)

Planning Professional Learning

Headteachers and senior leaders analyse agreed objectives set for all staff, using the analysis to inform the planning of professional development opportunities to support employees in meeting their agreed objectives.

CEO & Trust Exec team plan professional learning opportunities for central Trust staff.

Appraisees maintain a record of their reflections on Professional Development activities undertaken throughout the year (appendix 3)

At the end of performance appraisal cycle

Appraisee and appraiser prepare for the appraisal review meeting

Meeting 2 (autumn term) - Appraisal Review

Review of performance against objectives and across the whole of role. Appraisee and Appraiser discuss report content and agree assessment of performance.

Appraisal Review Report

Appraiser to share finalised written appraisal review report within 5 working days of appraisal meeting, appraisee to add own comments to final document.

Monitoring and Evaluation of appraisal process

Evaluation report produced by Headteacher for monitoring by CEO & Trust Board. CEO reports to Board

Appeal

If appraisee is dissatisfied with appraisal review they can appeal within 10 working days of receipt of the report. Headteacher/CEO meets appraisee and then takes decision on the appeal. The appeal decision is final.

Professional standards for teaching assistants

Advice for headteachers, teachers, teaching assistants, governing boards and employers

June 2016

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Introduction

The Professional Standards for Teaching Assistants were originally drafted by a working group set up by the Department for Education (DfE) in conjunction with organisations representing the schools workforce, practitioners and others also committed to ensuring excellence in education. After completing the standards the government decided not to publish them and so a number of organisations interested in promoting the work of teaching assistants asked the DfE for permission to publish them. Permission was granted subject to it being made clear that the DfE was no longer involved in the production of the standards, which we are happy to do.

These teaching assistant standards are non-mandatory and non-statutory, but they sit alongside the statutory standards for teachers and headteachers and help to define the role and purpose of teaching assistants to ensure that schools can maximise the educational value and contribution of employees working directly with pupils. As such, we believe that they provide a valuable tool for the whole school team. We aim for these standards to benefit you, your colleagues and your pupils.

This document provides the standards themselves as well as supporting guidance detailing how the professional standards for teaching assistants should and should not be used. The standards should help teaching assistants and their colleagues in schools define and understand their role and are enhanced when underpinned by a professional approach from school leaders to employing and deploying teaching assistants to ensure that educational outcomes are raised.

Please note these standards will be most effectively used when read and implemented alongside the materials referenced in the 'Further Information' section on page 12.

These standards could not have been published without the hard work of the original review team. The details of the original review panel's remit and members can be found here.

These standards are endorsed by UNISON, NAHT (National Association of Head Teachers), NET (National Education Trust), London Leadership Strategy and Maximising TAs, with involvement and support from Rob Webster (UCL Institute of Education), Paula Bosanquet (University of East London), Maria Constantinou, schools-based practitioner, and Dame Kate Dethridge NLE, Headteacher of Churchend Academy Teaching School (home of the Reading Teaching School Alliance) and former chair of the DfE working group that drafted the standards.

Who is this advice for?

This guidance is for:

- Teaching assistants, teachers and school leaders
- Governing boards and employers
- Local authority support services

These standards are applicable to all teaching assistants in schools, working at all levels. It is hoped these standards will support and shape positive conversations teaching assistants have with colleagues, managers and headteachers around their own roles and professional development.

Please note this advice and guidance refers to 'schools' throughout. This includes all schools whether funded via the local authority ('maintained schools' or voluntary aided schools) or via the Education Funding Agency (academy schools and free schools etc.).

Purpose of the standards

The *Professional Standards for Teaching Assistants (2016)* defines 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.

The teaching assistants' standards were developed out of a review of the teachers' and headteachers' standards by independent groups. The publication of these standards recognises that existing standards for Higher Level Teaching Assistants (HLTAs) do not apply to all teaching assistants. These standards do not replace the professional standards for HLTAs; they are complimentary to them (see Further information).

National Occupational Standards for staff supporting teaching and learning provide a detailed framework for the training and development of support staff. They provide more detailed insights and guidance (see Further information).

This is a set of standards for teaching assistants that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of teaching assistants at all levels;
- are designed to inspire confidence in teaching assistants and ensure that schools use their skills and expertise to best effect;
- focus primarily on the key elements of their professional relationship with teachers to ensure that all pupils attain the highest possible standards.

Overview of roles

What is a teaching assistant?

A number of different job titles are used for staff supporting teaching and learning. This document refers to "teaching assistants" throughout and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, teaching assistants, special needs support staff, early years practitioners, minority ethnic pupils support staff and bilingual assistants. While most teaching assistants are employed directly by schools and academies, some are employed by local authority services and academy chains and work across a range of schools and settings.

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders' decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement (see Further information). Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The role of school leaders

School leaders have a crucial role to play in the raising the status of teaching assistants. These standards provide school leaders with a tool to ensure consistency for all teaching assistants, so their skills and expertise in raising pupil achievement are recognised and developed.

Active and practical application of the standards demonstrates that school leaders recognise the value and importance of teaching assistants and should ensure teaching assistants have parity of esteem with fellow education professionals. However, it should be understood that adopting and using the standards in isolation is insufficient to the overall aim of delivering good outcomes for pupils.

These standards form an essential part of wider, complementary guidance to assist school leaders' strategic and operational decision-making, such as the *Making Best Use of Teaching Assistants* guidance report from the Education Endowment Foundation (EEF). This report sets out the best available evidence on the effective deployment of

teaching assistants and recommendations on how best to utilise their skills, knowledge and expertise in schools.

The effective deployment of teaching assistants, and appropriate preparation for the tasks they undertake, is the key to their success in supporting teaching and learning. School leaders should not only ensure that teaching assistants have the right knowledge and skills to provide effective teacher and pupil support, via appropriate and timely training and professional development, but also ensure that teachers are informed and equipped to fully capitalise on teaching assistants' professional learning and expertise. School leaders and teachers should work to the principle that teaching assistants should be deployed in ways that add value to what teachers do, not replace them.

Meeting these standards depends on school leaders being able to provide a climate that supports forms of collaborative working that do not burden teachers or teaching assistants; and recognising that many teaching assistants manage other staff and require the time do this effectively. Teaching assistants require support and opportunities to reflect on their own practice in order to identify their training needs. Teaching assistants should have an appropriate career development pathway and access to training within the working day.

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.

Why were these themes chosen?

Personal and professional conduct – In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding – Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with

special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

Teaching and learning – An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for 'relevant strategies to support the work of the teacher'.

Working with others – Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.

- **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.

- **Having regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice.

- **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.

- **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.

- **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school/employer.

- **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.

- **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.

- **Understand their roles and responsibilities within the classroom and whole school context recognising** that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

- **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.

- **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.

- **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.

- **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.

- **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.

- **With the class teacher, keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with.

- **Understand their responsibility to share knowledge** to inform planning and decision making.

- **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

- **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Supporting guidance

Who are the standards for?

The standards are a tool for teaching assistants and for teachers and members of a school leadership team responsible for managing their work. They are also intended to help employers and governors when recruiting support staff, and defining the job roles of teaching assistants. They may also be useful to local authority support services and multi academy trusts which employ teaching assistants. They are core standards for all teaching assistants working across all phases in mainstream and specialist settings.

What are the standards for?

These core standards are intended to raise the status and professionalism of teaching assistants. They define characteristics that all teaching assistants can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by teaching assistants help to support high-quality teaching, learning and social inclusion.

The standards have been written to reflect the diversity of school employers and the wide-ranging responsibilities of teaching assistants working with pupils and teachers in a variety of contexts. They are designed for all teaching assistants and for schools to adapt to their own context.

The standards are complementary to the existing standards for Higher Level Teaching Assistants (see Further information), rather than a replacement for them. The standards provide clear and concise expectations for all teaching assistants, working at all levels, and a framework to strengthen their status as education professionals.

The standards may be used as a tool to support the performance management of teaching assistants, although employers are free to decide the standards against which teaching assistants are assessed.

What are the standards not for?

Whilst the standards may be used in support of any recruitment exercise, they should not be used as a checklist. The standards are not appropriate for job evaluation; instead the role profiles developed by the National Joint Council for Local Government Services role profiles can be used (see Further information). The standards are generic and broad based – they do not specify requirements for staff recruited to specialist roles.

The standards should be considered as a whole. Although some standards may be more important in some contexts, the professionalism and contribution of teaching assistants needs to be recognised in its entirety rather than under specific themes. The weight given to each element will vary from school to school and will depend on the individual job role and responsibilities.

Using the standards

The standards can 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' 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.

Further information (web links below)

Teaching assistant deployment

[Education Endowment Foundation Guidance report: Making effective use of teaching assistants](#)

[Department for Education Effective deployment of classroom staff](#)

[Education Endowment Foundation Teaching and learning toolkit](#)

[Ofsted Deployment and impact of support staff (from 2010, not linked to current inspection framework)](#)

[Maximising TAs](#)

Existing standards for teaching assistants

[HLTA standards](#)

[National Occupational Standards](#)

Teaching assistants – careers, training and development

[Skills for schools](#)

NJC job profiles

[NJC model role profiles](#)

Teachers' and headteachers' standards

[Teachers' Standards](#)

[Headteachers' Standards](#)

Other resources

[Statutory policies for schools](#)

[Keeping children safe in education](#)

[SEND Code of Practice](#)

[Professional development standards for teachers (to be published 2016)](#)

Department for Education

Teach,ers' Standards

PREAMBLE

Teadlers make the edu,cation of ltleir pupils llleir firal: concern, aoo are aecoontable for acilievi'ng the ilighesl possible standaflls in work and conduct "feachera aet with honesty and integrity; have slrn11g|subject lmowl'edge, keep,ffleir k11owledge and skills as teac,hers up-to-,d'ate and are self-affical; foi;ge positive professi'onal|rel\!itionships,; and work wiltl parents in the best interests of 1heir pupils.

PART ONE: TEACHING

A teaclil,er must:

11   Set high expectations, wlhidh inspire, motivate a11d dhalleinge p_pils

- establish a safe a11d stimul!lfing e11Yirnnme11t for pupils,, rooted in mutual respect
- set goals !hat stretch a11d challe11ge pupils of all backgrounds, abilities a11d dispositions
- d'ernonslrat,ell0llsistellt!i¥the posifive attitudes, val!ues and behaviour whic,il are e.xpected of pupils.

2   Aroimote good progress alld|<H!dcomes llly p_pils

- be acoountabl'e for **pupils'** atminrnenl, progress and outcomes
- be aware of pupils,' ,capabilities, and !heir prioc knowledge, and plan teaching to build oo lihese
- guide pupils to reflect on ltle progress they have made a11d ltleir emei;gi'ng 11eed's
- demonsmrte knowledge a11d undmla11ding of ilow pupil's,learn **and** how ltlis impacts oo teadli11g
- encourage pupils to,'lake a respomlble and consciellOOlls attitude to their own wort and srudy.

3   DemottStrate good|subject and culil'iculum !knowledge

- ilave a secure knowledge of tile relevant subjecl(s} and ,cunieuh1m areas, foster and rnaintai11 pupils' illterest i11ffle subject, and address misund'erstaooings
- demonstrate a c|rni:cal widerstandi11g of develqpments in tile subject a11d cmrieulum areas,, a11d promote lhe value of sdlolarship,
- demonsmrte an u:ndersl:andi11g of **and** take res,ponsibilily fill" promoting high standards of **litet:acy,** articulacy and ffle oorrect use of standard Englisil, wtilate11er lhe teacher's specralist subjecl
- if teaming early reading, **demonstrate** a clear understanding **of** systematic synl!iletic phonics
- ifleadling early malllernati'cs,,demonstrate a clearunderal:andinglof appropriate teadli11g strategies.

,t   Plan and teach well s1!ruchlred|lessons

- impart knowledge and develop,unders'la11ding througil effeciive use of lesson time
- promote a love of learning and children''s intellectual curios.tty
- set ilomework and pllan other oul--Of-class aotivities to oonsolidate a11d|e'11:end|lhe knO'Wledge and understanding pupils have acquired
- refl'ecl:systematically on tlile effectiveness of lessons a11d approaches to teaching
- cormibute to lhe design and proviision of an engaging cuniculum wilhi11 ltle relevant subject area{s).

5   Adapt teaclhing to resipond to the strengtlts alld|needs of all pupils

- **know wlle11** and **how** to differentiate appropriateJ:y, usi11g approaches wtilich enalble pupils to be taugilt effecmlety
- ilave a secure understa11ding of **ilow a** range of factors can inhibit pupil'.s' ability to learn, and **how** best t,oove,n;orne ltlese
- demonsmrte an awareness of the physical, social and inleleclual develop:nert of ohiklren,, aoo know oow to adapt teaching to support pupils' educa.lion at different 'Stages of develqprment
- ilave a dear und'ersta11ding of the needs of all pupils, indlildilg tilose **with** special educational needs; ltl.ose of high ability; lhosewitil Engjisil as a11 ad'dilional language; those willi disabilities; a11d|be able to, use and evaluate di!Sfinctive teaching approaches to engage and support tilerm.

6   Malle acourate and productive use of assessment

- ki11ow and unclerstand|**how** to assess ltle relevant subjeot and curriculum areas, irn:ludi11g statutoiy assessmellt requirements
- mm;e us,eof fonnalive and sumrn!!fi,ve assessment to secure **pupils'** progress
- use re[eva11t d'ata to monitor progress, set tairgets, and plan subsequent lessons
- give pupils regular feedback, bo 1horalty and through aecurate marking\, and encourage pupils to respond to the feedback.

7   Manage lbelha.viour effectively to ens•ure a good alld|safe leamililQ environmeint

ha11e clear rules a11d rnmines fur behaviour in classrooms, a11d take responsibility for promo ti11g good a11d courteous belhaviom both in classrooms **and** around llle schoo i11 aecomance **with** lt1e scooors betila11iour policy

ha11e high ,expectations of beha11ioor, and establish a framework for discipli11e wi1h a range of strategies, usi11g|praise, sanelions and| reward's ronsistentty and fairly

manage classes effeclivdy, using approacheswflich are rnpriate to,pupils' needs in ,order to in11dlve and rnoll\tate lllem

maill'lain good rel\!itionsilips **with** pupils, rcise rupriate authority, and|act decisfa1ely when neoessa,y.

1 S   Fulfil wider professional resiponsibilities

- mmie a positive cootribufion to the wider life a11d eltlos of the school
- d'evelop effeotile professional relationships **with** colleagu:es, knowingl how and when to draw on advire and specialiisl:Slllppoii!:
- d'e;ploy support s'laff effectively
- take responsibitity for improlli11g teaching tilrnugh appropriate proressiooal development, responding to advice and feedback from odlleagues
- oommunicate effeotively with parents **with** regard to pupils' acilievements and well-being.

PART TWO: PERSONAI AND PROFESSIONAL CONDUCT

A teacher is expected to d'ernonslrate consistemfy iligh standards of peBOnal and protessi'onall0011ducl 1he following staternellls define the behaviour and a,ttiludes which se|t lhe required s'landaro **foc oonduct** ltlrouglloot a teacher's career.

- Teachers,up'.hold public tliust i11 tt,e proressio11 and maintain higil s'la11d'ards ofetilics a11d behaviour, wifuin and outside school, by:
  - o treating pupils wfflI dignity, building relalionsllips rooted in rnulual respect, and at all times observing proper bou11daries appropriate to,a teachel''s professional|posil!ion
  - o ilalli11g|reg:aro for ltle need to safeguafll pupils' weU-bei11g, in aeoofdance with mtuto:ry provisions
  - o showing tolera11ce oti and respect for ltle righ1s of otileiiS
  - o 1101 u:ndem1ining fimd'arnermtl Bmslll 11alues, inci!uding|dernouacy, the ru[e of raw, illdivirlual liberty a11d mutual respect, and toleran oe of ltlose wi1h different faiths and beli'ets
  - o ensuring ltlat personal beliefs ar:e not ,e:,:pre$Sedin ways wflich exploit pupils' vt1111erabili,tyor might l'ead them to break the **law.**

- Teachers,must ha11e proper and professional reg!fild for ltle ethos, policies and praclioes of ithe school in which lhey teach, **and** maintain higil staooarns in ltleir **own** atte11d'ance and punclualily.

- Teachers,must ha11e a11 undersrndin,gof, and always act within, ltle s'latlillllly frameworks which set out lheir professional duties and responsibilities.

The Teachers' standards can lbe found on the GOV.UK website: httpsJ/liltu1.11HJQV.uk/oovemment1ipul>lications!\leacners--standards

SKILLS AND EXPECTATIONS

1.   Job and Professional Knowledge/Skills

Strengths	Areas Requiring Improvement
• Develops and maintains a high professional knowledge base. • Is aware of best practice and constantly seeks ways to apply it. • Keeps up to date with internal and external changes affecting job. • Demonstrates commitment to continuous professional development. • Quickly assimilates new information/ knowledge. • Able to fully utilise job-related Technology. • Attends all relevant training. • Sets high professional and personal standards. • Effective networker. • Able to fulfil Health and Safety responsibilities.	• Is still not yet developing a professional knowledge base or may have allowed skills to erode over time. • Has not kept up to date with relevant changes affecting job. • Not yet displaying a full commitment to continuous professional development. • Has not attended all relevant training. • Not yet willing to admit to current capabilities. • Less effective at networking.

2.   Commitment and Motivation

Strengths	Areas Requiring Improvement
• Takes personal responsibility for own development. • Looks for ways of improving job performance • Self-motivated and committed to achieving results. • Positive and enthusiastic approach. • Sensitive and respectful towards others • Takes responsibility to resolve difficult issues. • Handles conflict well. • Tactful and diplomatic. • Understands and is sensitive to organisational culture. • Keeps emotions under control. • Fair minded and even handed in approach to others. • Responds well to pressure.	• Not yet accepting personal responsibility for own development. • Does not yet exhibit interest in improving job performance. • Can lack self-motivation and may currently only do minimum to get by. • Often indecisive when approached for advice/ decision. • Does not yet demonstrate a positive attitude and approach. • Not yet willing to take tough decisions. • May appear to lack self-confidence and be perceived as anxious in dealings with others. • Can be insensitive/abrupt when dealing with others. • Not yet able or willing to confront and resolve difficult issues. • Does not yet show an understand of the organisational culture/climate. • May be perceived as showing favouritism in dealings with others.

3. Planning and Personal Organisation

Strengths	Areas Requiring Improvement
• Focuses resources/effort appropriately. • Understands need for change, willing to working practices. • Prioritises workload appropriately. • Adaptable and flexible approach. • Plans ahead, sets timescales and deadlines and adheres to them. • Perseveres when faced with difficulties, tenacious and determined. • Focuses on achieving results. • Checks and critiques own work performance. • Prepared to tackle major challenges. • Anticipates problems and responds effectively.	• Does not yet focus effort/resources appropriately. • To yet willing to accept change, inflexible, operates in "comfort zone". • Not yet actively prioritising workload; has to be directed. • Not yet planning ahead. • Not yet structured and focused in working practices. • Not yet setting clear goals and targets for self. • Often gives up when faced with obstacles. • Not yet achieving results. • Does not yet have insight into own work performance. • Not yet actively anticipating problems. • Not currently giving attention to organisation/ team objectives in prioritising own work.

4. Relationships with Colleagues

Strengths	Areas Requiring Improvement
• Sensitive and respectful towards all colleagues. • Challenges poor behaviour among colleagues. • Actively builds working relationships at all levels • Deals effectively with conflict. • Tackles and resolves issues appropriately to achieve best outcomes. • Listens well and respects the opinions of colleagues.	• Sometimes insensitive or disrespectful towards colleagues. • Sometimes talks inappropriately about colleagues. • Sometimes is perceived and behaves unreasonable towards colleagues. • Not yet actively challenging poor behaviour among colleagues. • Not yet confident handling conflict. • Sometimes has difficulty seeing other points of view.

5. Customer Focus

Strengths	Areas Requiring Improvement
• Shows willingness to help customers. • Responds effectively to queries, provides accurate information. • Adopts a pleasant, helpful and professional manner. • Delivers on time for the customer, whether internal or external. • Effective at drawing out information and understanding customer needs. • Keeps the customer informed of any changes to arrangements etc. • Explains problems/issues to customers. • Adjusts style to suit the audience – formal/ informal.	• Not yet developed a consistently friendly, efficient and helpful demeanour with customers. • Sometimes provides incorrect information, makes errors/mistakes in communications. • Does not yet respond to queries within reasonable timescales. • Does not yet fully understand customer needs. • Reacts only to specific requests, is not yet pro-active in anticipating customer responses needed. • Does not yet fully appreciate or respond to the needs of internal customers.

Strengths (continued)	Areas Requiring Improvement (continued)
• Calms volatile situations. • Deals effectively with angry customers, e.g. defuses the situation, calls for assistance. • Sensitive to pressures on customers and acts to ensure problems quickly resolved. • Looks for way to improve service deliver.	• Sometimes articulates inappropriately that customer expectations are unreasonable. • Is not yet able to draw out relevant information from customers. • Sometimes fails to keep the customer informed. • Blames problems on others and is not yet able to accept responsibility.

6. Communication

Strengths	Areas Requiring Improvement
• Open, clear and consistent communication style. • Passes relevant information on to colleagues. • Actively listens and lets others speak, encourages open discussion. • Clarifies information and asks questions. • Checks understanding. • Keeps other informed. • Explains things clearly and concisely, gives clear instructions. • Writes well, uses appropriate tone, avoids unnecessary jargon and ensures information is accurate and complete. • Ensures communications is a two-way process. • Adapts style to the situation, uses language appropriate to the audience. • Communicates in a planned way.	• Sometimes has a confused communications style, which is difficult to understand. • Not yet passing on relevant information, sometime withholding it. • Sometimes interrupts others and is perceived to not listen. • Not yet actively obtaining all relevant information. • Sometimes passes on inaccurate information. • Sometimes is perceived to misinterpret information. • Not yet actively keeping others informed. • Not yet explaining things well, verbal communication may be unstructured. • Sometimes communicates excessively/giving too much detail. • Does not yet show good written communication; uses jargon/incorrect English and inaccurate or incomplete which may be perceived to be misleading. • Does not yet show the ability to adapt style to audience or gauge understanding.

7. Problem Solving and Decision-making

Strengths	Areas Requiring Improvement
• Willing to accept personal responsibility for finding and implementing solutions. • Uses initiative appropriately to find practicable/workable solutions. • Demonstrates patience and common sense. • Seeks advice and consults others appropriately. • Works through problems, analyses well, assesses risks and seeks out information. • Exercises sound judgement and applies knowledge. • Refers to line manager where appropriate. • Takes an unbiased and objective approach.	• Seems unwilling to accept personal responsibility for finding and implementing solutions. • May appear to lack initiative. • Sometimes does not seek advice and consult appropriately. • Is perceived to not elicit all relevant information, may look at problem in isolation. • Sometimes does not think the problem and risks through logically. • Is perceived to jump to conclusions, may make snap decisions or over-react. • May opt for a quick fix when it is not

Strengths	Areas Requiring Improvement
• Able to provide rationale for decision.	appropriate.
• Able to detect patterns and trends.	• Does not yet show good judgement.
• Anticipates impact and consequences and takes appropriate action.	• Can refer issues to line manager inappropriately.
• Keeps problems in perspective.	• May not show objectivity in decision-making.
• Responds quickly to urgent issues.	
• Has the confidence to decide when no action is necessary	• Is perceived to procrastinate or unable to make a decision.
• Explores alternative outside familiar territory.	• Does not yet demonstrate learning points from problem situations.
• Willing to take unpopular/tough decisions	• Does not yet show tackling of the big issue.
• Regularly review decisions to see if they are still working.	• Does not yet demonstrate the willingness to take unpopular/tough decisions.

8.   Team working

Strengths	Areas Requiring Improvement
• Offers assistance and support without prompting.	• Does not yet demonstrate assistance when required or when others clearly struggling.
• Willing to listen and offer help/advice when needed.	• Can be perceived to blame others within the team for problems.
• Communicates well with all team members.	• May appear to be concerned with doing own job, ignores the needs of others.
• Encourages input from others and acknowledges their work.	
• Contributes to team to best of ability.	• Is perceived to create a negative atmosphere within the team.
• Prepared to listen and responds well to	• Not yet able to contribute to team when
• advice/guidance.	• capable.
• Sees own team within the context of the wider organisation.	• Often puts own agenda ahead of team/
• Pulls together cross functional teams.	• organisational needs.
• Represents the team effectively, internally and externally.	• Is perceived to assume everyone sees issues in his/her terms.
	• May be poor representative for the team.
• Publicly credits others who have performed well.	• May appear to pay no attention to impact on colleagues of how own work is delivered and at what pace.
• Speaks in positive terms about other team members.	