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**Support Staff Policy**

**South Kirkby Academy**

**Introduction**

This policy concerns the role, purpose and work of all support staff - the term used to describe paid staff who are not employed as qualified teachers and who contribute directly and indirectly to pupil attainment and to their general development and well-being.

The policy sets out our vision for the role and purpose of Support Staff in our school. It sets out the school’s expectations in relation to Support Staff ‘s work and conduct, and also the expectations Support Staff can have of teachers and the senior leadership team in terms of how Support Staff will be supported and ensure that they are equipped to make a meaningful contribution to teaching and learning in our school.

This policy has been developed following South Kirkby Academy’s involvement in a programme of school improvement focussing on maximising the impact of our Support Staff. This policy has been informed by, and carefully designed to reflect, the latest research evidence on the use and impact of Support Staff. Basing our policy on robust evidence from within the school and wider research of what does and does not work gives us confidence in our decision-making and supports our broader vision for teaching, learning and student development at our school.

**Statement of aims**

In line with the expectations of the governing body, our pupils and their families, the teachers at South Kirkby Academy are responsible for meeting the learning needs and the progress of all the pupils in their class. Our Support Staff have different, but distinct, complementary roles and responsibilities in relation to helping our pupils become confident, competent, independent and resourceful learners. It is the responsibility of the senior leadership team to ensure that Support Staff support the work of our teachers and the school more broadly, and maintain the sensible and appropriate demarcation between the role and responsibilities of teachers and of Support Staff.

**Recruitment of Support Staff**

* We require all Support Staff to have qualifications - GCSE English and Maths A\*-C, or equivalent as a minimum.
* Support Staff are employed on a term-time basis.
* Support Staff hours vary to meet the needs of the school and its children.
* DBS check must be completed.

**Conditions of employment for Support Staff**

* Support Staff work day will be individual to them and to meet the school and the children’s needs.
* Support Staff should be in the classroom each day by the time their hours start, unless they have been designated with specific alternative duties.
* They should attend the weekly Support Staff meeting.
* Support Staff have a half an hour lunch break if they work for more than 6 hours on the day
* Support Staff should consult the Staff Absence Policy for more details on lateness, absence etc.
* Support Staff should be aware of the content of school policies, particularly Safeguarding Policy; Health & Safety Policy, Equality Policy; Child Protection Policy; Teaching and Learning policy; Behaviour Policy; Marking Policy; Code of Conduct Policy; Whistleblowing Policy; CPOMs Policy; Anti-Bullying, SEN and Inclusion.

**Deployment of Support Staff**

**The Support Staff role**

 Support Staff have a range of duties, this can include;

 Support for pupils:

* keeping children’s safety and well-being as a priority at all times
* responding to their learning needs
* enabling individuals or groups of pupils to participate in learning tasks set by the teacher
* to deliver interventions planned by the SENDCO or Classteacher
* attending to their personal needs
* helping them use any equipment
* establishing good relationships with them
* encouraging independence
* challenging and extending thinking
* promoting their self-esteem
* promoting inclusion
* enabling pupils to work towards individual targets and learning plans

Support for teachers:

* preparing learning resources
* active marking within lesson times
* performing administrative and clerical tasks not requiring a teacher's professional expertise, including photocopying
* escorting groups of pupils to different work areas
* attending to ICT equipment
* completing displays
* communicating with parents

 Support for curriculum:

* helping pupils understand instructions, through repetition, rephrasing and modelling
* undertaking small-group support work as directed by the teacher
* working with whole groups so the teacher can work directly with SEND students
* providing support through intervention programmes
* showing pupils how to use ICT to develop their learning
* selecting, preparing and maintaining learning equipment and resources

Support for school (including supporting curriculum co-ordinators):

* implementing and following whole school policies, e.g. safeguarding children, health and safety, presentation, marking and feedback, school uniform
* participating in training, in order to keep up to date with current school issues;
* contributing to information gathering on pupils' progress, e.g. by liaising with the class teacher, providing notes on pupils when required, feeding back on observations, commenting on individual student targets
* contributing to meetings about pupils, e.g. attending annual review meetings, pupil progress meetings
* contributing to the tracking of interventions
* assisting with the supervision of pupils outside lesson times, i.e. in the playground, or in the school grounds generally;
* promoting positive behaviour in line with the school policy
* contributing ideas for the development of the school, e.g. through attendance at staff / Support Staff meetings
* participating in school trips
* participating in team teach where necessary
* Being a role model to students in school and following guidelines for correct dress, this includes during the school day wearing smart clothing and appropriate clothing for other activities such as Forest School and PE (trainers and Sports attire are a must)

**Main forms of Support Staff deployment**

Support Staff are expected to spend the majority of their time in class:

* Working with pupils in classrooms
* Working with pupils outside of classroom – as required for particular interventions
* Working with individual pupils
* Working with groups
* Working with high, middle and lower-attaining pupils
* Working with pupils with SEN
* Liaising with teachers
* Liaising with others (e.g. parents, work with external professionals such as Speech and Language Therapists).
* Ensuring children with medical conditions are well provided for – including being responsible for equipment such as asthma spacers etc.
* Managing classroom resources such as water bottles
* Where possible Support Staff will not spend all day allocated to one child but will share with another Support Staff as appropriate
* Support Staff are to work with a variety of children through the day

**Role demarcation**

* Support Staff are valued members of the school team but they are not employed as qualified teachers and this should be borne in mind when they are allocated tasks.
* Support Staff do not mark whole class books
* Support Staff have allocated classes before and after school and during this time follow the direction of the teacher to prepare resources and contribute towards child observations and planning.
* Class teachers will direct Support Staff to work with specific children.
* Support Staff allocated to a particular child are expected to support them – plus the members of their group if appropriate, as directed by the teacher or SENCO, for the majority of sessions.
* Support Staff roles are set out in the TA and HLTA Standards shown in the appendix.

**Practice of Support Staff: interactions with pupils**

The quality of Support Staff interactions with pupils are the fine point of Support Staff deployment. Support Staff are employed to complement the work of the teacher and they support learning by:

* Instructional talk, and indirectly via talk that develops pupils’ ‘soft skills’ (e.g. independence, confidence, determination, resilience), they help pupils to ‘know what to do when they do not know what to do’.
* Support Staff should support children in transferring skills and knowledge from small group interventions, such as language groups, into the class room and other contexts.
* Support Staff should feedback to the child’s teacher and SENCO about progress in any small group intervention.
* Questioning children to enable/encourage them to work out the correct answer rather than supplying answers themselves.
* During whole-class delivery, Support Staff should be directed by the class teacher in how they will support their child/group. Teachers should be explicit in their expectations of Support Staff, this may differ from lesson to lesson or child to child. They should also have regard from feedback from Support Staff about their observations from working with individuals about what is the best approach.
* Ensuring that Support Staff ‘talk’ fits with other pedagogical strategies, such as student-directed learning or group work.

**Preparation for Support Staff**

 Induction:

* DBS checked
* They will be informed about key policies (particularly safeguarding) and where these can be found on the website.
* General practices and school day explained
* They will join the school performance management scheme. They will have three annual targets set and discussions around training needs in the initial meeting. The targets will be reviewed in a mid-year meeting and further training needs can be identified as necessary.

Training and professional development:

Children learn most effectively when we invest properly in the professional development of all our staff, and we recognise that our support staff will bring to the job a variety of skills and areas of expertise.

* Support Staff are supported to develop their practice by being offered training, guidance, peer coaching/mentoring and support from the SENCO, class teachers and line manager. TAs should make use of school resources to help with their CPD.
* Training and CPD opportunities are available to all Support Staff each year. This can be a mix of externally provided courses and in-house training.
* Support Staff receive training on specific areas in the weekly Support Staff meetings
* Support Staff receive additional training by working alongside a range of external professionals such as specialist teachers and speech and language therapists.
* Support Staff are able to ask about any training that they may wish to undertake and this will be taken into consideration in line with school needs and budget.

Day-to-day preparedness and feedback:

* Support Staff should ensure that they are familiar with the teacher’s plans for the lessons and that they are clear of their role and expectations. Lesson overviews will be sent via email no later than Sunday afternoon and will be available from the teacher throughout the week.
* Support Staff should feedback to teachers about the progress of any children they supported with the activity so that this can inform future planning.
* Teachers should communicate pre-lesson information at the start of each session (as far as is possible) or make arrangements to speak to Support Staff the evening before.
* Feedback from Support Staff to teachers should be timely and staff are encouraged to develop routines that support this.

Line management performance management (PM) processes:

* All Support Staff have a line manager who is responsible for their appraisal process
* The SENCO with the Headteacher is responsible for the deployment of Support Staff across the school.
* The PM cycle for Support Staff follows the appraisal process in place for teachers; targets and training needs are set in the first meeting (usually during late September); the mid-year meeting is held to discuss progress and training needs – observations both formal and informal feed into this process; the end of year meeting then summarises progress towards meeting targets.
* The appraisal process includes a ‘capability procedure’ for Support Staff where after consistent support and training, performance does not meet our high expectations.

**Monitoring the Support Staff policy**

* This policy is new to all staff, so after its implementation adherence to the Support Staff policy across the school will be monitored on a regular basis to support staff in adopting new procedures; there will be an annual review of the policy.
* Staff will be consulted informally during the year on how well the policy is working. It will also be addressed in the PM meetings and feedback will be provided to SLT so that further consultation can take place.