



**Corley Centre**

**Teaching Assistant Assessment against Corley Centre TA Standards**

NAME.....

GRADE PAY POINT.....

DATE.....

<p>Corley Centre Teaching Assistant Standards 2014</p>	<p><b>Guidelines for assessing Teaching Assistants to a level that is consistent with what should reasonably be expected of a Teaching Assistant in the relevant role and at the relevant stage of their career</b></p> <p style="text-align: center;"><b>Grade 4 P17-P23</b></p>
<p><b>PREAMBLE:</b> Teaching Assistants make supporting the education of students their first concern, and are assisting students to achieve the highest possible standards in work and conduct. Teaching Assistants act with honesty and integrity; are self-critical; forge positive professional relationships; and work with parents when necessary in the best interests of their students.</p>	<p>These standards should be consistently adhered to by any Teaching Assistant regardless of their level of experience.</p>

<p>Teaching Assistant Standards have been separated into three areas:</p> <ol style="list-style-type: none"> <li>1. Professional Attributes</li> <li>2. Professional Knowledge and Understanding</li> <li>3. Professional Skills</li> </ol>	<p>These standards should be consistently adhered to by any Teaching Assistant, regardless of their level of experience. It is expected that teaching assistants support teachers to ensure a classroom is a safe place, focused on learning. The Teaching Assistant should set goals in line with our Assessment Policy and as such challenge themselves and students to make progress in line with individual numerical targeted expectations. (Corley Centre Progress Model). The Teaching Assistant will act in a manner that is consistent with the Corley Centre Mission Statement.</p>
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1. Professional Attributes	
<p>1.1. Have high and realistic expectations of our students. Know and understand their academic levels and the level at which they function socially, with a commitment to helping them fulfil their potential.</p>	
<p>1.2. Be able to lead small groups of students who are identified as both more or less able.</p>	
<p>1.3. Establish fair, respectful, trusting, supportive relationships with children and young people and be a positive role</p>	

model at all times. Know and understand students' needs on an individual basis. Use established school strategies to achieve consistency.	
1.4. Support the development and effectiveness of working within a team, both in and outside of the classroom.	
1.5. Contribute towards the joint planning and evaluation of teaching and learning activities through effective use of PPA time.	
1.6. Provide effective support for colleagues, using PPA time to share resources, meet and discuss. Offer support to staff in areas of strength.	
1.7. Work in liaison with all staff, recognising the contribution that parents and carers can make to the development and well-being of our students. Read information that is shared and ask questions to gather further information if needed.	
1.8. Reflect, develop and share good practice whilst working with others.	
1.9. Through Performance Management, improve own knowledge and practice, responding to advice and feedback.	
1.10. Develop ability to self-reflect to improve own practice	
<b>2. Professional Knowledge and Understanding</b>	
2.1. Support students' learning activities by understanding the individual and being aware of behaviours and triggers that affect individual learning and progress.	
2.2. Support students' personal and academic development.	
2.3. Support students with communication and their individual interaction needs (Autism Awareness).	
2.4. Support teaching and learning in a curriculum area. (Subject specific TAs where possible).	
2.5. Participate in on-going ICT training to support learning activities.	
2.6. Know how the curriculum relates to the age and ability ranges of the students you support.	
2.7. Understand the objectives, content and intended outcomes for the learning activities in which you are involved.	
2.8. Through regular updates and staff training, know how to support students in accessing the curriculum in accordance with the Special Educational Needs.	
<b>3. Professional Skills</b>	
3.1. Provide support to other members of staff for learning activities.	
3.2. Promote positive behaviour. Model good social and communication skills and give appropriate support.	

<p><b>3.3. Contribute to the prevention and management of challenging behaviour in children and young people. Record both negative and positive incidents using school systems (Behaviour Watch). Always aiming to have a consistent approach.</b></p>	
<p><b>3.4. Through deep knowledge and understanding of Safeguarding procedures, help to keep children safe at all times.</b></p>	
<p><b>3.5. Promote students' well-being and ability to cope in demanding situations.</b></p>	
<p><b>3.6. Support Literacy and Numeracy activities across the curriculum.</b></p>	
<p><b>3.7. Facilitate students' learning and development through your role as a joint Mentor of a specific Mentor Group.</b></p>	
<p><b>3.8. Discuss with students what is important to improving attendance. Encourage and promote events in school.</b></p>	
<p><b>3.9. Support, prepare and declutter the learning environment to best support students with ASD.</b></p>	
<p><b>3.10. Support each student's individual special needs.</b></p>	
<p><b>3.11. Ensure students are behaving appropriately during unstructured times. Encourage and promote activities to keep them motivated and engaged.</b></p>	
<p><b>3.12. Provide and create informative, high quality displays, which support a particular curriculum, theme or activity.</b></p>	
<p><b>3.13. Where possible, volunteer to lead an extra-curricular activity.</b></p>	
<p><b>3.14. Help facilitate and invigilate tests and examinations.</b></p>	