

## LT2 Performance Management Policy

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## Our Learning Today Leading Tomorrow Multi-Academy Trust Vision

### Vision

Our vision is to build a group of outstanding schools across phases, including specialist provision, to become (a mid-size) Trust that provides vibrant and inclusive learning environments in which every member of the learning community is passionate about learning. The Trust is led by a CEO who works closely with Headteachers who lead the two schools supported by a central team to support finance, HR, estates, and governance.

### Mission

LT2 Trust and schools will have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills, and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we will educate and support all children attending LT2 schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant, and confident young people who are ready for the next stage of their lives.

### Values

The Trust Values underpin the mission and provide the basis on which LT2 schools can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

**Kindness** – The quality of friendliness, generosity, and consideration

**Collaboration** – The belief that working and learning with others will lead to greater success

**Curiosity** – A strong desire to know and to learn

**Resilience** – The ability to recover quickly and learn from the difficulties we face

**Respect** – To appreciate the importance of understanding and admiration for others and self

**Endeavour** – The belief that hard work is needed to achieve something of which we can be proud

### Definitions

- Where the word 'Trust' is used in this document it refers to The Learning Today Leading Tomorrow Trust.
- Where the words 'Trust Board' are used it refers to the board of Trustees who set the vision for the Trust and hold the executive leadership team to account for delivering the Trust's strategic plan.

## 1. Organisation and Responsibilities

### 1.1 Introduction

This procedure provides a framework for a clear and consistent assessment of employee performance, and for supporting staff development within the context of the Trust's plan for improving educational provision and performance. It should be read in conjunction with the Pay Policy, and it also explains the process for invoking the Capability Policy where there are serious concerns about an employee's performance that the performance management procedure has been unable to address. This procedure applies to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and newly qualified teachers during their induction year. It does not form part of any employee's contract of employment with the Trust and may be amended at any time (employees will be informed of any changes).

### 1.2 Legislation

There is no specific legislation pertaining to this policy although all decisions regarding performance management, pay and progression will be made in adherence with the Equality Act 2010.

### 1.3 Guidance under this Policy

The Head of HR is responsible for providing advice and guidance under this policy and reviewing and updating the policy as required.

### 1.4 Board of Trustees

**The Board of Trustees, as a corporate body, has the responsibility to set the strategic direction and objectives of all matters across the Trust.**

The Board of Trustees is responsible for ensuring that high standards of corporate governance are maintained.

The Chair of the Trust is responsible for managing the CEO, Trustees and Governors under this policy.

### 1.5 The Chief Executive Officer (CEO)

The CEO of Learning Today leading Tomorrow Trust (LT2):

- Takes overall responsibility for the implementation of policies and procedures
- Must provide reports as appropriate to Trustees in relation to this policy
- Ensure that sufficient resources are allocated and authorised within the organisations budget to meet statutory procedures and standards across the Trust
- Is responsible for managing the Headteachers and centrally appointed staff under this policy

### 1.6 Headteachers

Headteachers of LT2 schools are responsible for:

- The implementation of and compliance with this policy within their school ensuring competence in those staff who are responsible for and involved in the operation of this policy and associated guidance

- Identifying training needs
- Communicating this policy to all relevant people within the school
- Managing school-based teaching and associate staff under this policy

### 1.7 Senior and Middle Leaders (and other Supervisory Roles)

Although the Headteacher is responsible overall for the implementation of this policy in their school, managers have some specific responsibilities:

- Applying this policy within their own department and area of work
- Resolving any issues members of staff refer to them, informing the Headteacher of any issues to which they cannot achieve a satisfactory solution with the resources available to them
- Where required, conduct formal meetings, undertake relevant training in relation to this policy and ensure effective and competent operation of this policy

### 1.8 Other Employee Duties

All employees have a responsibility to:

- Comply with this policy and to co-operate with the schools' leadership and management on all matters relating to it
- Undertake any training recommended by their line manager

### 1.9 Related Policies and Procedures

- Capability Policy
- Pay Policy
- Career Stage Expectations

### 1.10 Review

This policy will be reviewed every three years.

These procedures have been agreed by the Board of Trustees, who will approve them whenever reviewed.

## 2. Performance Management

### 2.1 General Principles

Performance Management in this Trust will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will also help employees to improve their professional practice and to achieve their career aspirations. However, this does not override the need for the Trust to quality-assure the operation and effectiveness of the performance management system. The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

## 2.2 The performance management process

### 2.2.1 The performance management period

The performance management period will run for twelve months from September to August. Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

### 2.2.2. Appointing appraisers

In this Trust, the task of appraising the Headteacher, including the setting of objectives, will be carried out by the CEO, Chair of the Trust, and an external advisor. The Headteacher decides who will appraise other employees.

### 2.2.3 Setting objectives

Objectives for each employee will be set at or around the start of each performance management period. The objectives will be Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives, but if they cannot agree, the appraiser will determine the objectives. Objectives may be revised during the performance management period if circumstances change. It will usually be appropriate to include a professional development objective.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the objectives have been met. The objectives set for each employee will, if achieved, contribute to the Trust's plans for raising standards and improving the education provided to pupils.

### 2.2.4. Observations and other sources of evidence

The Trust believes that observation of classroom practice and other responsibilities is a useful way to assess employees' performance and to support Trust improvement more generally. All observation will be carried out in an open and supportive manner.

Teachers will be regularly observed, and all classroom observations will be carried out by those with QTS (Qualified Teacher Status). In addition to formal observations, the Headteacher or other senior leaders with responsibility for teaching standards may "drop in" on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal and "drop in" observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the Trust.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role, such as financial metrics or survey feedback.

### 2.2.5. Performance review and feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal interim review should also take place during the performance management cycle, to assess performance against objectives and consider whether any changes need to be made.

#### 2.2.6 Performance concerns and transition to capability

Where there are concerns about any aspects of an employee's performance, the appraiser or line manager will meet the member of staff to:

- Give clear feedback about the nature and seriousness of the concerns
- Give the employee an opportunity to comment on and discuss the concerns
- Decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training, or opportunities to observe best practice)
- Make clear how and when progress will be reviewed
- Explain the implications if no (or insufficient) improvement is made

This is not a formal meeting, but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the appraiser or line manager is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure.

#### 2.2.7. Annual assessment

Each employee's performance will be formally assessed at or around the end of each performance management period. The appraiser will invite the employee to a performance management meeting, and both the appraiser and the employee will be able to provide evidence as input to the discussion. Following the performance management meeting the employee will receive and will be able to append their own comments to a final written performance management report which will include:

- Details of the employee's objectives for the performance management period in question
- An assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards
- An assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them
- A recommendation on pay (which may include 'no progression' whether or not the teacher has been subject to formal or informal capability action)

As outlined in the Pay Policy, decisions regarding pay increases for all employees will be made with reference to the performance management report and the pay recommendation it contains. The assessment of performance and an employee's professional development needs will inform the setting of objectives for the following performance management period.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

## Appendix A – Teacher Performance Objectives and Standards

### Teacher Objectives

Teachers' performance is assessed against the career stage expectations as well as against their objectives. Objectives are likely to focus on:

- Impact on pupil progress
- Impact on wider outcomes for pupils
- Improvements in specific elements of practice, such as behaviour management or lesson planning
- Impact on effectiveness of teachers or other staff
- Wider contribution to the work of the school

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

### Teachers' Standards

All teachers at this Trust are expected to meet the relevant careers stage expectations in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their performance management. If the Trust has concerns that a teacher may not be meeting the careers stage expectations appropriate action will be considered under either the Disciplinary or Capability procedure.

### Headteacher's Standards

The National Standards of Excellence for Headteachers are intended to be a helpful tool for headteachers, those responsible for governance and aspiring headteachers. The following standards can be used by headteachers to shape their own practice and professional development, within and beyond the school; and can be used by governors, to inform the appraisal of headteachers.

The National Standards of Excellence for Headteachers are set out in four domains, beginning with a Preamble. There are four 'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

#### Domain One: Excellent headteachers: qualities and knowledge

Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, and members of the local community.



Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain Two: Excellent headteachers: pupils and staff

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice.

### Domain Three: Excellent headteachers: systems and process

Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.

Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, and valuing excellent practice.

Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff, and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### Domain Four: Excellent headteachers: the self-improving school system

Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## **Appendix B – Support Staff Performance Objectives**

Individual performance objectives for support staff will be set during the individual performance management meetings. These objectives should align with the career's expectation document overleaf.

## CORE LEVEL

<b>Job Role</b>	Teaching & Learning Support: Learning Support Assistant Teaching Assistant (less than 3 years' experience) Inclusion Support worker		
<b>Purpose of job role</b>	To support access to learning for children and young people and provide general support to the class teacher/senior staff in the management of children and young people in the classroom or any setting where teaching and learning takes place. Implement agreed work programmes to individuals / small groups both within and out of the classroom, enabling children and young people to access learning activities and structured programmes overcoming barriers to learning.		
<b>Typical responsibilities / accountabilities</b>	Works under direct instruction with well-defined instructions and systems/routines. Ability to use initiative to provide support to individuals and groups helping children and young people stay on task, preparing resources, setting up activities, monitoring and displaying work, supporting the class teacher in planning activities and in helping children and young people understand instructions, share observational finding, and contribute to the activities to support development		
<b>Typical Reporting Line</b>	Working under direct instruction of a class teacher and/or middle leader Potential supervision by a Proficient or Experienced member of staff		
<b>Supervisory Responsibility</b>	None		
<b>Knowledge and skills</b>	Demonstrable levels of numeracy and literacy skills equivalent to GCSE (A-C/4-9)		
<b>Experience</b>	1 - 3 years		
<b>Professional Standards – Teaching Assistants</b>	<b>Core 1</b>	<b>Core 2</b>	<b>Core 3</b>
<b>Personal and professional conduct</b>			
<p><b>All core level staff will:</b></p> <ul style="list-style-type: none"> <li>-Have proper and professional regard for the ethos, policies, and practices of the school in which they work as professional members of staff.</li> <li>-Demonstrate positive attitudes, values, and behaviours to develop and sustain effective relationships with the school community.</li> <li>-Have regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.</li> <li>-Uphold values consistent with those required from teachers by respecting individual differences and cultural diversity.</li> <li>-Commit to improve their own practice through self-evaluation and awareness.</li> </ul>			
<b>Knowledge and understanding</b>	<p>In advance of lessons, talk through planning with the class teacher and ensure subject knowledge is secure, asking for clarification where needed.</p> <p>With guidance, reflect on own practice and identify training needs.</p> <p>With guidance, develop understanding of a range of skills/support strategies in order to meet individual needs of pupils.</p>	<p>In advance of lessons, read through planning and ensure subject knowledge is secure, asking for clarification where needed.</p> <p>Liaising with school leaders, reflect on own practice and identify training needs.</p> <p>Demonstrate a range of skills/support strategies in order to meet individual needs of pupils.</p>	<p>Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.</p> <p>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.</p> <p>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.</p>
<b>Teaching and learning</b>	<p>With direct support from the teacher, adopt relevant strategies to increase the achievement of all pupils including, where appropriate, those with special educational needs and disabilities.</p> <p>Lead interventions, working alongside more experienced support staff, ensuring records are kept to track progress.</p> <p>With support, ensure pupils have access to learning tools which support their work, including SEND (Special Educational Needs and Disabilities) resources linked to ISPs.</p> <p>With support, ensure the teaching space and resources are organised and ready prior to each lesson.</p> <p>With guidance, provide feedback to the teacher about pupil progress following a lesson.</p> <p>With direct support, make adaptations within the lesson to ensure pupils can access the learning (e.g., breaking learning down into smaller steps, use of practical resources, brain breaks, repetition of key learning points...)</p>	<p>Adopt relevant strategies to increase the achievement of all pupils including, where appropriate, those with special educational needs and disabilities.</p> <p>Lead interventions, with guidance from more experienced support staff, ensuring records are kept to track progress.</p> <p>Ensure pupils have access to learning tools which support their work, including SEND resources linked to ISPs.</p> <p>Ensure the teaching space and resources are organised and ready prior to each lesson, including specific resources for individual pupils.</p> <p>Provide feedback to the teacher about pupil progress following a lesson, with suggestions for next steps and further support needed.</p> <p>With guidance, make adaptations within the lesson to ensure pupils can access the learning (e.g., breaking learning down into smaller steps, use of practical resources, brain breaks, repetition of key learning points...)</p>	<p>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.</p> <p>Lead interventions, ensuring records are kept to track progress.</p> <p>Ensure pupils have access to a range of learning tools which support their work, including SEND resources linked to ISPs.</p> <p>Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.</p> <p>Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of pupil performance and progress.</p> <p>Regularly make adaptations within the lesson to ensure pupils can access the learning (e.g., breaking learning down into smaller steps, use of practical resources, brain breaks, repetition of key learning points...)</p>

<p><b>Working with others</b></p> <p><b>All core level staff will:</b></p> <ul style="list-style-type: none"> <li>-With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.</li> <li>-Understand their responsibility to share knowledge to inform planning and decision making.</li> <li>-Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.</li> </ul>	<p>With direct support, communicate with parents/carers and other professionals regarding individual pupils.</p>	<p>With guidance, communicate with parents/carers and other professionals regarding individual pupils.</p>	<p><i>Recognise and respect the role and contribution of other professionals, parents, and carers by liaising effectively and working in partnership with them.</i></p> <p><i>Communicate 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.</i></p>
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# PROFICIENT LEVEL

<b>Job Role</b>	Teaching & Learning Support: Teaching Assistant (3+ years' experience) Teaching & Learning Support: Curriculum Support Specialist Teaching & Learning Support: SEMH (Social Emotional Mental Health) mentor		
<b>Purpose of job role</b>	To support access to learning for children and young people and provide general support to the class teacher/senior staff in the management of children and young people in the classroom or any setting where teaching and learning takes place. This could be children with particular needs such as SEMH needs or within a specialist curriculum area. To implement agreed work programmes to individual's / small groups both within and out of the classroom, enabling children and young people to access learning activities and structured programmes overcoming barriers to learning.		
<b>Typical responsibilities / accountabilities</b>	Works under direct instruction with well-defined instructions and systems/routines. Ability to provide support with individuals and groups helping children and young people stay on task to enable them to access and undertake pre-set learning. Assist students to overcome social and emotional barriers to learning to raise aspirations and self-esteem. Ability to plan, organise, resource, and oversee activities such as lunchtime sporting activities. May manage care and activity out of school hours, encouraging participation. Deal with immediate difficulties or report any difficulties unable to overcome to a more senior colleague. Contribute to the management of children and young people's behaviour, dealing with any disruption and subsequently report and provide feedback to the class teacher. Providing cover supervision during a teacher's short-term absence where pupils undertake pre-prepared work.		
<b>Typical Reporting Line</b>	Working under direct instruction of the class teacher and/or middle leader		
<b>Supervisory Responsibility</b>	May supervise in class for short periods of time and/or direct CORE level staff		
<b>Knowledge and skills</b>	Demonstrable levels of numeracy and literacy skills equivalent to GCSE (A-C/4-9) Hold relevant qualification at a level equivalent to National Qualification Framework Level 3 or relevant vocational qualification.		
<b>Experience</b>	3+ years' experience		
<b>Professional Standards – Teaching Assistants</b>	<b>Proficient 1</b>	<b>Proficient 2</b>	<b>Proficient 3</b>
<b>Personal and professional conduct</b>			
<p><b>All proficient level staff will:</b> 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.</p>			
<b>Knowledge and understanding</b>	<p>Deal with immediate difficulties and report any difficulties unable to overcome to a more senior colleague.</p> <p>Demonstrate effective practice to other colleagues, through being observed, disseminating key points from professional development, and supporting less experienced members of staff.</p>	<p>Contribute to the management of children and young people's behaviour, dealing with any disruption and subsequently report and provide feedback to the class teacher/senior leaders.</p> <p>Demonstrate effective practice to other colleagues, through being observed, sharing expertise in staff training, and supporting less experienced members of staff.</p>	<p>Provide a role model to others in the management of children and young people's behaviour, dealing with any disruption and subsequently report and provide feedback to the class teacher/senior leaders.</p> <p>Demonstrate effective practice to other colleagues, leading staff training and mentoring less experienced members of staff.</p>
<b>Teaching and learning</b>	<p>Support pupils with specific needs, including those with learning/cognition and SEMH needs, enabling them to access the curriculum and classroom activities.</p> <p>Adopt a range of strategies to enable pupils to overcome social and emotional barriers to learning and raise aspirations / self-esteem.</p> <p>Lead the whole class for short sessions (e.g., reading, register) and group activities (within a lesson or interventions)</p>	<p>Demonstrate expertise in the support of pupils with a wide range of specific needs, including those with learning/cognition and SEMH needs, enabling them to access the curriculum and classroom activities.</p> <p>Effectively utilise and model to other staff a range of strategies to enable pupils to overcome social and emotional barriers to learning and raise aspirations / self-esteem.</p> <p>Lead the whole class for short sessions (e.g., reading, register) and plan, organise, resource, and oversee group activities (e.g., intervention sessions, after school clubs, lunchtime sporting activities)</p>	<p>Lead by example and guide other staff in the support of pupils with a wide range of specific needs, including those with learning/cognition and SEMH needs, enabling them to access the curriculum and classroom activities.</p> <p>Support other staff in utilising a wide range of strategies that enable pupils to overcome social and emotional barriers to learning and raise aspirations / self-esteem.</p> <p>Provide cover supervision during a teacher's short-term absence where pupils undertake pre-prepared work.</p>

<p>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.</p>			
<p><b>Working with others</b></p> <p><b>All proficient level staff will:</b> 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.</p>			

# EXPERIENCED LEVEL

<b>Job Role</b>	Higher Level Teaching Assistant Classroom Supervisor/ Cover Supervisor EAL (English as an Additional Language) Co-ordinator Specialist Teaching & Learning Support: SEMH mentor (Higher Level/ experienced) Inclusion Co-ordinator		
<b>Purpose of job role</b>	Work across the curriculum for job role, acting as specialist/higher level teaching assistant/coordinator for specific subjects or departments (e.g. Inclusion) or specific groups of children (e.g. children with SEMH or EAL). Likely to involve helping to plan lessons and develop support materials. Work closely with teachers, complementing their role and allowing them more time to develop each pupil to their potential. To lead the implementation of agreed work programmes to individual's / small groups both within and out of the classroom, enabling children and young people to access learning activities and structured programmes overcoming barriers to learning including children and young people with particular needs such as SEMH or EAL needs		
<b>Typical responsibilities / accountabilities</b>	May allocate day-to-day tasks to other staff requiring supervisory responsibility. Assumes prior demonstration of competence of Teaching and Learning support and will almost certainly contain some specialist tasks such as working with young people who have EAL or SEMH needs. Working under agreed system of supervision of a teacher who need not be present at the time. Complement the professional work of teachers by taking responsibility for agreed learning activities. Will be required to work independently devising and delivering individual and/or group support programmes to improve and develop learning skills. Support pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. in planning, preparation, and assessment (PPA) time or short-term absence undertaking elements of 'specified work.' Ability to contribute to the maintenance and analysis of records of children and young people's progress. Management of provision within an inclusion environment.		
<b>Typical Reporting Line</b>	Working under the direction of a teacher or middle leader/senior teacher/phase leaders		
<b>Supervisory Responsibility</b>	Is able to supervise a class in the absence of a teacher for periods including whole days		
<b>Knowledge and skills</b>	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C/4-9). Hold relevant qualification at a level equivalent to at least National Qualification Framework Level 3. Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area. Has necessary skills for communicating learning to, motivating groups, classes, and those with additional needs Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Working knowledge of national and/or foundation stage curriculum and other relevant learning programmes/strategies. Understanding of principles of child development and learning processes.		
<b>Experience</b>	Significant experience in a teaching and learning or pastoral role in a school setting		
<b>Professional Standards – Higher Level Teaching Assistants</b>	<b>Experienced 1</b>	<b>Experienced 2</b>	<b>Experienced 3</b>
<b>Professional Attributes</b> <b>All experienced level staff will:</b> <ol style="list-style-type: none"> <li>Have high expectations of children and young people with a commitment to helping them fulfil their potential</li> <li>Establish fair, respectful, trusting, supportive and constructive relationships with children and young people</li> <li>Demonstrate the positive values, attitudes, and behaviour they expect from children and young people</li> <li>Communicate effectively and sensitively with children, young people, colleagues, parents, and carers</li> <li>Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people</li> <li>Demonstrate a commitment to collaborative and cooperative working with colleagues</li> <li>Improve their own knowledge and practice including responding to advice and feedback</li> </ol>	<p>Communicate with staff and parents/carers of individual pupils and offer strategies/advice around their specialist area of expertise (e.g., SEMH, specific learning needs)</p>	<p>Alongside school leaders, disseminate resources/advice to support staff and parents/carers around their specialist area of expertise (e.g., newsletters, workshops...)</p>	<p>Take the lead on disseminating resources/advice to support staff and parents/carers around their specialist area of expertise (e.g., newsletters, workshops...)</p>
<b>Professional Knowledge and Understanding</b> <b>All experienced level staff will:</b> <ol style="list-style-type: none"> <li>Understand the key factors that affect children and young people's learning and progress</li> <li>Know how to contribute to effective personalised provision by taking practical account of diversity</li> <li>Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people</li> <li>Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy</li> <li>Know how to use ICT to support their professional activities</li> <li>Know how statutory and non-statutory frameworks for the</li> </ol>	<p>Personalise provision for pupils with specific needs, including vulnerable groups such as PP/EAL in your area of expertise.</p> <p>Demonstrate a secure subject knowledge for the phase they teach in or their particular area of expertise.</p> <p>Demonstrate a working knowledge of key legislation, including statutory curriculum guidance, SEND code of practice and other frameworks relevant to their role and setting.</p>	<p>Support others in personalising provision for pupils with specific needs, including vulnerable groups such as PP/EAL in your area of expertise.</p> <p>Demonstrate a secure subject knowledge for the phase they teach in or their particular area of expertise and how this links to the wider picture (eg. younger/older age range)</p> <p>Demonstrate and share with others a working knowledge of key legislation, including statutory curriculum guidance, SEND code of practice and other frameworks relevant to their role and setting.</p>	<p>Take a lead on ensuring staff personalise provision for pupils with specific needs, including vulnerable groups such as PP/EAL in your area of expertise.</p> <p>Demonstrate a secure subject knowledge across the primary/secondary phase within their particular area of expertise.</p> <p>Support others in gaining a working knowledge of key legislation linked to your area of expertise.</p>



<p>school curriculum relate to the age and ability ranges of the learners they support</p> <p>14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved</p> <p>15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and equalities legislation</p> <p>16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice</p>			
<p><b>Professional Skills - Planning and Expectations</b> <b>All experienced level staff will:</b></p> <p>17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities</p> <p>18. Use their area(s) of expertise to plan their role in learning activities</p> <p>19. Devise clearly structured activities that interest and motivate learners and advance their learning</p> <p>20. Plan how they will support the inclusion of the children and young people in the learning activities</p> <p>21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities</p>	<p>With support, plan and lead clearly structured activities that interest and motivate learners and advance their learning.</p> <p>Use a range of evidence-based strategies to effectively support pupils, both individually, in groups and whole classes.</p> <p>With guidance from the teacher, ensure that any session being led follows curriculum guidance and has clear learning intentions and outcomes.</p> <p>Plan for and use a range of strategies to support pupils with a wide range of needs, including SEND, in accessing the curriculum.</p> <p>With support, ensure pupils have access to a range of resources which support their needs and enable learning.</p>	<p>Plan and lead clearly structured activities that interest and motivate learners and advance their learning.</p> <p>Be confident in using a range of evidence-based strategies to effectively support pupils, both individually, in groups and whole classes.</p> <p>Ensure that every session being led follows curriculum guidance and has clear learning intentions and outcomes.</p> <p>Plan for and use a wide range of strategies to support pupils with the highest needs in accessing the curriculum.</p> <p>Ensure pupils have access to a range of resources which are linked to their needs and interests to support their learning.</p>	<p>Support others in planning and leading clearly structured activities that interest and motivate learners and advance their learning.</p> <p>Demonstrate to others a range of strategies to effectively support pupils, both individually, in groups and whole classes.</p> <p>Ensure that any session being led follows curriculum guidance with clear learning intentions/outcomes and takes into account the prior/future learning.</p> <p>Support others in planning for and using a wide range of strategies to support pupils with the highest needs in accessing the curriculum.</p> <p>Support others in ensuring pupils have access to a range of resources which are linked to their needs and interests to support their learning.</p>
<p><b>Professional Skills - Monitoring and Assessment</b> <b>All experienced level staff will:</b></p> <p>22. Monitor learners' responses to activities and modify the approach accordingly</p> <p>23. Monitor learners' progress in order to provide focused support and feedback</p> <p>24. Support the evaluation of learners' progress using a range of assessment techniques</p> <p>25. Contribute to maintaining and analysing records of learners' progress</p>	<p>With support, use a range of assessment strategies to monitor pupil progress and use this to adapt their approach, both within and in subsequent sessions.</p> <p>With support, use a range of feedback strategies to enable pupils to make progress, following school policies where appropriate (eg. marking policy)</p> <p>With guidance, keep records to help keep track of and evidence impact of pupil progress, using these to inform future sessions.</p>	<p>Use a range of assessment strategies to monitor pupil progress and use this to adapt their approach, both within and in subsequent sessions.</p> <p>Use a range of feedback strategies to enable pupils to make progress, following school policies where appropriate (eg. marking policy)</p> <p>Keep records to help keep track of and evidence impact of pupil progress, using these to inform future sessions.</p>	<p>Support others to use a range of assessment strategies to monitor pupil progress and use this to adapt their approach, both within and in subsequent sessions.</p> <p>Support others to use a range of feedback strategies to enable pupils to make progress, following school policies where appropriate (eg. marking policy)</p> <p>Support others to keep records to help keep track of and evidence impact of pupil progress, using these to inform future sessions.</p>
<p><b>Professional Skills - Teaching and Learning Activities</b> <b>All experienced level staff will:</b></p> <p>26. Use effective strategies to promote positive behaviour</p> <p>27. Recognise and respond appropriately to situations that challenge equality of opportunity</p> <p>28. Use their ICT skills to advance learning</p> <p>29. Advance learning when working with individuals</p> <p>30. Advance learning when working with small groups</p> <p>31. Advance learning when working with whole classes without the presence of the assigned teacher</p> <p>32. Organise and manage learning activities in ways which keep learners safe</p> <p>33. Direct the work, where relevant, of other adults in supporting learning</p>	<p>With support, use a range of strategies to promote positive behaviour, following school policies and systems.</p> <p>With support, direct the work of other adults within the session to support learning.</p>	<p>Use a range of strategies to promote positive behaviour, following school policies and systems.</p> <p>With support and within your area of expertise, direct and guide the work of other adults to support learning.</p>	<p>Support others in using a range of strategies to promote positive behaviour, following school policies and systems.</p> <p>Within your area of expertise, direct and guide the work of other adults to support learning.</p>