**Greenside School Class Staff Progression (excluding Qualified Teachers)**

**Expectations and progression guidance – April 2024**

**Introduction**

Greenside employs a number of staff who work in the classroom, all of whom have different levels of experience and support learning in a range of ways. This document is a guide for employees to understand what is expected of them at each level, what the expectations are as you progress through the grades (if applicable) and how to progress further. Some roles involve leading small groups or classes and some teaching and learning delivery (rather than support). We can use H5’s at Greenside to ensure we offer experiences and personalised learning opportunities to all our learner. Those leading T&L at times in the day will be supported to achieving the Tutor Standards

This document includes a summary of expectations (Appendix 1) which outlines the difference between these roles in the school. It also includes our Tutor Standards (Appendix 2), which supports expectations for teaching and learning.

**Teaching Assistants (H2/H3/H4) - The difference is set out in the Pay Scales documentation**

When first employed at the school a starting grade is set dependent on experience and role. Each ‘H grade’ has a number of pay points. A TA starting on H3, would move through these pay scales (bi-annually) depending on performance and attendance data (gathered during the Appraisal cycle). At the top of the scale - progression stops.

**Class leads (H5) - How can I achieve this?**

Small classes at Greenside can be led by an Tutor (H5) these are supported by a qualified mentor/buddy and is a good way to gain experience before training to become qualified. As the H5 role is that of a class lead (Tutor), you will expected to lead a class and meet the Tutor Standards (Appendix 2). This H5 role is seen a transitional role to becoming a Teacher, many complete part-time degrees or apply for teaching training within three years of starting a H5 role. The role is often given as a fixed opportunity. The amount of H5 roles are decided often for September, but can have opportunities in-year. Sometimes TA’s will step down form being a H5, if the school does require this position in the school.

Unqualified Teachers are those H5 Tutors who, for many reasons, do not train to become teachers but can lead a class well. It is grade with a number of scales, like TAs grades can be progressed through biannually – depending on performance and attendance.

**How can I apply to progress up a grade?**

H3 is the main role within the school and your role sets this as your core expectations. TAs need to apply to move within the pay grades (see below) and show they can meet the required expectations in another pay grade. A handy ‘am I ready’ guide is included (Appendix 3) to support the decision. Any TA can apply in May each year to move a grade. The process is combined with our Appraisal meetings, at this meeting, opportunity to either move through the pay scale or to move a pay band are discussed. Clear criteria need to be met. H4/H5 roles are limited in number and are not an automatic progression. They can flex to needs of the school. Attendance is an important part of any movement through grades as staff need to ensure they are present and delivering the expectations. Depending on performance/attendance, you could move down a pay grade if you are not meeting expectations at this level (or required to by the school). The process does not mean you have to be at the top of a pay grade, for example you could apply to move two pay grades – if you believe you can (and the school needs) an employee at that position. This means a committed TA could move up the pay grades through gaining experience in a shorter time period.

**Appendix 1**

**Greenside School Teaching Staff (excluding QTS) – Expectations – A summary**

* *Be aware of and follow Greenside’s policies and procedures. Particularly with regard to child protection, health & safety and behaviour management, confidentiality and data protection*
* *Be aware of children’s safeguarding procedures, including where and when to record incidents and disclosures.*
* *Be aware of and support the different learning needs and ensure that learners have equality of access to opportunities to learn and develop.*

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| **Professional Standards**  **Across all Grades** | **H2 -MSA role** | **H3 – TA role**  As per H2 plus | **H4 (Specialist Teaching Assistant)**  As per H3 plus | **H5 - Class Lead**  As per H3 – H4 plus | **Unqualified Teacher**  H5 plus |
| **Relationships with colleagues**   * Positive and supportive * Professional   **Relationships with other professionals**   * Work cooperatively with outside professionals such as Physio, Occupational, Speech and Language and Music Therapists   **Relationship with parents**   * Maintain a professional relationship with parents both in meetings and over the phone. | Work effectively as part of a team.  Develop and foster positive relationships within the class team.  Share responsibilities across the team to ensure all team members feel supported.  Remain positive with colleagues in pressurised situations.  Work within the class team to quickly resolve any concerns. | Ensure all colleagues feel supported when working with individuals or small groups of students.  Ensure that all staff in the team understand school policies  Can demonstrate successful and sustained practice across the whole school.  Communicate information clearly in home school books, as directed by teacher. | Develop and maintain supportive relationships with parents/carers.  Work collaboratively with other agencies and professionals, as necessary to meet the personal and educational needs of individual learners.  Coach and train other colleagues to support learners in a specific curriculum area. | Lead a set class in the school  Plan lessons (with guidance) and deliver these  Gather and assess progress of learning  With support review EHCPs and other class paperwork | To be able to lead different classes across the school  Show flexibility in approach to adapt to the needs of the school  To lead EHCPs and other meetings independently with limited support |
| **Engagement with learners**   * Appropriate, positive and motivating * Good role model * Challenging where appropriate * Good clear communication | Communication – use of functional signing to support learner understanding.  Attending to learners communicative efforts and trying to understand their attempts.  Use of intensive interaction | Planning sessions or leading sessions for small groups under the direction of the teacher.  Increased knowledge of how to promote and develop communication skills  Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. | Lead whole groups in particular curriculum activities and the class for agreed periods.  Planning and leading sessions with small groups or classes | Lead classes | Lead classes confidently over sustained period |
| **Contribution to learning**   * Support learners appropriately to achieve learning outcomes * Promote independence * Feedback to learners and teacher. | Work with individual learners and small groups on delegated tasks.  Provide learning support to individual or small groups of children as directed by the class teacher.  Encourage learners to complete tasks as independently as possible.  Provide feedback to teaching and other staff on learners’ progress and achievements against their targets.  Support all aspects of learning, including swimming | |  | | --- | | Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of learners, using support strategies appropriate to the needs of learners, providing feedback and liaising over problems.  Contribute to the intellectual and social development of learners and work with individual children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed.  Prepare, maintain and deploy appropriate resources, materials and equipment. | | Contribute to the planning of lessons and work programmes, the devising of activities and target setting. |   Contribute to the monitoring, recording and assessment of learner progress through observation and questioning, against learner targets. | Facilitate the intellectual and social development of learners, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas.  Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including IT, to assist in teaching.  Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.  Contribute to the planning of teaching and learning for the whole class and/or individual learners on a short, medium and long-term basis.  Keep detailed records of individual’s progress.  Coach and train others in these strategies.  Contribute significantly to the planning of teaching and learning for the whole class and/or individual learners. | In conjunction with senior lead plan lessons, ensure good / outstanding teaching and learning (based of DfE teacher standards)  Contribute to the monitoring, recording and assessment of learner progress through observation and questioning, against learner targets. | To lead good/ ousstandign teaching with limited support |
| **Uses IT to support learning**   * Able to use programmes and devices to support learning * Complete a range of classroom IT related tasks e.g. downloading photos for R of A | Able to support learners using IT in the classroom.  Be able to load and use the Internet, Basic Word, Communicate in print , Evidence for Learning | Able to make resources, as directed by the teacher, using a range of software available in school including:   * Communicate in Print * Evidence for Learning   Be able to upload photographs/videos from the class camera and store in the agreed location  Able to create and insert photographs and text into Word in order to produce Records of Achievement, End of Year reports, etc. | Able to make resources suitable for supporting a range of students, using a range of software available in school including:   * Communicate in Print * Evidence for Learning   Train colleagues to use software to support learning and to make resources | Confidently use IT in the school and coach others | Confidently use IT in the school and coach others |
| **Safe engagement in physical activities**   * Personal care * Moving and handling * Assisting with eating and drinking * Medical interventions * Swimming * Community visits and trips | Support the implementation of children’s individual programmes for managing. their physical and personal care needs as directed by health professionals e.g. physiotherapist  Read and implement guidance re: individual learners Risk reduction plans, Moving and Receive training in medical needs for individual learners, undertake interventions to support specific learners  Handling guidance, Physiotherapy reports, OT reports, Speech and Language therapy reports, Behaviour Support plans, etc.  Having completed M and H training, carry out moving and handling manoeuvres safely alongside colleagues.  Having completed  Herts training implement any positive handling procedures in line with behaviour team guidance.  Support learners with personal care, maintaining the student’s dignity and adhering to good practice in terms of safeguarding.  Accompany teachers on school visits, assisting in the supervision of children. | Contribute to updating Learner risk reduction plans, Moving and Handling guidance and Behaviour Support plans.  Organise and lead on regular community visits to the library, shops and supermarket with small groups of students.  Participates in Swimming, PE, and Physiotherapy under the guidance of the class teacher/ relevant professional. | Organise and lead school visits.  Leads training in Moving and handling, | Organise and lead school visits where appropriate for the specific curriculum area.  Complete relevant risk assessments and logging appropriate visits on Evolve.  Complete the necessary risk assessments for their subject area. | Organise and lead school visits where appropriate for the specific curriculum area.  Complete relevant risk assessments and logging appropriate visits on Evolve.  Complete the necessary risk assessments for their subject area. |

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| **Contributes appropriately to classroom organisation**   * Follows daily routines without prompting * Helps maintain a safe, healthy environment * Contributes to creating an appealing classroom environment e.g. displays * Uses initiative | Helping to maintain the order and cleanliness of the classroom environment - Collect, organise and return resources as directed by the class teacher. | Assists the teacher by creating rotas and job lists for colleagues and students.  Plans and creates classroom and corridor displays.  Plans and creates resources to support learning.  Assist in classroom preparations and presentations including creating resources as directed by the class teacher.  Put up displays in the classroom and on designated corridor boards under instruction from the class teacher  Organise and where appropriate make resources. | Maintain/ manage specialist resource area - Art stock cupboard, Music resources, Bikes, Sensory circuit equipment, Soft play room,  ICT room, Sensory room. | Organise and where appropriate make resources to support the specific curriculum area.  .  Ensuring the safety and maintenance of the environment in which they work. | Organise and where appropriate make resources to support the specific curriculum area.  .  Ensuring the safety and maintenance of the environment in which they work. |
| **Other responsibilities**   * Training undertaken * Lessons/activities organisation | Attend all relevant staff and parent meetings and in-service training. | Contribute to the organisation and planning of lessons and classroom activities | Have an area of specific responsibility in line with the School Development Plan. | Support training of staff and cascade information on area of responsibility. | Sometimes lead training of other staff I the school |

**Appendix 2**

Greenside Tutor Standards

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| Tutor Standard  Tutors must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. | |
| A | **Plan and teach well**  1- Set high expectations which inspire, motivate and challenge learners  2-Set goals/targets that stretch and challenge learners  3-To set activities and tasks that encourage independence  4-To plan in a way that looks forward and supports a long term vision for the learners  5-To use a range of strategies in the classroom to ensure learners understand what is being taught. |
| B | **Use of Assessment**  1-To use known assessment tools to track progress in the classroom and beyond  2-To be confident in understanding what progress looks like for the learners in your class  3-When possible to give learners feedback and to assess learning throughout learning opportunities  4-To monitor the use of assessment systems to consistently track progress  5-To use assessment to identify next steps that are shared with both teams and parents |
| C | **Manage risks**  1-To be confident in using de-escalation strategies in the school.  2-To be a role model in the use of de-escalation  3-To be able to record, monitor and track incidents of risk shown by the learners and put in place strategies to reduce their frequency  4-To be able to assess risk in the school environment and to record and pass on concerns |
| D | **Knowledge**  1-To attend and contribute to learning opportunities for tutors  2-To value ‘self-learning’ and be happy to research new educational ideas and approaches  3-To endeavour to increase knowledge and approaches to working with learners with complex SEND  4- To reflect systematically on the effectiveness of lessons and approaches to teaching – conducting research to support decisions |

Appendix 3

‘Am I ready to progress to the next grade?’

The tick box tables below can help you decide if you are ready:

H4

|  |  |
| --- | --- |
| H4 | Y/N |
| Have I worked in current role for at least 1 year |  |
| Have I met my Appraisal targets on the previous year |  |
| Am I able to demonstrate good practice in moving and handling and show other less experienced staff what to do |  |
| Am I able to support pupils with Therapeutic approaches to support learners in crisis and able to show other staff what to do |  |
| Am I able to adapt and move around the school to a range of classes (unless RA restricts movement) |  |
| Have I completed all available training and am pro-active in ensuring I catch up if any are missed |  |
| Am I able to run the classroom for short periods without the class lead |  |
|  |  |
| Am I able to use a computer to make symbols and access programs used for T&L (i.e. IWB, EfL) |  |

H5

|  |  |
| --- | --- |
| H5 | Y/N |
| Have I worked in my current roles for at least 1 year |  |
| Have I met and exceeded progress on the previous year’s appraisal |  |
| Am I able to deliver quality T&L sessions – observed by a leader in the school |  |
| Am I confident in using computer programs and can I support others |  |
| Am I adaptable to the school needs and understand a H5 could be to work across the school |  |
| Am I committed to learning the subject knowledge I will need for teaching and learning in the class room |  |