

Teaching Assistant  
Review Update -  
Headteachers and TA  
**review members Briefing**  
July 2012

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# 1. Teaching Assistant Review Outcome – implementation date 1 October 2012.

## 1. Executive Summary

This paper provides Head-teachers and Governing Bodies with an update on the Teaching Assistant Review outcomes. As the new individual role profiles have been agreed by the stakeholders of the working party, which included Teaching Assistants, representatives from Trade Unions, Head-teachers and County Council members and officers, there will not be any further changes to the outcomes. This is a positive outcome and we are moving forward to the implementation phase so that everything is in place for an implementation date of 1 October 2012. An implementation plan will be communicated shortly.

## 2. Background

A working group was formed to address concerns raised during the Single Status process for Teaching Assistants. At all grades a number of issues came to light regarding the currency of the job profiles, deployment to specified work, multiplicity of grades and matters relating to career progression. The issue around specified work had become blurred and across the county there are inconsistencies in interpretation of what constitutes supervision of Teaching Assistants.

The review group was tasked with researching the issues and presenting findings to the Single Status Board. The issues the working group were invited to consider were:

- The development of concise updates of responsibilities, aligning Cumbria's current 5 levels within the teaching assistant groups more with the national picture. Defining role responsibilities and determining the levels of posts needed and the role characteristics for each level, taking into account specified work and appropriate qualifications for each level.
- Creating a Cumbria countywide definition of Under Supervision specified work and the definition of supervision and performance management and how in the future we would ensure that it is delivered by those roles permitted to carry it out.
- Continuous professional development – identifying training and development needs and how we provide opportunities for practice and working towards qualifications with the need to be transparent in any new role characteristics of how career progression is to be achieved.

The working group divided into 3 work streams; Job profiles, Career progression and “Specified work”/Supervision. During the course of these three substantive conversations other matters were also considered.

## 3. Outcomes

Outlined below are the outcomes in relation to the 3 key issues reviewed and other matters considered by the working group.

The development of concise updates of responsibilities:

- 1 Move from 5 grades to 4:
  - o The new structure is: Teaching Assistant, Senior Teaching Assistant and Higher Level Teaching Assistant (HLTA) and HLTA with management responsibility.
  - o This removes the grades of Classroom Assistant and Principal Teaching Assistant. These two grades would be assimilated into the roles of TA and HLTA (S) respectively.
- 2 Each **Individual Job Profile** has been updated to include the required duties for each grade. This has taken into account expectations of the role, national guidance and practice from other LAs.
- 3 The result of this reconfiguring of duties and expectations is a change in the base grade allocated to each role as follows on the next page:

Current base profile			Revised base profile	
Role	Profile PC&D	Number of employees within each role (including schools)	Role	Profile PC&D
Classroom Assistant	1A	163		
Teaching Assistant	2A	909	Teaching Assistant	2.5A
Senior Teaching Assistant	2.5A	1665	Senior Teaching Assistant	3A
Higher Level Teaching Assistant	3A	437	Higher Level Teaching Assistant  Higher Level Teaching Assistant (with Management Responsibility)	4A  4S
Principal Teaching Assistant	4S	49		

Note: The actual number of staff within each job role above is an estimate based upon the % of EIA returns received in October 2011.

- See enclosed “Overall affect of Teaching Assistant Review” for worked examples.
- No change was proposed to awarding additional job evaluation points for SEN and other job specific working circumstances (JWCs) however, the guidance and exemplification has been strengthened to better support Headteachers in their allocation.

### Creating a Cumbria countywide definition of Under Supervision specified work.

The legal definition of specified work and who can do it was adopted by the group.

What constituted “under supervision” was agreed and added to role profiles as appropriate. The group was keen to ensure consistent application of these agreed definitions.

These can be found in the enclosed documents “Specified work and definition of supervision for support staff in schools” and **“Specified work and definition of supervision for centrally employed support staff who work in schools.”**

### Continuous Professional Development

Working with the University of Cumbria and the FE Colleges we have devised a progression pathway for TAs, Senior TAs and HLTAs which ensures that all have opportunities to develop their skills and to receive appropriate career development. See enclosed **“Professional Development Framework of Opportunities for Learning & Teaching Support Staff”**

The key change here is that all HLTAs are expected to be qualified as HLTAs before the end of September 2012.

- Currently we estimate 100 staff paid as HLTAs have not qualified against the 33 National Standards. (estimate is based on the responses received from schools - 40 have not responded);
- The accreditation process to become an HLTA is in 2 parts. Part one – preparation (undertaken by the University of Cumbria and FE Colleges) and part 2 assessment – undertaken by Carnegie College (Leeds Met);
- The County Council will make provision for these colleagues to undergo preparation and assessment;
- The first opportunity for this is in April, however, one day orientation courses “Approaching HLTA Status” are available from 13th March. Schools have already been notified of these events.

**TO ENABLE US TO DO THIS WE NOW NEED CONFIRMED DETAILS OF HLTAS AND PRINCIPAL TAS WHO DO NOT HAVE THE ACCREDITATION. PLEASE USE THE ENCLOSED FORM AND RETURN TO HILARY PEATFILED BY 30th March 2012.**

- Qualified HLTAs will be expected to undertake specified work, under supervision as set out in law for specified work and in CCC guidance on what constitutes under supervision.
- Senior Teaching Assistants will be expected to undertake appropriate elements of specified work – detailed in the Individual Job Profiles – under supervision.

#### **4. Other outcomes**

The standard contract for TAs will be 39 weeks, made up of 38 weeks during term-time and 5 days for INSET.

As part of the review duties relating to contact and non-contact time have been clearly defined by the working group. Senior and Higher Level teaching assistants will be required to undertake planning and preparation activities in addition to contact time with children. A minimum of 10% of their working time must be allowed for these non-contact activities. If a HLTA works 32.5 hrs the minimum planning and preparation time would be 3 ¼ hrs. For all types of TAs the total number of hours contracted to work will be made up of contact and non-contact time.

The group discussed the Cardiff Banked Hours Model and rejected it, preferring to propose that Headteachers are best placed to assess business need to increase TA hours to a maximum 37 per week. In schools where the business need warrants additional hours this would, therefore, be at Headteachers' discretion.

Teaching Assistants will not be required to undertake planning and preparation duties, but their role will be expanded to include the other activities. Governing bodies will have flexibility to determine how best to deploy the range of duties the TA will be expected to undertake.

The maximum number of hours that any type of teaching assistant would normally be contracted to work will be the Council's standard hours of 37 per week.

For any staff who work less than 37 hrs per week their salary will be adjusted to reflect those part-time weekly hours.

The number of full-time weeks per year is 52 and therefore salaries and annual leave entitlement will also be adjusted to reflect the number of weeks actually worked with the standard weeks worked normally being 39 plus pro-rata annual leave.

## 2. Role Profiles

### Individual Role – Unique Characteristics

#### Teaching Assistant

This document is to be used in conjunction with the Job Family generic role profile

<b>Directorate / School</b>	Children's Services and Schools
<b>Unit / Team</b>	
<b>Job Title</b>	Teaching Assistant
<b>Job Family Role Profile Level</b>	
<b>Date</b>	March 2012
<b>Post Group Number</b> (to be added by Pay and Reward team)	

#### Purpose

1. Under the supervision of teachers/senior staff, undertake a range of varied tasks to support teaching, learning and care by working with individuals or small groups of pupils.
2. Roles at this level will not be expected to carry out any specified work.

#### Key responsibilities

1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupil's responses.
2. Support the teacher in monitoring, assessing and recording pupil progress and behaviour in order to contribute to the planning and evaluation of learning activities.
3. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
4. Support learning by arranging / providing resources for lessons/activities under the direction of the teacher
5. Teaching Assistants in this role may be expected to undertake at least one of the following:
  - o work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - o provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - o in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, oxygen administration, administration of medication.
6. Support pupils' social, emotional and physical wellbeing, reporting concerns to the appropriate person.
7. Be aware of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to a nominated person.
8. Encourage independent learning and promote inclusion of all pupils in and outside of the classroom and escorting and supervising pupils on educational visits and out of school activities.
9. Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays. This may include out of school activities and after school events.
10. Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.
11. Within the context of school behaviour plans and policies, use initiative to deal with issues that arise and encourage pupils to take responsibility for their own behaviour.

**Staff Management Responsibilities**

1. Some assisting of less experienced staff if required.

**Resources Responsible for**

1. Daily Maintenance
2. Collecting small amounts of money in home school context
3. Accessing some information.
4. Equipment – stock control

**Job Working Circumstances**

1. The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
2. Examples may include:
  - o work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - o provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - o in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastroonomy tubes, use of nebulisers, oxygen administration, administration of medication.

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QCF recognised relevant Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• A relevant QCF level 3, or working towards level 3.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Awareness of practices and procedures within education relating to the welfare, safety and education of children.</li> <li>• General understanding of national/ foundation stage curriculum and other basic learning programmes and strategies.</li> <li>• Basic understanding of child development and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of other services to young people.</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age.</li> <li>• Working in a classroom setting.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Ability to relate well to children and adults</li> <li>• Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video/DVD, photocopier.</li> </ul>
<b>Other</b>	Requirement for some out of school and/ or out of term working to support specific activities or events as appropriate.	

## Senior Teaching Assistant

This document is to be used in conjunction with the Job Family generic role profile

<b>Directorate / School</b>	Children's Services and Schools
<b>Unit / Team</b>	
<b>Job Title</b>	Senior Teaching Assistant
<b>Job Family Role Profile Level</b>	
<b>Date</b>	March 2012
<b>Post Group Number</b> (to be added by Pay and Reward team)	

### Purpose

1. Within an agreed system of supervision, work with teachers to support teaching and learning, providing specialist support to maximise pupil development and achievement.
2. Roles at this level will be expected to carry out specified work. Senior Teaching Assistants may also supervise whole classes during the short term absence of teachers in unforeseen / unplanned circumstances

### Key responsibilities

1. Provide and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
2. Assess record and report on pupil development progress and attainment to the teacher against pre determined learning objectives using detailed knowledge and specialist skills to support pupils learning.
3. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs as appropriate.
4. Support pupils social emotional and physical well being reporting concerns to the appropriate person.
5. This role will be expected to undertake at least one of the following:
  - o Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
  - o Provide specialist support to pupils where English is not their first language
  - o Provide specialist support to gifted and talented pupils.
  - o Provide specialist support to all pupils in particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).
6. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to a nominated person.
7. Advise, support and guide the work of other staff demonstrating own duties in particular specialist areas.
8. Administer medication in accordance with an agreed plan under direction of the Headteacher and following appropriate training/healthcare plan.
9. Escort and supervise pupils on out of school activities using own initiative to deal with issues that arise and maintaining good order and standards of behaviour.
10. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.

### Staff Management Responsibilities

1. Some supporting / guiding of less experienced staff if required.

### Resources Responsible for

1. Daily Maintenance of Moving and Handling Equipment, class chairs and standers
2. Specialist equipment according to specialism e.g. reading intervention resources, communication aids, PECs
3. Collecting small amounts of money in home school context
4. Accessing and collating some information.
5. Equipment – stock control



**Job Working Circumstances**

1. The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
2. Examples may include:
  - o work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - o provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - o in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, oxygen administration, administration of medication.

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QCF recognised relevant Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• English, Maths and ICT at QCF Level 2.</li> <li>• Additional specialist qualification.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children.</li> <li>• Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>• Knowledge of ICT, literacy, numeracy, national curriculum subject, EYFS.</li> </ul>	
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with children of relevant age.</li> <li>• Experience of working in a classroom setting.</li> <li>• Experience in working in another service to young people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to relate well to children and adults.</li> <li>• Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</li> <li>• Able to prioritise tasks and act on own initiative.</li> <li>• Able to motivate and encourage children to develop to their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning.</li> <li>• Use of other equipment technology – video/DVD, photocopier.</li> </ul>
<b>Other</b>	Requirement for some out of school and/ or out of term working to support specific activities or events as appropriate.	

## Higher Level Teaching Assistant

This document is to be used in conjunction with the Job Family generic role profile

<b>Directorate / School</b>	Children's Services and Schools
<b>Unit / Team</b>	
<b>Job Title</b>	Higher Level Teaching Assistant
<b>Job Family Role Profile Level</b>	
<b>Date</b>	March 2012
<b>Post Group Number</b> (to be added by Pay and Reward team)	

### Purpose

1. To organise and support teaching and learning activities for classes. The primary focus is to carry out specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

### Key responsibilities

1. To fulfill the 33 HLTA standards to support teaching and learning maximising achievement and development.
2. Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher.
3. Assess, record, monitor and report on pupil development, progress and attainment against pre-determined learning objectives, using detailed knowledge and specialist skills to support pupil's learning.
4. This role will be expected to undertake at least one of the following:
  - o Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
  - o Provide specialist support to pupils where English is not their first language.
  - o Provide specialist support to gifted and talented pupils.
  - o Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).
5. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety including risk assessments, security, confidentiality and data protection reporting any issues to a nominated person.
6. Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self reliance.
7. Supervise and direct the work of other staff demonstrating own duties in particular specialist areas.
8. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs and writing reports as appropriate.
9. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.

### Staff Management Responsibilities

1. Some supervising of other staff, demonstrating own duties in particular specialist areas as required.

### Resources Responsible for

1. Financial / money – trip money – collect and pass on to school administration for banking.
2. Accessing and collating some information.
3. Equipment Responsibility for ICT equipment digital cameras, computers, overhead projectors and similar equipment
4. Driving minibuses

### Job Working Circumstances

1. The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
2. Examples may include:
  - o work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - o provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - o in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, oxygen administration, administration of medication.

### Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• HLTA accredited status or QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Additional specialist qualification at Level 4 or above.</li> <li>• Training in relevant strategies e.g. literacy, particular curriculum.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes.</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation.</li> <li>• Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies.</li> <li>• Understanding of statutory frameworks related to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development and implementation.</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Worked with children of relevant age.</li> <li>• Experience of working in a classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working in another service to young people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use of ICT to support learning.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology – video/DVD, photocopier.</li> <li>• Use of other equipment.</li> </ul>
<b>Other</b>	Requirement for some out of school and/ or out of term working to support specific activities or events as appropriate.	

## Higher Level Teaching Assistant with Management Responsibility

This document is to be used in conjunction with the Job Family generic role profile

<b>Directorate / School</b>	Children's Services and Schools
<b>Unit / Team</b>	
<b>Job Title</b>	Higher Level Teaching Assistant with Management Responsibility
<b>Job Family Role Profile Level</b>	
<b>Date</b>	March 2012
<b>Post Group Number</b> (to be added by Pay and Reward team)	

### Purpose

- To be responsible for the management and development of a specialist area within the school or a unit and the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

### Key responsibilities

- To fulfil the 33 HLTA standards to support teaching and learning maximizing achievement and development.
- Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher.
- Assess, record, monitor and report on pupil development, progress and attainment against pre-determined learning objectives, using detailed knowledge and specialist skills to support pupil's learning.
- This role will be expected to undertake at least one of the following:
  - Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
  - Provide specialist support to pupils where English is not their first language.
  - Provide specialist support to gifted and talented pupils.
  - Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).
- Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety including risk assessments, security, confidentiality and data protection reporting any issues to a nominated person.
- Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self reliance.
- Manage and direct the work of other staff, including monitoring, assessment and appraisal of work. Demonstrate own duties in particular specialist areas
- Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs and writing reports as appropriate.
- Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.
- Act as a mentor for designated students.

### Staff Management Responsibilities

- Manage other teaching assistants and support staff as required.
- Liaise between managers/teaching staff and teaching assistants/ other school staff
- Hold regular team meetings with managed staff
- Represent teaching assistants/other school staff at appropriate meetings
- Undertake recruitment/induction/appraisal/training/discipline/mentoring as appropriate for other teaching assistants/other school staff.

**Resources Responsible for**

1. Responsibility for individual staff, team or area.
2. Involved in recruitment.
3. Finance – spend specifically devolved funding (from budget managed by Headteacher) on identified special needs resources e.g. hearing/visual resource equipment.


**Job Working Circumstances**

1. The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
2. Examples may include:
  - o work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - o provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - o in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, oxygen administration, administration of medication.

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• HLTA accredited status or QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Training in relevant strategies e.g. literacy, particular curriculum.</li> <li>• Additional specialist qualification at Level 4 or above.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation</li> <li>• Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies</li> <li>• Understanding of statutory frameworks related to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development and implementation</li> <li>• Administrative and financial procedures</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Worked with children of relevant age</li> <li>• Experience of working in a classroom setting</li> <li>• Management and Supervision of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working in another service to young people</li> <li>• Curriculum development and implementation</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use of ICT to support learning</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge</li> <li>• Proven leadership Skills</li> <li>• Able to work constructively as leader of a team, understanding roles and responsibilities and own position within these</li> </ul>	<ul style="list-style-type: none"> <li>• Technology – video/DVD, photocopier</li> <li>• Use of other equipment</li> </ul>
<b>Other</b>	Requirement for some out of school and/ or out of term working to support specific activities or events as appropriate	

### 3. Presentation of Implementation framework and time scales




Cumbria County Council  
TA Review Update  
Headteachers and  
TA review members  
Briefing  
July 2012

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## Background

- March 2012 outcome of TA review announced.
- New roles and responsibilities for teaching assistants to align Cumbria with the national framework.
- Created countywide definition of “specified work” under the direction and supervision of a qualified teacher.
- Head teachers must be satisfied that TAs have the skills, expertise and experience to carry out the “specified work”.
- Cumbria has created a professional development framework with minimum qualification requirements to ensure standards increase.

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## Problems we had to solve

We had to balance:

- Need for operational continuity
- Pay dependent on qualification
- Tight timescale for training
- Expiry of pay protection 30<sup>th</sup> Sept 2012
- Protection from further equal pay claims
- Government review of TA national framework



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## Implementation – Key Features

- Implementation of new structure and pay rates on 1<sup>st</sup> October 2012.
  - Pay up front is subject to conditions.
  - Qualification deadline extended to 30<sup>th</sup> Sept 2013
  - All training paid for by the Council.
- NB – Schools HR providers briefed



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## New Pay - Key Conditions

New rates of pay are conditional on:

- Employees must achieve qualifications by 30<sup>th</sup> September 2013.
- Employees agree that if they do not qualify the pay increase is repayable.
- Employees agree continued employment subject to obtaining the qualification.



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## Training & Qualifications

- Extended training period allows employees to learn at own speed
- Support package from FE Colleges
- e-learning provision
- Includes chance to re-sit



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## Benefits

- All TAs receive new pay up front effective 1<sup>st</sup> October 2012
- No 'cliff edge' when pay protection ends 30<sup>th</sup> September 2012
- Maximises chances of qualifying
- Enables operational continuity
- Minimises equality risks



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## Implementation

### Actions for Headteachers / Managers

- Undertake individual one to one consultations with TAs re choices
- Inform your HR provider of the outcome & appropriate action for October payroll
- Ensure all TAs receive contract variation letter
- **Ongoing** - Inform HR provider when qualification obtained



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## Possible Consultation Outcomes

- A. TA already qualified – assimilate without conditions to new post at salary level A (rising to level B after assessment).
- B. TA unqualified or part qualified & willing to undertake training – assimilate to new post and ensure they sign and agree to the terms and conditions.
- C. TA not qualified for the level they are currently at – and do not wish to undertake the training for their current role – but are qualified for a lower level post - offer new lower level post provided this is appropriate within the school structure and requirements, or redeploy.
- D. TA unqualified and does not wish to undertake the training - search for alternative employment, redeploy.

Dismissal is last resort for outcomes C & D



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## New and Temporary Appointments

- Temporary appointments made between now and 30 September 2012 should only be issued up to 30 September 2012.
- New appointments on the new role profiles can then be issued after 1 October 2012.
- Headteachers will need to ensure all new appointments have the required qualifications for the roles.



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## Key Milestones

- **19 July 2012** – Complete 1:1 consultation meetings
- **30 July 2012** – Inform HR Providers of consultation outcomes & actions
- **31 Aug 2012** – HR Providers issue variation of contract letters & other appropriate documentation
- **30 Sept 2012** – all signed agreements in place
- **1 Oct 2012** – Implementation of new TA structure
- **30 Sept 2013** – All TAs qualified

**NOTE: *Timescale is tight - some leeway may be necessary. Aim is for changes to take effect in October payroll, so process needs to be completed promptly***



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## Next steps

- Meeting Headteachers / LSS Managers 9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> July 2012
- Commence consultations
- Trade Union advice sessions for TAs
- Convene monitoring group – volunteers?



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## Attention!

- The correct implementation process is vital as if not carried out properly leaves Schools and the Council open to risk and challenge.



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## Overall Outcome

Cumbria County Council, Headteachers, Managers and Inspectors can be satisfied that the education of the children in Cumbria is supported by a professional qualified accredited service



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## Reminder - JWC assessment critical to pay levels from 1 October 2012

**Training dates and venues  
3.00pm to 5.00pm**

- 10/09/12 – Council Offices – Kendal – K1
- 11/09/12 – Workington Sixth Form Centre – Workington
- 12/09/12 – Ullswater Community College – Penrith
- 17/09/12 – Barrow Library – Barrow
- 18/09/12 – The Courts – Carlisle – Old Court Room
- 19/09/12 – Whitehaven School – Whitehaven
- 25/09/12 – The Courts – Carlisle – Old Court Room



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## Further details

- Further details of the implementation process are included in the pack available and this will also be available on the school portal

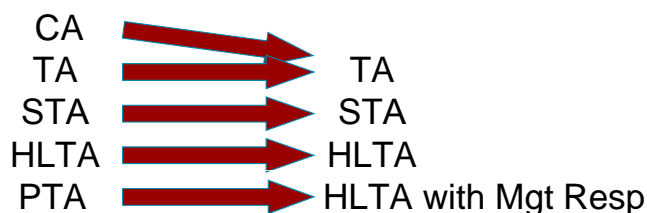


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## Implementing the New Structure – Outcome A

### Qualified employees

- Proof of qualification is required for each TA before 30/09/12 to enable payment
- Employees will move onto the new salary level (Level A) and role profile with effect from 1 October 2012 and rising to Level B subject to assessment.
- Headteachers will be consulted on the criteria for progression to Level B.
- Employees to be issued with variation to contract of employment letter no later than 31 August 2012 – no conditions attached.
- Classroom Assistants who have the relevant Level 2 qualification(s) will move to the TA role.



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## Implementing the New Structure – Outcome B

### Unqualified employees – who will undertake the training

- Variation to contract of employment letter issued to effect pay increase, subject to the following conditions:
  - Employees must achieve qualifications by 30<sup>th</sup> September 2013.
  - Employees agree that if they do not qualify the pay increase is repayable. Employees must sign a repayment agreement .
  - Employees agree continued employment subject to obtaining the qualification.
- Salary to increase in line with qualified colleagues from 1 October 2012 (Level A) moving to Level B after assessment.
- Guidance on how to gain the qualification is in the pack and head-teachers are asked to support employees through the process.



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## Implementing the New Structure – Outcome C

Employees not qualified for the level they are currently at - and do not wish to undertake the training for their current role - but qualified for a lower level post

- Offer new lower level post as redeployment provided this is appropriate within the school structure and requirements – or dismiss with notice if not possible (See outcome D).
- Seek agreement to the change of job.
- Issued revised contract of employment as new post and ensure signed acceptance.



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## Implementing the new structure – Outcome D

Unqualified employees – who do not wish to undertake training

- Where employees do not meet the lowest level of qualification and do not want to undertake the training, the school and Council where appropriate, will seek to identify alternative employment but the affected employees will be dismissed with notice if no alternative role is found within the notice period.
- In these circumstances Headteachers / Managers must follow the dismissal procedure including rights of appeal and arrange for notice to be issued. Headteachers / Managers may carry out the dismissal meeting but must ensure they have appropriate delegated authority from the governing body / Council. Seek advice from your HR Provider.



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## Next Steps and Timeframe

Date Completed	Who	Action
2 July 2012	CCC	Brief HR Providers
12 July 2012	CCC	Brief Headteachers / LSS Managers and TA review group
19 July 2012	Headteachers / LSS Managers	To undertake 1 to 1 consultation meetings with each employee on an individual basis. If the employee does not meet minimum qualification requirements and does not intend to undertake the training the Headteacher must advise them of a further meeting with the potential outcome of issuing of notice of dismissal.



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## Next Steps and Timeframe

Date completed	Who	Action
30 July 2012	Headteachers / LSS Managers	To notify HR Providers (using form provided) of the option applicable and the action to be taken.
31 August 2012	HR Providers	To issue: <ol style="list-style-type: none"> <li>i. letter of variation to contract of employment, and relevant Unique Characteristics form to employees home address with a copy to head-teacher seeking employees agreement to the changes or</li> <li>ii. new contract of employment (lower level post)</li> <li>iii. notice of termination of employment letter if not already issued by the Headteacher.</li> </ol>
14 Sept 2012	HR Providers	To issue reminder letters 14 days after the variation to the contract of employment letter has been sent where agreement has not yet been signed and received.



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## Next Steps and Timeframe

Date completed	Who	Action
28 Sept 2012	HR Provider	To issue final reminder letter which also explains that if agreement is not reached by the signing of the variation to the contract of employment letter then employees will be subject to a dismissal and re-engagement process, where appropriate.
1 October 2012		Implementation complete for qualified staff



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## Next Steps and Timeframes

- ***The timescale for the process is tight - some leeway may be necessary if meetings cannot be completed before the end of term. The aim is for changes to be in place for October payroll (early October payroll deadline for most HR Providers). Therefore any change to timescale should be minimised and should be discussed with your HR Provider.***



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## 4. Cumbria Children's Services - Professional Development Framework of Opportunities for Learning and Teaching Support Staff

Career stage progression routes	Qualifications		What should the Teaching Assistant do?	What should the school do to support the Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional development and Accreditation
	Essential	Desirable					
Teaching Assistant (TA)	Relevant L2	Working towards L3 or at Level 3	<ul style="list-style-type: none"> <li>Join a Professional Association</li> <li>Maintain a professional development portfolio</li> <li>Identify professional development needs through performance review</li> <li>Attend staff meetings when appropriate</li> <li>Understand the roles and responsibilities of others in school</li> <li>Have working knowledge and implement relevant policies / codes of practice / legislation / and frameworks</li> <li>Liaise appropriately and effectively with internal and external contacts e.g. staff, pupils, wider school community, suppliers, local authority, external agencies.</li> <li>Keep up to date by visiting websites and reading relevant materials</li> <li>Develop knowledge and understanding of the relevant key stage curriculum</li> <li>Develop effective use of ICT and other equipment.</li> <li>Consider HLTA status</li> <li>Act as a role model for students and other support staff in supporting and managing pupils</li> </ul>	<ul style="list-style-type: none"> <li>Provide full induction programme including: Health &amp; Safety- to include basic first aid awareness</li> <li>Moving and handling</li> <li>E-safety</li> <li>Parent liaison</li> <li>Child Protection – safeguarding L1</li> <li>ICT</li> <li>Managing information</li> <li>Behaviour management</li> <li>Inclusion, SEN &amp; disabilities</li> <li>School Curriculum</li> <li>English as an Additional Language</li> <li>Carry out focussed discussions about the TA's professional development needs as part of a performance review process</li> <li>Support the TA's professional development needs</li> <li>Provide opportunities to manage intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>Local support staff networks</li> <li>Training opportunities as part of local school cluster groups</li> <li>Observe practice</li> <li>Exchange placement with another school</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeships in Supporting Teaching &amp; Learning in Schools through CAE</li> <li>Adult Certificate in Literacy and Numeracy</li> <li>Training relevant to the role e.g. related to specific aspects of child development, curriculum, ICT. Special educational needs (SEN)</li> <li>Support staff network groups (Local Learning Network)</li> <li>Learning Improvement Service (LIS)</li> <li>Professional development offer</li> <li>Children's Services Learning and Development programme</li> <li>Corporate Organisation &amp; Development Programme</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate L2 Apprenticeship in Supporting Teaching &amp; Learning in Schools (includes Functional skills – English at L2, Maths L1 and ICT L1)</li> <li>GCSE Maths &amp; English</li> <li>Adult Certificate Literacy &amp; Numeracy</li> <li>Advanced L3 Apprenticeship in Specialist Support for Teaching &amp; Learning in Schools (includes Functional skills – English at L2, Maths at L2 and ICT at L2)</li> <li>Adult Certificate in Literacy &amp; Numeracy</li> <li>CYPW L2 and L3</li> <li>Other appropriate courses with FE colleges and training providers</li> </ul>

Career stage progression routes	Qualifications		What should the Teaching Assistant do?	What should the school do to support the Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional development and Accreditation
	Essential	Desirable					
Senior Teaching Assistant (STA)	Relevant L3	<ul style="list-style-type: none"> <li>L2 English, Maths and ICT</li> <li>Relevant specialist qualification</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Take lead responsibility for co-ordinating a school activity</li> <li>Be involved in, and contribute to, whole school issues and activities</li> <li>Support pupils attending activities</li> <li>Contribute to the development and implementation of lesson plans.</li> <li>Develop teaching materials</li> <li>Contribute to planning, monitoring, assessment and reporting arrangements in partnership with the class teacher</li> <li>Contribute to the development and implementation of IEPs, Care Plans etc.</li> <li>Contribute to recording and reporting pupil progress</li> <li>Contribute to the development of pupils' expertise with ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Enable the STA to gain and apply substantial knowledge and understanding of the curriculum, age range or SEN</li> <li>Provide opportunities to co-ordinate a school activity</li> <li>Provide opportunities to use specialist knowledge to support pupils</li> <li>Give responsibility for coordinating pupil information e.g. for IEPs</li> <li>Ensure familiarity with the processes involved in the development and implementation of IEPs, Care Plans etc.</li> <li>Provide varied opportunities to work towards meeting the 33 HLTA standards</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>HLTA preparation for assessment</li> <li>Relevant specialist qualification e.g. certificate in Autism</li> </ul>	<ul style="list-style-type: none"> <li>Advanced L3 Apprenticeship in Specialist Support for Teaching &amp; Learning in Schools (includes Functional skills – English at L2, Maths at L2 and ICT L2</li> <li>Relevant National Diploma in Children's Care, Learning and Development</li> <li>GCSE English and Mathematics or equivalent</li> <li>Adult Certificate in Literacy and Numeracy at Level 2</li> <li>Assessment for HLTA status</li> <li>Children's Care, Learning and Development (CCLD) L3, 0-16</li> <li>Children and Young People's Workforce (CYPW) - workplace diploma L3, 0-16</li> </ul>

Career stage progression routes	Qualifications		What should the Teaching Assistant do?	What should the school do to support the Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional development and Accreditation
	Essential	Desirable					
Higher Level Teaching Assistant (HLTA)	<ul style="list-style-type: none"> <li>HLTA accredited status or Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant specialist qualification at Level 4 or above</li> <li>Training in relevant strategies eg literacy, particular curriculum</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Work collaboratively with colleagues</li> <li>Understand assessment procedures and evaluate pupils' progress in a range of assessment activities</li> <li>Develop and implement IEPs and Care Plans</li> <li>Have working knowledge of relevant policies / codes of practice / legislation / and frameworks, and implement them</li> <li>Plan and deliver challenging teaching and learning objectives under the supervision of a teacher</li> <li>Continue to meet the 33 HTLA standards</li> <li>Provide accurate feedback on pupil progress to contribute to records</li> <li>Mentor new and less experienced staff/students</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Provide opportunity to make a significant contribution to teaching and learning in the classroom</li> <li>Provide opportunity to develop and implement the use of ICT effectively for the benefit of the school, its pupils and the HLTA's own work</li> <li>Expect the HLTA to plan and deliver challenging teaching and learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Networking with other HLTA colleagues in local schools</li> <li>Placement or observation of work in other settings</li> <li>Contribute to training networks and partnerships</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Relevant Level 4 or above qualification e.g., HNC/D QTS</li> <li>Foundation degree</li> <li>BA (Hons)</li> <li>Accredited CPD modules e.g., Supporting SENS Literacy</li> <li>Numeracy</li> <li>Sciences and other Specialisms</li> </ul>

Career stage progression routes	Qualifications		What should the Teaching Assistant do?	What should the school do to support the Teaching Assistant?	Links with other schools	Provided or brokered by the LA/CCC	Professional development and Accreditation
	Essential	Desirable					
Higher Level Teaching Assistant (HLTA) with management responsibilities	<ul style="list-style-type: none"> <li>HLTA accredited status or QTS</li> </ul>	<ul style="list-style-type: none"> <li>Relevant specialist qualification at Level 4 or above</li> <li>Training in relevant strategies eg literacy, particular curriculum</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li><b>PLUS</b></li> <li>Demonstrate leadership skills</li> <li>Mentor support staff and students</li> <li>Contribute to the recruitment process</li> <li>Carry out induction and performance review of support staff and students</li> <li>Develop knowledge of administrative and financial procedures</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>Provide opportunities to support the school leadership and management</li> <li>Expect team leadership / unit management</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Relevant Level 4 or above qualification e.g., HNC/D Foundation degree BA (Hons)</li> <li>Accredited CPD modules e.g., Supporting SENS Literacy Numeracy Sciences and other Specialisms</li> <li>Relevant NVQ 5 or above in Leadership and Management</li> <li>QTS</li> <li>Relevant post graduate study</li> </ul>

## 5. Route for training

### Free Maths and English GCSEs available from September 2012

available at:

<b>Abbotsmead CDC, Barrow</b>	<b>T: 01229 820700</b>
<b>Adult Education Carlisle</b>	<b>T: 01228 403555</b>
<b>Cartmel Adult Education</b>	<b>T: 015395 36323</b>
<b>Cockermouth Adult Education</b>	<b>T: 01900 823389</b>
<b>Millom Adult Education</b>	<b>T: 01229 719650</b>
<b>Netherhall Adult Education, Maryport</b>	<b>T: 01900 815765</b>
<b>Queen Katherine Adult Education, Kendal</b>	<b>T: 015396 21031</b>
<b>Penrith Learning</b>	<b>T: 017683 53350</b>
<b>Ulverston Adult Education</b>	<b>T: 015395 36323</b>
<b>West Lakes Adult Education</b>	<b>T: 01946 828860</b>
<b>Whitehaven Adult Education</b>	<b>T: 01946 595476</b>
<b>Wigton Adult Education</b>	<b>T: 016973 21515</b>
<b>Workington Adult Education</b>	<b>T: 01900 325267</b>

Mixture of daytime and evening provision over 30 weeks.

Centres may charge an exam registration fee of £30 but this is recoverable from the Council.

## 6. HLTA qualification and assessment process:

- Letters sent into schools from University of Cumbria and Cumbria Children's Services inviting applicants to apply for HLTA - usually at the beginning of each term (but we can change/reorganise if necessary according to need);
- Application pack available on the schools portal;
- **NB: it is a good idea to use the self review to identify training and;experience gaps, so it is a good analysis tool which can be used for anyone considering HLTA in the future and not just as part of the application;**
- Potential candidates, line managers, headteachers fill in the application pack and carry out the self review (part of the application pack). Candidates must meet all of the 33 standards get through the selection process. They must have level 2 english and maths qualifications or be on a route/course whereby they will have the qualifications by the start of the preparation;
- **NB The key skills qualifications cease at the end of August so candidates will no longer be able to do the quicker, on line route. Functional skills (which are still available) take longer to gain Contact for this area of work is Sarah Fowler, direct delivery officer, adult services, based in Maryport on 07827 895804;**
- Applications and self reviews submitted to the selection panel - deadline is usually by end of the half term in which the packs are sent out;
- Selection panel meets shortly after the deadline (usually the following week) to assess applications;
- Successful applicants join the next cohort (usually the following term) for 3 days of preparation, followed by an external assessment;
- Assessment outcomes usually made known early in the term following assessment.

### Example

Invitations to apply - September; selection panel end of Oct/beginning Nov; preparation days Jan/Feb; assessment March.

### Key points

- Candidates must have level 2 english and maths qualification by the start of the preparation days;
- Cohorts will not go ahead if there is not the demand (usually minimum of 10);
- Cost to schools/individuals - £1200 (although the government is still funding assessments so that is reduced to £660 at the moment as assessments cost £540);
- Carnegie is the regional provider of assessment. All assessments have to be arranged through them i.e. are carried out by external assessors;
- Only accredited Providers of Preparation (PoPs) can provide the preparation days which is why we go through the University of Cumbria as they are our local accredited provider.

## 7. Specified work and definition of supervision for support staff in schools

Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002 is a key document relating to the aspects covered in this paper. Aspects in italics are sections copied from this document.

### Definition of Specified work

The Regulations specify the following activities:

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils. This includes delivery via distance learning
- or computer aided techniques;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

In this list, 'pupils' includes work with individual pupils as well as groups and whole classes.

### Persons able to carry out the specified work

There are, broadly, three groups of people that may carry out the 'specified work' set out in the Regulations (see above). They are:

- Qualified teachers (provided they are registered with the General Teaching Council);
- Teachers without QTS (for example trainee teachers, instructors and overseas trained teachers). These people are not subject to the system of supervision but are subject to different arrangements. Some categories of student teachers are subject to the supervision requirements which pertain to support staff
- Support staff, who may undertake the 'specified work' subject to a number of conditions. These conditions, as set out in paragraph 10 of Schedule 2 of the Regulations, are as follows:
  - i. the support staff member must carry out the 'specified work' in order to assist or support the work of a qualified teacher in the school;
  - ii. the support staff member must be subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school; and

- iii. the headteacher must be satisfied that the support staff member has the skills, expertise and experience required to carry out the 'specified work'.

### Supervision

The following should be the minimum, common agreement concerning 'supervision' of support staff:

1. Supervision is a supportive process and should not be included in, or confused by, any capability or other procedure. The outcome of any supervision process should be improved provision for pupils and continued development of the skills of the support staff.
2. The overall accountability for pupils' progress and outcomes lies with the qualified teacher assigned to the class and ultimately with the headteacher and governors of the school.
3. All support staff who undertake 'specified work' at all levels must be subject to the direction and supervision of a qualified teacher in accordance with formal written arrangements made by the headteacher of the school.
4. It is good practice for all support staff to be included within supervision arrangements where they carry out 'specified work' or not.
5. Supervision arrangements for all support staff undertaking activities to support teaching and learning should include time for planning where this is appropriate and time for teachers and support staff to discuss planning and pupil progress within the contracted hours of the support staff.
6. The level and circumstances at which support staff are working should determine the level of supervision needed. Supervision does not have to, but may, involve direct observation by the qualified teacher assigned to the class. For example, an inexperienced teaching assistant would require direct supervision and should not be left alone with a class, whilst an experienced teaching assistant would not require a qualified teacher present at all times.
7. For those undertaking the 'specified work' at a higher level, especially where this includes delivery of lessons to whole classes, headteachers should have regard to the standards for HLTAs or other training and qualifications of an appropriate standard when they agree supervision arrangements.



8. The minimum entitlement for support staff undertaking 'specified work' should be a half termly one-to-one discussion with a named, appropriate person\* and should include discussion about planning, pupil progress, celebrations and concerns. It may also include discussion of training and development needs.
9. A written record will be made of each supervision session. The notes need not be typed, but should be legible. They will be agreed as a record of the discussion and signed by both parties with copies retained by the appropriate person and supervisee.
10. Supervision records will be confidential to the supervisee, his/her appropriate person and other managers in appropriate circumstances. They may be referred to as required by senior managers and their advisors. Staff will be informed of such access to records.
11. The above should be seen as a minimum and support staff or the headteacher/appropriate person may request additional opportunities for such discussions depending on the level of the 'specified work' or the skills and experience of the support staff.
12. This may be the assigned class teacher, a year or key stage leader, SENCo, support staff member's line manager – who ever is most appropriate to discuss the support staff's work.

## **Performance management**

It is good practice that support staff are included within the school's performance management programme and this should be reflected within the school's policy for performance management of staff.

## 8 Letters and forms

### Invitation to 1 to 1 consultation meeting

Dear

#### **Teaching Assistants Review – Implementation of new structure from 1 October 2012**

As you know following a review Cumbria County Council (the Council) introduced a new pay and grading structure for Teaching Assistants to be implemented from 1 October 2012. This new structure recognises and requires that those employees who support teachers in the education of children should have minimum standards of qualification and accreditation.

I am therefore writing to invite you to attend a meeting with myself on ....., commencing at ....am, at the ..... This will enable us to discuss this implementation.

This discussion will include the following:

1. The new structure and roles for all levels of TAs and the new qualification requirements
2. Whether or not you meet the minimum qualification requirements for your role
3. The options if you do not meet the minimum qualification requirements
4. To discuss and consider any other personal circumstances which may be relevant
5. The timescales involved
6. The process that will follow

I look forward to meeting with you.

## Teaching Assistant Review 2012 Implementing Teaching Assistant Structure Form

### Section 1 – To be completed by Headteacher or LSS Manager

School	
Employee's full name	
Employee's Address	
Employee Number	
Date of Birth	
National Insurance Number	
Post title	
Contracted hours per week	
Number of weeks worked per year.	

### Section 2 - To be completed by Headteacher or LSS Manager

Consultation Meeting	Date and time	
	Venue	
	Names of those present	
Details covered in the meeting.	Does the employee meet the minimum qualification requirements for the new role profile applicable to their current post as detailed below	
	*CA to TA Relevant Level 2 qualification(s) **	<b>Yes / No</b>
	*TA to TA Relevant Level 2 qualification(s) **	<b>Yes / No</b>
	*STA to STA Relevant Level 3 qualification(s) **	<b>Yes / No</b>
	*HLTA to HLTA HLTA accredited status or QTS **	<b>Yes / No</b>
	*Principal TA to HLTA with Management responsibilities HLTA accredited status or QTS **	<b>Yes / No</b>
	<b>If Yes – Please go to Section 3A If No – Please go to Section 3B</b>	

**Note:** \* Employees won't automatically progress to a higher level because they happen to have a higher qualification than the requirement for their role. They will remain at the level for which they were appointed. i.e. if they are a TA but have a degree they will not automatically move to an HLTA post. They will remain on a TA post which is the level the school requires.

\*\* See pack information for details of qualifications

### Section 3 To be completed by the Headteacher or LSS Manager

#### Part A

To be completed if the employee is qualified		
Any questions the employee may have and the responses given.		
Any feedback the employee may wish to give.		
<b>Confirmation</b>	Post	Please specify
	Copy of qualifications attached please specify qualification and attach a copy	Please specify
	Give employee a copy of the unique characteristic's form for information	Please tick
	Explain that the following documentation will be issued:- <ul style="list-style-type: none"> <li>o variation to their contract letter will be issued.</li> <li>o Repayment of Additional Salary form*</li> </ul> These will require their signature indicating acceptance.	Please tick
Headteacher's Signature		Employee's Signature
Date		Date

\*ROAS form to be issued if the employee cannot provide proof of qualification(s) at this point in time.

Proof of qualifications to be provided no later than 31 December 2012.

*Please now pass this form to your HR Provider*

#### Part B

To be completed		
<ul style="list-style-type: none"> <li>• if the employee is not qualified and</li> <li>• will undertake the training, so qualified by 30 September 2013</li> </ul>		
Discuss with the employee completion of the qualification	Post	Please specify
	Course required *	Please specify
	Enrolment process *	Please tick

	Support school can offer	Please tick
	Implications if they do not achieve the qualification by 30 Sept 2013 i.e. the additional salary will be reclaimed and they may be dismissed on 30 September 2013.	Please tick
Any questions the employee may have and the responses given.		
Any feedback the employee may wish to give.		
If the employee does not want to undertake the training please go to <b>Section 3C</b>		Please tick if moving to section 3C
<b>Confirmation</b>  Employee does not meet the qualification requirements of the post but will gain the qualification by 30 September 2013	Explain that the following documentation will be issued:- <ul style="list-style-type: none"> <li>o variation to their contract letter will be issued.</li> <li>o Repayment of Additional Salary form</li> </ul> These will require their signature indicating acceptance.	Please tick
	Give employee a copy of the unique characteristic's form for information	Please tick
<b>Headteacher's Signature</b>		<b>Employee's Signature</b>
<b>Date</b>		<b>Date</b>

Please now pass this form to your HR Provider

## **Part C**

<p><b>To be completed</b></p> <ul style="list-style-type: none"> <li>• <b>if the employee is not qualified and</b></li> <li>• <b>does not want to undertake the training but</b></li> <li>• <b>meets the qualification requirements for a lower level post.</b></li> </ul> <p><b>This option can only be considered if a post is available within the school structure</b></p>		
Having assessed their qualifications please confirm the level of post they are qualified to undertake and that they have agreed to a change in their post with effect from 1 October 2012	<b>Post</b>	<b>Please tick box</b>
	<b>Teaching Assistant</b> Relevant Level 2 qualification(s)	
	<b>Senior Teaching Assistant</b> Relevant Level 3 qualification(s)	

This requirement meets the needs of the school	<b>Does not meet the minimum qualification requirements or does not want to accept a lower level post</b>  Please go to Part D	
Any questions the employee may have and the responses given.		
Any feedback the employee may wish to give.		
Explain that a new contract of employment will be issued and will require their signature indicating acceptance.		Please tick
Give employee a copy of the unique characteristics form for information		Please tick
<b>Headteacher's Signature</b>	<b>Employee's Signature</b>	
<b>Date</b>	<b>Date</b>	

\* See pack information for details of qualifications  
Please now pass this form to your HR Provider

## Part D

<p><b>To be completed</b></p> <ul style="list-style-type: none"> <li>• <b>if the employee is not qualified and</b></li> <li>• <b>does not want to undertake the training and</b></li> <li>• <b>does not meet the minimum qualification levels or</b></li> <li>• <b>does not want to accept a lower level post</b></li> </ul>		
Employee does not meet the qualification requirements of the post and does not want to gain the qualification.	Discuss with the employee that unless suitable alternative employment is found they will be dismissed with effect from 30 September 2012.  (Any outstanding notice period will be paid in lieu)	Please tick
	Commence dismissal process by setting up a formal meeting with employee and give right to be accompanied by a TU rep or Co-worker.  Headteachers may carry out the dismissal meeting provided the authority to dismiss has been appropriately delegated by the Governing Body	<i>Headteachers should seek advice from their HR Provider</i>

Any questions the employee may have and the responses given.	
Any feedback the employee may wish to give.	
<b>Headteacher's Signature</b>	<b>Employee's Signature</b>
<b>Date</b>	<b>Date</b>

*Please now pass this form to your HR Provider*

Headteachers - Please now pass this form and all appropriate documentation to your HR Provider.  
NB you may be required to complete other forms and paperwork in line with their processes

LSS Managers - Please complete the spreadsheet sent to you by the HR Service Centre and return this form to them under separate cover – HR Service Centre, West Wing, Parkhouse Building, Kingmoor Business Park, Carlisle, CA6 4SJ

### **Section 4 To be completed by HR Provider**

Date Form received from Headteacher/Line Manager	
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<b>4.1 Section 3 A completed – Qualified</b>	
Qualification certificate attached does it match the level for the post	<b>Yes / No</b> <b>If yes – issue variation to contract letter unique characteristics form and Repayment of Additional Salary form</b> <b>If no – refer back to Headteacher</b>
If qualified – date qualification achieved	
Issue <ul style="list-style-type: none"> <li>o variation to contract letter,</li> <li>o unique characteristics form and</li> <li>o Repayment of Additional Salary form (if proof of qualifications not attached)</li> </ul>	
Date signed variation letter and Repayment of Additional Salary Form returned. NB – both forms must be signed and returned for the employee to be entitled to start in post on 1 October 2012	
Date reminder letter sent if applicable	
Date final reminder letter sent if applicable	
If no signed variation letter returned by 30 September 2012 start dismissal process – go to 4.4 and notify Headteacher	

<b>4.2 Section 3 B completed – Unqualified but undertaking training</b>	
Issue <ul style="list-style-type: none"> <li>○ variation to contract letter,</li> <li>○ unique characteristics form and</li> <li>○ Repayment of Additional salary form</li> </ul>	
Date signed variation letter and Repayment of Additional Salary Form returned. NB – both forms must be signed and returned for the employee to be entitled to start in post on 1 October 2012	
Date reminder letter sent if applicable	
Date final reminder letter sent if applicable	
Date qualification achieved (between July 2012 and 30 September 2013) If not achieved please start dismissal process June 2013 – go to 4.4 and notify Headteacher	

<b>4.3 Section 3 C completed – Unqualified but moving to a lower level post</b>	
Issue <ul style="list-style-type: none"> <li>○ new contract of employment and</li> <li>○ unique characteristics form</li> </ul>	
Date signed contract of employment returned	
Date reminder letter sent if applicable	
Date final reminder letter sent if applicable	
If no signed contract of employment returned by 30 September 2012 start dismissal process – go to 4.4 and notify Headteacher	

<b>4.4 Section 3 D completed or Dismissal process</b>	
You may be asked to provide advice and guidance to Headteachers about following a relevant dismissal procedure including <u>procedure for setting up a dismissal meeting</u> , the right to be accompanied, consultation processes, HR1 forms, dismissal notifications and appeals processes.	
Number of weeks notice required	
Date notice issued (if applicable)	
Final date of employment	
Date termination form received (if applicable)	
Date notice withdrawn, if successfully passed the qualification or signed variation letter and Repayment of Additional Salary Form, or contract of employment received. Notify Headteacher	



## 9. Table of TA salary changes

Post	PG No		Type of School / Establishment					
			Mainstream School assume 30 JWC points and that SEN allowance was NOT previously received	Mainstream School assume 30 JWC points and that SEN allowance was received	Mainstream School - assume 40/50 points and working with child with SEN statement and previous SEN allowance was NOT previously received	Mainstream School - assume 40/50 points for working with child with SEN statement and SEN allowance was received	Special School assume 70 JWC points and and that SEN allowance was NOT previously received	Special School assume 70 JWC points and that SEN allowance was received
Teaching Assistant	PG No		PG4002	PG4002	PG5205	PG5205	PG4961	PG4961
	Hourly Rate	Pre SS Pay (Hourly Rate)	£9.11	£9.81	£9.11	£9.81	£9.11	£9.81
		Post SS Pay (Hourly rate)	£8.32	£8.32	£8.72	£8.72	£9.23	£9.23
		Post TA review (Hourly rate)	£8.72	£8.72	£8.72	£8.72	£10.47	£10.47
	Annual Salary	Pre SS Pay (Annual salary)	£15,444	£16,621	£15,444	£16,621	£15,444	£16,621
		Post SS Pay (Annual Salary) (32.5hrs / 39 weeks)	£12,346	£12,346	£12,942	£12,942	£13,690	£13,690
		% difference to Pre SS salary	-20.06%	-25.72%	-16.20%	-22.13%	-11.36%	-17.63%
		Post TA review (32.5 hrs / 39 weeks) (Annual Salary)	£12,942	£12,942	£12,942	£12,942	£15,532	£15,532
		% difference to Pre SS salary	-16.20%	-22.13%	-16.20%	-22.13%	0.57%	-6.55%
		Post TA review (37 hrs / 39 weeks) (Annual Salary)	£14,734	£14,734	£14,734	£14,734	£17,683	£17,683
% difference to Pre SS salary		-4.60%	-11.35%	-4.60%	-11.35%	14.50%	6.39%	
Senior Teaching Assistant	PG No		PG4003	PG4003	PG5218	PG5218	PG5220	PG5220
	Hourly Rate	Pre SS Pay (Hourly Rate)	£9.93	£10.63	£9.93	£10.63	£9.93	£10.63
		Post SS Pay (Hourly rate)	£8.72	£8.72	£9.23	£9.23	£10.47	£10.47
		Post TA review (Hourly rate)	£10.47	£10.47	£11.90	£11.90	£11.90	£11.90
	Annual Salary	Pre SS Pay (Annual salary)	£16,830	£18,007	£16,830	£18,007	£16,830	£18,007
		Post SS Pay (Annual Salary) (32.5hrs / 39 weeks)	£12,942	£12,942	£13,690	£13,690	£15,532	£15,532
		% difference to Pre SS salary	-23.10%	-28.13%	-18.66%	-23.97%	-7.71%	-13.74%
		Post TA review (32.5 hrs / 39 weeks) (Annual Salary)	£15,532	£15,532	£17,655	£17,655	£17,655	£17,655
		% difference to Pre SS salary	-7.71%	-13.74%	4.90%	-1.95%	4.90%	-1.95%
		Post TA review (37 hrs / 39 weeks) (Annual Salary)	£17,683	£17,683	£20,999	£20,999	£20,099	£20,099
% difference to Pre SS salary		5.07%	-1.80%	24.77%	16.62%	19.42%	11.62%	
Higher Level Teaching Assistant	PG No		PG4004	PG4004	PG5229	PG5229	PG5231	PG5231
	Hourly Rate	Pre SS Pay (Hourly Rate)	£11.29	£11.98	£11.29	£11.98	£11.29	£11.98
		Post SS Pay (Hourly rate)	£10.47	£10.47	£11.90	£11.90	£11.90	£11.90
		Post TA review (Hourly rate)	£11.90	£11.90	£11.90	£11.90	£13.20	£13.20
	Annual Salary	Pre SS Pay (Annual salary)	£19,126	£20,303	£19,126	£20,303	£19,126	£20,303
		Post SS Pay (Annual Salary) (32.5hrs / 39 weeks)	£15,532	£15,532	£17,655	£17,655	£17,655	£17,655
		% difference to Pre SS salary	-18.79%	-23.50%	-7.69%	-13.04%	-7.69%	-13.04%
		Post TA review (32.5 hrs / 39 weeks) (Annual Salary)	£17,655	£17,655	£17,655	£17,655	£19,588	£19,588
		% difference to Pre SS salary	-7.69%	-13.04%	-7.69%	-13.04%	2.42%	-3.52%
		Post TA review (37 hrs / 39 weeks) (Annual Salary)	£20,099	£20,099	£20,099	£20,099	£22,300	£22,300
% difference to Pre SS salary		5.09%	-1.00%	5.09%	-1.00%	16.60%	9.84%	
Principal Teaching assistant changing to Higher Level Teaching Assistant with Management Responsibility	PG No		PG4005	PG4005	PG5246	PG5246	PG5123	PG5123
	Hourly Rate	Pre SS Pay (Hourly Rate)	£12.70	£13.39	£12.70	£13.39	£12.70	£13.39
		Post SS Pay (Hourly rate)	£14.02	£14.02	£14.84	£14.84	£14.84	£14.84
		Post TA review (Hourly rate)	£14.02	£14.02	£14.84	£14.84	£14.84	£14.84
	Annual Salary	Pre SS Pay (Annual salary)	£21,519	£22,696	£21,519	£22,696	£21,519	£22,696
		Post SS Pay (Annual Salary) (32.5hrs / 39 weeks)	£20,803	£20,803	£22,021	£22,021	£22,021	£22,021
		% difference to Pre SS salary	-3.33%	-8.34%	2.33%	-2.97%	2.33%	-2.97%
		Post TA review (32.5 hrs / 39 weeks) (Annual Salary)	£20,803	£20,803	£22,021	£22,021	£22,021	£22,021
		% difference to Pre SS salary	-3.33%	-8.34%	2.33%	-2.97%	2.33%	-2.97%
		Post TA review (37 hrs / 39 weeks) (Annual Salary)	£23,683	£23,683	£25,070	£25,070	£25,070	£25,070
% difference to Pre SS salary		10.06%	4.35%	16.50%	10.46%	16.50%	10.46%	

Please note: These are illustrative examples only. The actual outcome for individual employees will be dependent on individual circumstances (length of service, hours and weeks worked, etc.)

Salary point B has been used for all of these examples. In cases where there is a salary increase employees would move to point A rather than B.

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zatelefonować pod numer 01228 606060**

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