**Student-facing School Support Staff (SfSS)**

**Induction Handbook**

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| --- | --- |
| Name |  |
| Job title |  |
| Line manager |  |
| Line manager’s manager |  |
| Start date in post |  |
| Workplace |  |

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8. **SEND organisation and ethos at [INSERT SCHOOL NAME]**

# SCHOOL X is a [insert type of setting – primary, secondary, describe other relevant features such as demographic/enhanced or resourced provisions]

# SEND in [insert school name and brief, relevant summary of SEND policy/aims in this setting]

1. **A brief introduction to the Student-facing Support Staff (SfSS) role**

The term Student facing Support Staff (SfSS) covers a range of job titles, including Teaching Assistants, ELSAs, HLTAs, Learning Mentors, Pastoral Support Staff.

The primary role of the SfSS is to work with teachers to raise the learning and attainment of students while also promoting their **independence**, **self-esteem** and **social inclusion**. They give assistance to students so that they can **access the curriculum**, **participate in learning** and **experience a sense of achievement**. [NOTE: The nuances/wording of this may change depending on emphases stemming from the ethos of school]

For the purposes of supporting your induction into the role of a member of SfSS at [insert school name] *The Professional Standards for Teaching Assistants* (DfE, 2016) has been to used shape the questions, statements and activities that will enable you to step into your new role effectively (see Skills and Knowledge Profiling Tool in section 3).

The themes from The Professional Standards for Teaching Assistants (2016) are:

* Personal and professional conduct
* Knowledge and understanding
* Teaching and Learning
* Working with others

Further detail under each theme is here:

Personal and professional conduct:

Teaching assistants should uphold public trust in the education profession by:

* **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
* **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
* **Having regard for the need to safeguard pupils’ well-being** by following relevant statutory guidance along with school policies and practice.
* **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
* **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

* **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
* **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school/employer.
* **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
* **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.
* **Understand their roles and responsibilities within the classroom and whole school context recognising** that these may extend beyond a direct support role.

Teaching and Learning

Teaching assistants are expected to:

* **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
* **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
* **Use effective behaviour management strategies consistently** in line with the school’s policy and procedures.
* **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
* **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
* **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching Assistants are expected to:

* **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
* **With the class teacher, keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with.
* **Understand their responsibility to share knowledge** to inform planning and decision making.
* **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
* **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

1. **Stepping into your role and beyond**
   1. **Induction Checklist**

This school/TRUST uses a General Induction Checklist [INSERT LINK to document/Appendix 1] that is designed to support new members of SfSS.

* 1. **New-starter SfSS Skills and Knowledge Profile Tool (NSKPT)**

In addition to the General Induction Checklist, we use the NSKPT to help identify skills and knowledge strengths and areas for development as you step into your role [INSERT LINK to document/Appendix 2]

* 1. **Skills and Knowledge Self-Evaluation Tool (SKSET)**

As you become more established your skills and knowledge in relation to your role will be revisited using the Skills and Knowledge Self-Evaluation Tool (SKSET) [INSERT LINK to document/Appendix 3], which can be used to inform appraisals/reviews and identify further training or support you think you need.

1. **Key information**
2. **Staff list:**

[Insert Staff list]

1. **Hours of work**

[Insert general expectations and any exceptions that might exist (non-personalised)]

1. **Safeguarding**

Any concerns should be addressed to [insert name of DSL]. It may be necessary for you to complete a MASH (Multi-Agency Safeguarding Hub) referral.

1. **Fire Drill/Emergency responses**

Fire Drills take place on a regular basis with brief info about how this happens (e.g. sweep of the building). In some cases there may be Personal Emergency Evacuation Plans (PEEP) for some individual pupils; please ensure you have read and understood those specific arrangements. Brief info about how lock downs are run.

1. **Lunch/Break**

[insert information about lunchtime roles and how staffing relates to SfSS]

1. **Policies**

Make sure that you are aware of the relevant school/Trust policies (see Induction checklist).

1. **Line management**

Your line manager is [insert name]. If you have any questions, do not hesitate to find [X]. You can ask any questions – no matter how small they might seem. Remember, we don’t know what you don’t know.

[Outline manager meeting arrangements here]

Good practice would include genuine offer of shadowing, : You can request an extra 1-1 at any time.

1. **Communication**

[Insert Policy/procedure]

Sample text below:

Everyone at [insert school name] has an email address. Make sure you check your email regularly.

DO NOT use your personal email address for work matters.

1. **Confidentiality**

It is vital that the privacy of our students and families is respected at all times. Consultation with staff is different in quality to gossip. Please ensure that you respect this difference.

If you need to discuss a sensitive, personal or confidential issue with a colleague, please ensure this is done in a confidential area that will not be overheard by the students. Discussing other students or members or staff should never happen around the young people.

REMEMBER GDPR means that all professionals working in school have a responsibility to keep personal data safe and secure.

Sometimes, a parent or carer may approach you for information. Please refer them to the relevant member of staff.

If you hold personal information about families due to your personal circumstances, this should be left outside of school unless you feel it has educational implications. Do not allow yourself to be used as a messenger.

As a TA, you hold confidential information about students that needs to remain in school. Do not discuss this information outside of school.

Please be aware that some information is highly sensitive and therefore you will not have access to it.

1. **Meetings**

[Insert expectations]

1. **Personal Belongings**

[Insert Policy]

1. **Mobile Phones**

[Insert Policy]

1. **What to do if you are ill**

You must contact [insert name] as soon as you are able by [insert way of contacting]

1. **Dress Code**

[Insert Policy]

1. **Union membership**

[Insert standard school advice]