



Helping or Hovering



What is this?

Helping or Hovering is a guidance document developed by the School Workforce Development Team at Lancashire County Council. This handbook was carefully designed to help support the effective management of school support staff.

Originally developed in conjunction with a series of training courses, this management guide explores such things as effective use of support staff and management and deployment issues.

Guide contents:

- **Head teachers/Senior school leaders – Effective management and deployment of support staff:**
 - Why should schools be looking at the effectiveness of support staff?
 - Looking at the levers
 - Effective Leadership and Management
 - Defining Responsibilities Clearly
 - Continuing Professional Development
 - Focused support for children and the use of evidence based intervention
 - Joint planning and reviewing progress
 - Monitoring Impact
 - Performance Management
 - Making it happen

- **Teachers – Teachers working with Teaching Assistants:**
 - Fostering the participation of pupils in the social and academic processes of the school
 - Seeking to enable pupils to become independent learners
 - Helping to raise standards for all pupils
 - Making it happen – some issues and tips

- **Line managers – Leading and Managing a Team:**
 - Context
 - Managers as team leaders
 - Leading team meetings



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- Issues for the leadership of teaching assistants
- Support staff representation on Governing Bodies
- **School Self Evaluation grid**

School self-evaluation grid				
The effective management and deployment of teaching assistants to improve standards in literacy and mathematics				
	Focusing	Developing	Establishing	Enhancing
Effective leadership and management of teaching assistants to: <ul style="list-style-type: none"> • foster the participation of all pupils in the social and academic practices of the school • help raise the standards and achievement of all pupils • encourage independent learning 	An audit of provision, professional development needs and quantitative outcomes has been carried out. As a result the expertise and skills of teaching assistants are matched to identified needs. Priorities for further action relating to the contribution of teaching assistants have been identified.	Using the audit, an agreed action plan that addresses identified priorities and appropriate resources has been developed and is being implemented.	The impact of the action plan is monitored and evaluated. The plan is refined following the outcome of evaluation.	The schools priorities for the contribution of teaching assistants to fostering participation, raising standards and encouraging independence are part of the whole-school development programme with clearly identified subject-specific priorities and systematic review and evaluation.
Access to appropriate, high-quality professional development	Information about training is selected and teaching assistants are encouraged to attend relevant courses. In-school training sessions for teaching assistants are led by subject leaders.	Staff are helped to be more selective about the type of professional development in which they participate and relate this closely to the literacy/numeracy action plan. Information from the monitoring of teaching and learning is used to target support and training for teaching assistants.	A CPD policy that relates to the individual and school needs with clear links to the development of literacy/numeracy is in place. Most staff are committed to the policy and understand how it will impact on their own professional development.	The planned CPD programme supports school, USA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically.
Time for planning and feedback	Teachers and teaching assistants make time to discuss individual children.	Teaching assistants are involved in some planning and are beginning to contribute their own ideas with regard to working with individuals and groups. There are regular opportunities to feed back on the children's learning.	Teachers and teaching assistants together plan and review curricular plans and the curricular targets/ learning objectives of the children.	There are regular and timetabled opportunities for all teachers and teaching assistants to work in partnership to review children's progress and plan learning opportunities.

- **Further sources of support and guidance**

How will it benefit me?

Since 1990 there has been a massive increase in support staff in schools and research has shown that well managed, well trained support staff can impact greatly on attitudes and achievements within schools.

School leaders will benefit from closer examination of their current practice and the support to achieve more effective systems and procedures that will in turn help raise standards for all pupils.



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Is it suitable for me?

This guide is aimed typically at head teachers, senior school leaders, teachers working with teaching assistants and line managers within schools.

How much does it cost?

An initial copy of this guide costs just £30, additional copies are only £5 if ordered for the same establishment.

Further Information

For further information on this product please feel free to contact a member of our team on 01904 612 231