



*“Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: the potential for greatness lives within each of us.” —Wilma Rudolph*

Expert Educational Support Staff (G5 SCP 15-22)			
Progressive	Reflective	Creative	Communicative
<p>Contribute to whole school development e.g. through subject leadership</p> <p><b>So that all groups of pupils make excellent progress:</b></p> <ul style="list-style-type: none"> <li>a) Plan and deliver learning that is acutely challenging, taking into account prior learning and individual needs.</li> <li>b) Use their excellent subject knowledge to plan and scaffold learning effectively. Identify and address misconceptions swiftly.</li> <li>c) Demonstrate excellent knowledge of the curriculum across at least two keystages.</li> </ul>	<ul style="list-style-type: none"> <li>a) Reflect on their impact on learners and learning, actively seeking strategies to further improve their practice, for example through independent research, DPE and networking.</li> <li>b) Provide frequent and incisive feedback; ensure that all groups of pupils reflect on, and respond to, this so that pupils know what their next steps in learning are.</li> <li>c) Analyse assessment information, collate and report on this to stakeholders to inform them of strengths and weaknesses. Use this assessment information effectively so that learning is maximised.</li> <li>d) Maximise strategies for pupils to be independent and reflective; embed opportunities for pupils to develop the characteristics of effective learners.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils in their care are exceptionally well engaged because learning is presented in a creative and memorable manner.</li> <li>b) Take responsibility for planning and developing learning environments that excite pupils to want to know and remember more, and apply their learning across the curriculum.</li> <li>c) Maximise opportunities which enable children to think deeply, for example encouraging children to expand on their responses in a casual manner.</li> </ul>	<ul style="list-style-type: none"> <li>a) Proactively role model highly effective communication in all situations, including speaking, listening, writing and non-verbal strategies. Adapt these as appropriate to ensure that pupils with SEND have their needs fully met.</li> <li>b) Highly effective questioning strategies ensure that pupils think deeply and critically.</li> <li>c) New vocabulary is skilfully interwoven in learning so that pupils understand and apply it independently.</li> <li>d) Learners' behaviour is exemplary because the highest expectations are made explicit. Pupils demonstrate respect for these because of continuing positive relationships which value every child as an individual.</li> <li>e) Inspire in others a positive outlook at all times; embody this through a can-do attitude and solution focussed approach.</li> </ul>



### Advancing Educational Support Staff (G4 SCP 8-14)

Progressive	Reflective	Creative	Communicative
<p>Contribute to whole school development e.g. through subject leadership</p> <p><b>So that all groups of pupils make securely good progress:</b></p> <ul style="list-style-type: none"> <li>a) In conjunction with, or following discussions, plan and deliver learning that is appropriately challenging, taking into account prior learning and individual needs.</li> <li>b) Use their strong subject knowledge to plan and scaffold learning effectively. Identify and address misconceptions swiftly.</li> <li>c) Demonstrate secure knowledge of the curriculum for all pupils that they work with.</li> </ul>	<ul style="list-style-type: none"> <li>a) Reflect on their impact on learners and learning, actively seeking strategies to further improve their practice, for example through independent research, DPE and networking.</li> <li>b) Provide frequent and incisive feedback; ensure that all groups of pupils reflect on, and respond to, this so that pupils know what their next steps in learning are.</li> <li>c) Contribute to the analysis, collation and reporting of assessment information to stakeholders to inform them of strengths and weaknesses. Use this assessment information effectively so that learning is maximised.</li> <li>d) Embed strategies for pupils to be independent and reflective; consistently provide opportunities for pupils to develop the characteristics of effective learners.</li> </ul>	<ul style="list-style-type: none"> <li>a) Pupils in their care are highly engaged because learning is presented in a creative and memorable manner.</li> <li>b) Take responsibility for planning and developing a learning environment that excites pupils to want to know and remember more, and apply their learning across the curriculum.</li> <li>c) Embed opportunities which enable children to think deeply, for example encouraging children to expand on their responses in a casual manner.</li> </ul>	<ul style="list-style-type: none"> <li>a) Actively role model highly effective communication in all situations, including speaking, listening, writing and non-verbal strategies. Adapt these as appropriate to ensure that pupils with SEND have their needs fully met.</li> <li>b) Effective questioning strategies ensure that pupils think deeply and critically.</li> <li>c) Introduce and scaffold new vocabulary so that pupils understand and apply it independently.</li> <li>d) Learners' behaviour is very good because high expectations are made explicit. Pupils demonstrate respect for these because of continuing positive relationships which value every child as an individual.</li> <li>e) Advocate a positive outlook at all times; embody this through a can-do attitude and solution focussed approach.</li> </ul>



### Thriving Educational Support Staff (G3 SCP 5-7)

Progressive	Reflective	Creative	Communicative
<p><b>So that all groups of pupils make good progress:</b></p> <ul style="list-style-type: none"> <li>a) As a result of effective communication with teachers, deliver well-paced learning. In partnership with teachers, contribute to curriculum planning including support plans, interventions, targeted support, and IEPs.</li> <li>b) Use their secure subject knowledge to scaffold and deliver learning effectively. Identify and address misconceptions during sessions.</li> <li>c) Demonstrate secure knowledge of the curriculum for all pupils that they work with.</li> </ul>	<ul style="list-style-type: none"> <li>a) Reflect on their impact on learners and learning, actively seeking strategies to further improve their practice, for example through independent research, DPE and networking.</li> <li>b) Provide high quality feedback; ensure that all groups of pupils reflect on, and respond to, this so that pupils know what their next steps in learning are.</li> <li>c) Use assessment information effectively so that learning is maximised.</li> <li>d) Develop strategies for pupils to be independent and reflective; provide opportunities for pupils to develop the characteristics of effective learners.</li> </ul>	<ul style="list-style-type: none"> <li>a) Learning resources are carefully selected to ensure that pupils are highly engaged.</li> <li>b) Collaborate with colleagues to provide learning environments that excite pupils to want to know and remember more, and apply their learning across the curriculum.</li> <li>c) Encourage opportunities for children to think deeply e.g. through problem solving, partnership work.</li> </ul>	<ul style="list-style-type: none"> <li>a) Be a role model for effective communication in all situations, including speaking, listening, writing and non-verbal strategies. Adapt strategies as appropriate to ensure that pupils with SEND have their needs fully met.</li> <li>b) Use carefully selected questioning strategies to ensure that pupils think deeply and critically.</li> <li>c) Scaffold new vocabulary so that pupils understand and apply it independently.</li> <li>d) Learners' behaviour is securely good; high expectations and respectful relationships are evident.</li> <li>e) Demonstrate a positive outlook at all times; embody this through a can-do attitude and solution focussed approach.</li> </ul>



### Evolving Educational Support Staff (G2 SCP 2-4)

Progressive	Reflective	Creative	Communicative
<p><b>So that all groups of pupils make good progress:</b></p> <ul style="list-style-type: none"> <li>a) Deliver well-paced learning, to groups of any size, that is planned by senior colleagues to be appropriately challenging.</li> <li>b) Use their growing subject knowledge to scaffold and deliver learning effectively. Identify and address misconceptions during sessions.</li> <li>c) Demonstrate growing knowledge of the curriculum for all pupils that they work with.</li> </ul>	<ul style="list-style-type: none"> <li>a) Through professional dialogue and coaching, reflect on their impact on learners and learning. Seek strategies to further improve their practice, for example through independent research, DPE and networking.</li> <li>b) Provide feedback to learners that links with the learning objective both verbally and in writing.</li> <li>c) Understand how information, gathered through assessment, can be used effectively to support learning. Start to use this to inform teaching strategies.</li> <li>d) Implement strategies for pupils to be independent and reflective; provide opportunities for pupils to develop the characteristics of effective learners.</li> </ul>	<ul style="list-style-type: none"> <li>a) Learning resources are prepared and organised to maximise pupil engagement and learning.</li> <li>b) Support colleagues to provide learning environments that excite pupils to want to know and remember more, and apply their learning across the curriculum.</li> <li>c) Provide opportunities for children to be curious and creative, e.g. providing flexibility in the way they respond to and record learning.</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrate effective communication in all situations, including speaking, listening, writing and non-verbal strategies. Adapt strategies as appropriate to ensure that pupils with SEND have their needs fully met.</li> <li>b) Use open ended questioning strategies to ensure that pupils think deeply and critically.</li> <li>c) New vocabulary is explained and modelled so that pupils understand and apply it independently.</li> <li>d) Learners' behaviour is consistently good; high expectations, positive relationships and clear behaviour management strategies are evident.</li> <li>e) Embed a positive outlook at all times; embody this through a can-do attitude and solution focussed approach.</li> </ul>



### Novice Educational Support Staff (G1 SCP 1-2)

Progressive	Reflective	Creative	Communicative
<p><b>So that all groups of pupils make good progress:</b></p> <ul style="list-style-type: none"> <li>a) Following structured discussions about learning intent and implementation, deliver to small groups/individuals.</li> <li>b) Use their developing subject knowledge to deliver learning effectively. With support and through collaboration, identify and address misconceptions during sessions.</li> <li>c) Demonstrate developing knowledge of the curriculum for all pupils that they work with.</li> </ul>	<ul style="list-style-type: none"> <li>a) In response to well planned questions and mentoring, reflect on their impact on learners and learning. Seek strategies to further improve their practice, for example through independent research, DPE and networking.</li> <li>b) With guidance, ensure pupils know what they need to do to improve – both verbally and in writing.</li> <li>c) Understand how information, gathered through assessment, can be used effectively to support learning.</li> <li>d) Understand strategies that encourage pupils to be independent and reflective.</li> </ul>	<ul style="list-style-type: none"> <li>a) Following plans and guidance, resources are well prepared to enable high levels of pupil engagement and learning.</li> <li>b) Contribute to providing an enabling learning environment.</li> <li>c) Encourage opportunities for children to be curious and creative, e.g. providing flexibility in the way they respond to and record learning.</li> </ul>	<ul style="list-style-type: none"> <li>a) Communicate effectively in a variety of forms, checking for correct grammar.</li> <li>b) Understand and use a range of question types as a result of clear guidance from senior staff.</li> <li>c) New vocabulary is modelled so that pupils understand and apply it independently.</li> <li>d) Learners' behaviour is usually good; high expectations, positive relationships and clear behaviour management strategies are evident.</li> <li>e) Embed a positive outlook, especially in challenging situations.</li> </ul>



## Support Staff Pay Scales

The salary scales used will be in accordance with the Green Book and Nottinghamshire County Council pay scales. Where nationally negotiated increases for cost of living allowances are delayed these will be backdated to 1 April of the previous year.

Job descriptions will be reviewed as appropriate or when duties or responsibilities have changed and will be amended to reflect current roles. It should be recognised that job descriptions are not intended to list all tasks involved in a job role but rather the level of responsibility, creativity and discretion that the post holder is expected to take.

If the employee has more than 6 months' service in their role at 1 April, they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1 April until the employee reaches the top of their grade. For those with less than 6 months' service in their role at 1 April, the first increment will not be paid until six months after their appointment subject to satisfactory service.

Support staff will normally receive an annual increment on 1 April each year, until they reach the maximum of the Grade. Withholding of increments will only be considered by the Board of Directors/Local Governing Body, depending on the scheme of delegation, where the employee is experiencing performance difficulties and is being monitored within the Capability Procedure.

Grade	Hourly Pay Range (taken from SNMAT Pay Policy, 2020)
1	£9.25 - £9.43
2	£9.43 - £9.81
3	£10.01 - £10.41
4	£10.62 - £11.96
5	£12.20 - £14.02

## 'Principles of Public Life'

**Selflessness**  
Holders of public office should act solely in terms of the public interest.

**Honesty**  
Holders of public office should be truthful.

**Integrity**  
Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

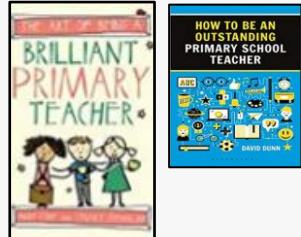
**Accountability**  
Holders of public office are accountable for their decisions and actions; they must submit themselves to the scrutiny necessary to ensure this.

**Objectivity**  
Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**Openness**  
Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**Leadership**  
Holders of public office should exhibit these principles, actively promote and support the principles and challenge poor behaviour.

**Growing expert support staff: career progression descriptors and DPE**



**“You discover yourself through the research of your work.” - Carine Roitfeld**



DPE Opportunities for Grade 5 SCP 15-22				
Subject Leadership	Learning, Development and Pedagogy	Continuous Provision	Culture of Success for All	Reading List
<ul style="list-style-type: none"> <li>Whole school curriculum linked to a specific subject area</li> <li>SL Development Programme incl. accountability sessions with coach</li> </ul>	<ul style="list-style-type: none"> <li>Assessment only route to QTS</li> <li>Also see 'Growing Expert Teachers' roadmap</li> </ul>	<ul style="list-style-type: none"> <li>CACHE L5 Diploma for the EYFS Senior Practitioner</li> <li>Apprentice Early Years Educator (LMP)</li> </ul>	<ul style="list-style-type: none"> <li>Review of sexual abuse in schools and colleges – Ofsted</li> <li>Creating and Implementing Individual Teaching and Learning Plans for Vulnerable and Disadvantaged Pupils (NC)</li> <li>Supporting The Most Academically Able Disadvantaged Pupils (NC)</li> <li>Bridging the Education Gap: Improving Pupil Outcomes for Disadvantaged and Vulnerable Learners (NC)</li> <li>HAYS Safeguarding (Annually)</li> </ul>	<ul style="list-style-type: none"> <li><b>The Art of being a Brilliant Primary Teacher</b> – Andy Cope</li> <li><b>How to be an Outstanding Primary School Teacher</b> – David Dunn</li> </ul>

\* In addition, any annual training or that which is not completed from lower grades should be undertaken

DPE Opportunities for Grade 4 SCP 8-14				
Subject Leadership	Learning, Development and Pedagogy	Continuous Provision	Culture of Success for All	Reading List
<ul style="list-style-type: none"> <li>KS curriculum linked to a specific subject area</li> </ul>	<ul style="list-style-type: none"> <li>CACHE L4 Certificate for the Advanced Practitioner in Schools</li> </ul>	<ul style="list-style-type: none"> <li>CACHE L4 Certificate for the Advanced EYFS Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Review of sexual abuse in schools and colleges – Ofsted</li> <li>Certificate in Equality, Diversity and Inclusion (NC)</li> <li>Innovative Strategies In Addressing Complex Special Educational Needs And Disabilities (NC)</li> <li>HAYS Safeguarding (Annually)</li> </ul>	<ul style="list-style-type: none"> <li><b>Teach Like a Champion</b>: Doug Lemov</li> <li><b>Addressing Educational Disadvantage</b> – Marc Rowland</li> <li><b>Talk Less Teaching</b> – Isabella Wallace</li> <li><b>The SEN Handbook</b> – Wendy Spooner</li> </ul>

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DPE Opportunities for Grade 3 SCP 5-7				
Subject Knowledge	Learning, Development and Pedagogy	Continuous Provision	Culture of Success for All	Reading List
<ul style="list-style-type: none"> <li>Forest School training</li> <li>KS curriculum linked to children worked with</li> <li>Marking and Feedback Policy</li> </ul>	<ul style="list-style-type: none"> <li>A Webinar for Teaching Assistants: Adding Value Through a More Coordinated Approach to Supporting Low Attaining Pupils (NC)</li> <li>WALTHRUs PD <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>Mr J Talks: Continuous Provision in Year 1 and Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Circle of Adults</li> <li>Drawing and Talking</li> <li>Emotional Literacy Specialism Course (SBAP/ELSA)</li> <li>How to Make Intervention Programmes Work Through a Tailored Approach During the Catch-up Curriculum (NC)</li> <li>Review of sexual abuse in schools and colleges – Ofsted</li> <li>SEND Code of Practice</li> <li>HAYS Safeguarding (Annually)</li> </ul>	<ul style="list-style-type: none"> <li><b>Moving on in KS1</b> (Julie Fisher)</li> <li><b>Little Guide for teachers- Formative Assessment</b> (Shirley Clarke)</li> <li><b>Little Guide for Teachers – Efficient Marking</b> - Shirley Clarke</li> <li><b>Know me to teach me</b> – Bomber and Perry</li> <li><b>Ooops</b> – Hywel Roberts</li> </ul>

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DPE Opportunities for Grade 2 SCP 2-4				
Subject Knowledge	Learning, Development and Pedagogy	Continuous Provision	Culture of Success for All	Reading List
<ul style="list-style-type: none"> <li>Year group curriculum linked to children worked with</li> </ul>	<ul style="list-style-type: none"> <li>WALTHRUs PD <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></li> <li>Applying Rosenshine's Principles of Instruction to Establish Effective Teaching Practice and Support Student Catch-Up (NC)</li> <li>Phonics development (personalised)</li> </ul>	<ul style="list-style-type: none"> <li>Continuous Provision - <a href="http://www.abcdoes.com">www.abcdoes.com</a></li> <li>Nursery Nook Webinar: Purposeful Play</li> <li><b>Early Excellence</b>: Developing Effective Continuous Provision Inside &amp; Out for EYFS &amp; KS1</li> </ul>	<ul style="list-style-type: none"> <li>CRB training</li> <li>Behaviour Management</li> <li>BSquared training</li> <li>Motional training</li> <li>Knowledge of Pre KS standards</li> <li>Review of sexual abuse in schools and colleges – Ofsted</li> <li>SEND Code of Practice</li> <li>Challenging behaviour in Children (JP)</li> <li>Learning Disabilities (JP)</li> <li>SEND (JP)</li> <li>Understanding Autism (JP)</li> <li>Understanding Specific Learning Difficulties (JP)</li> <li>Understanding Behaviour that Challenges (JP)</li> <li>HAYS Safeguarding (Annually)</li> </ul>	<ul style="list-style-type: none"> <li><b>WALKTHRUs 1 &amp; 2</b>: Sherrington &amp; Caviglioli</li> <li><b>Rosenshine's Principles in Action</b>: Sherrington</li> <li><b>How to be an Outstanding Primary TA</b> – Emma Davie</li> </ul>

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DPE Opportunities for Grade 1 SCP 1-2 / Apprentice				
Subject Knowledge	Learning, Development and Pedagogy	Continuous Provision	Culture of Success for All	Reading List
<ul style="list-style-type: none"> <li>Basic Maths and English – access to GCSE level</li> <li>Year groups curriculum linked to placement in school</li> </ul>	<ul style="list-style-type: none"> <li>Leading learning for small groups</li> <li>Apprentice TA Course (LMP)</li> <li>Learning environment expectations</li> </ul>	<ul style="list-style-type: none"> <li>Learning environment</li> <li>New to Early Years – <a href="http://www.abcdoes.com">www.abcdoes.com</a></li> <li>The Revised EYFS Framework – <a href="http://www.abcdoes.com">www.abcdoes.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Policy</li> <li>Dyslexia Friendly Practice</li> <li>Strategies encouraging independence</li> <li>Review of sexual abuse in schools and colleges – Ofsted</li> <li>HAYS Safeguarding (Annually)</li> </ul>	<ul style="list-style-type: none"> <li><b>TAs Guide to Effective Interaction</b> - Paula Bosanquet</li> <li><b>Making every lesson count</b> - Shaun Allison</li> </ul>

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## Working at St Mary's is rooted in the 'Principles of Public Life'

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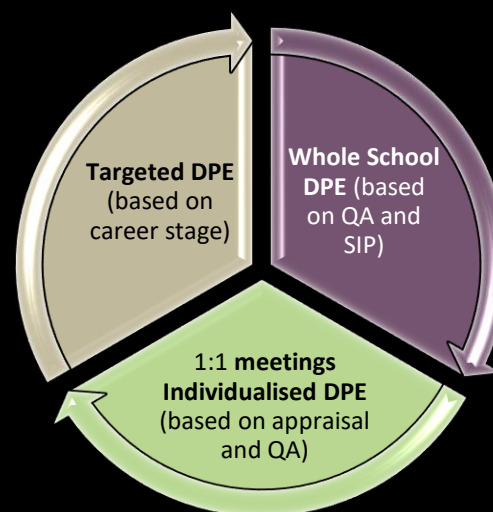
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**Targeted DPE**  
1 in 3 professional development sessions are targeted to career stage.

**Whole School DPE**  
1 in 3 professional development sessions is focused on development points arising from QA and the SIP. This provides an opportunity to work with ALL staff in school to move practice forward based on key priorities.

**Individualised DPE**  
1 in 3 professional development sessions is devoted to meeting time with a line manager to set and review short term targets.

Support Staff Pay Scales	
Grade	Hourly Pay Range (taken from SNMAT Pay Policy, 2020)
1	£9.25 - £9.43
2	£9.43 - £9.81
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4	£10.62 - £11.96
5	£12.20 - £14.02
HB A	£14.38 - £16.71
HB B	£16.71 - £19.14
HB C	£19.14 - £21.71

**Staff Meeting Time**  
Support staff take part in weekly professional development sessions.

These operate on a three-weekly cycle, comprising:  
a) Targeted DPE  
b) Whole School DPE  
c) Individualised DPE

**Targeted DPE**  
1 in 3 professional development sessions are targeted to career stage.

**Whole School DPE**  
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