



TEACHER AIDES PROCEDURE

RATIONALE:

To ensure that there is a clear understanding of the employment arrangements for Teacher Aides/Learning Support Staff.

GUIDELINES:

1. *Employment Guidelines:*

- a. Every effort will be made to arrange Teacher Aide (TA) employment in a fair and reasonable way bearing in mind all the factors that affect decisions about programmes and activities in a school.
- b. Hours worked will vary according to the school's and students' needs.
- c. All employment concerns in the first instance should be directed to the special needs co-ordinator, and subsequently to the Principal.
- d. On appointment there will be notification in writing of:
 - i) The salary/ hourly rate to be paid
 - ii) The hours per week to be worked
 - iii) The duration and purpose of the employment if the employment is of a temporary nature.

2. *Variations in hours:*

- a. Prior to the end of each school year TAs will be notified of any changes to hours for the following year in accordance with the provisions of their employment agreement.

3. *Payroll management:*

- a. The Office Manager (OM) manages the payroll.
- b. If there is an error in pay, note the error in writing and give a **copy** of the payslip with the note to the OM after checking with the person in charge.
- c. If payroll errors are not resolved in reasonable time TAs should let the Principal know the details **in writing**.

4. Procedure during a pupil's absence:

- a. Employment continues during a pupil's short-term absence. The class teacher or special needs coordinator can ask a TA to undertake any tasks to support either the pupil's work or the work of the class as a whole.
- b. During a pupil's long-term absence a TA's hours of work may be varied in accordance with the Collective Agreement.

5. Reimbursement of expenses:

- a. If asked to undertake tasks as part of their work that involves additional expense they should clarify the matter before they undertake the work. This includes costs such as materials and the cost of running a car and attendance at IEP meetings.
- b. In general the class teacher will be responsible for meeting the cost of any such expenses out of the relevant budget allocation they have access to, or by discussing options with the Special Needs Coordinator in advance.

6. Professional development:

- a. Professional development related to support for specific pupils should be planned in conjunction with the pupil's classroom teachers. ORRS pupils have a funding allocation that can be used, amongst other things, for professional development.

B. Other guidelines**1. Pupils' programmes:**

- a. The pupil's classroom teacher will guide TAs and support them in planning and carrying out the programme for the pupils they work with.

2. Care of children:

- a. TAs are at all times responsible for the safety and well-being of children they work with.
- b. TAs must be familiar with and follow the school's guidelines for identifying and reporting suspected abuse.

3. Relationships with children:

- a. Special needs children sometimes have significant emotional as well as educational and social needs. TAs should maintain clear boundaries in their work with pupils. This means among other things avoiding a personal emotional relationship with the child and in general not becoming involved outside of the planned support programme at the school.

4. Working alone with a child:

- a. When working 1:1 with the child TAs should do so only in a room where outsiders can see into the room. They should never work behind a closed door unless there is a glass panel in the door.

5. Taking pupils away from school:

- a. TAs should be familiar with the school's procedures for school activities out of the school property.

6. Meetings

- a. Meetings will be held at least once each school term to provide an opportunity to discuss matters of interest.
- b. The Principal and special needs coordinator may attend the meeting

Review Responsibility: *Principal, DP & SENCO*

Date Confirmed: 6 May 2021

Principal: *Karla Mitchell*