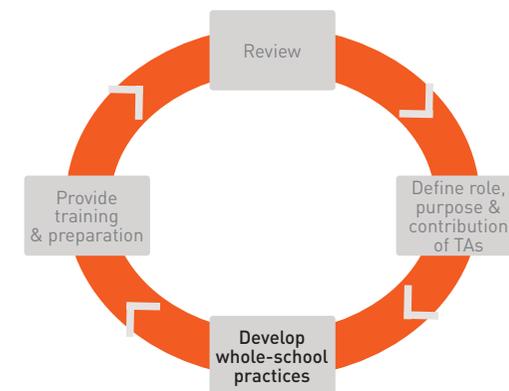


MAKING BEST USE OF TEACHING ASSISTANTS

Action planning template

Making changes to TA deployment is not straightforward. It requires changes in structures, attitudes and working arrangements, involving staff across the school. This action planning template can help schools structure their thinking around reframing the use of TAs, and putting those plans into action. Although this template has been developed through work with schools, you will need to consider additional issues relevant to your context.



Action plan point	Steps we will take	Predicted timescale	Staff and resources (specify who is responsible)	Potential issues we might face	Success criteria	Monitoring (how you will evaluate progress)
Deployment of TAs in classrooms <i>Recommendation I:</i> TAs should not be used as an informal teaching resource for low-attaining pupils <i>Recommendation II:</i> Use TAs to add value to what teachers do, not replace them						
TAs' interactions with pupils <i>Recommendation III:</i> Use TAs to help pupils develop independent learning skills and manage their own learning						

Action plan point	Steps we will take	Predicted timescale	Staff and resources (specify who is responsible)	Potential issues we might face	Success criteria	Monitoring (how you will measure progress)
<p>Teacher/TA preparation and training</p> <p><i>Recommendation IV:</i> Ensure TAs are fully prepared for their role in the classroom</p>						
<p>TAs delivering targeted, structured interventions</p> <p><i>Recommendations V & VI:</i> Use TAs to deliver high-quality one-to-one and small group support using evidence-based interventions</p> <p><i>Recommendation VII:</i> Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</p>						

Adapted from (Webster, R., Russell, A. and Blatchford, P. (2016) *Maximising the Impact of Teaching Assistants*, 2nd Ed.)