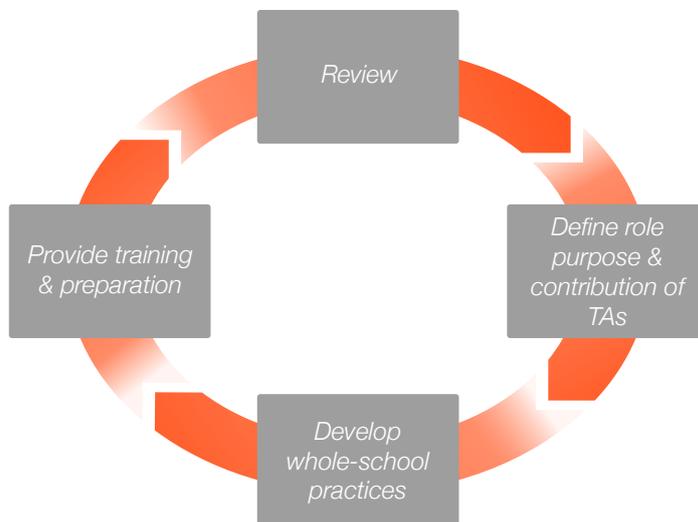


MAKING BEST USE OF TEACHING ASSISTANTS

Acting on the evidence

Development work with schools has revealed several key principles to successfully taking action on the TA guidance report.

The model below shows a cycle for school improvement that Senior Leadership Teams have previously found useful in reviewing the current use of TAs and guiding a process of change. Refer to this to help shape an action plan using the 'Action planning template'.



Have you...



Got the headteacher on board?

The headteacher forms and leads a development team of people with responsibility for managing the changes

Dedicated time to discuss your TA strategy?

This team schedules dedicated time over the course of two or three terms for discussion, planning, decision-making and action. Time is ringfenced for these discussions.

Conducted a full audit of your current situation?

Consider:

- Completing the 'Self-assessment guide'
- Surveying staff (anonymously) for their views and experiences
- TAs keeping a work diary to obtain information on how they spend their week
- Conducting observations and asking questions about teachers' decision-making regarding TA deployment
- Making an effort to listen to TAs' interactions with pupils
- A skills audit to collect details of TAs' qualifications, certifications, training, experience, specialisms and talents.

Tested your ideas and begun to introduce change gradually?

Change is introduced incrementally, on a small scale. Avoid rolling out change across the school without testing ideas first and winning support from staff. The initial team is extended to include a small group of enthusiastic teachers and TAs in a particular year group or subject who are willing to test new strategies and feed back progress.