

# MAXIMISING THE IMPACT OF TEACHING ASSISTANTS (MITA)

## KEY FACTS SUMMARY

Please ensure you read the information about the MITA project on the Education Endowment Foundation's website: <https://educationendowmentfoundation.org.uk/our-work/projects/maximising-the-impact-of-teaching-assistants/>

### ***What school leaders need to know about participation in the MITA project***

1. To be eligible for inclusion in the MITA project, schools must meet all the **eligibility criteria**, listed overleaf.
2. The project is being run as a '**randomised controlled trial**'. Eligible schools will be **randomly** assigned to either a 'control' or 'intervention' group (akin to a 'coin flip'). This means each school has a 50:50 chance of receiving the MITA intervention. Schools will be randomized and assigned to groups in July 2017.
3. Schools allocated to the **intervention** group will be required to contribute £1,300 to the cost of the programme, which will be delivered over 2017/2018. Successful implementation is dependent on schools having sufficient will and capacity to implement the MITA approach.
4. Schools assigned to the **control** group will be eligible for package of alternative support and incentives:
  - *Free training for school staff on SEN in summer 2018*
  - *A special widening participation day for Year 6 pupils at UCL in summer 2019, including subsidised transport*
  - *A cash contribution towards preparing and sending data relating to the project*
5. **All** schools will be expected to support the MITA project in the following ways:
  - *Distributing end-of-year online staff surveys*
  - *Allowing the evaluation team access to conduct the pre/post testing with selected year groups*
  - *Allow the evaluation team access to conduct interviews and observations (only a small number of schools will be visited for this purpose)*
6. **All** schools play an equal and essential part in the success and impact of the project. Schools are expected to fully engage with the project requirements for its full duration, whichever group they are randomised to.

The evaluation team will collect and store all project data in accordance with the Data Protection Act (1998). Data will be stored on secure servers. No individual who participates in the project will be named in any publications arising from it, and results will be presented on aggregate. Schools will have the option of allowing their participation in the project to be known.

### ***What happens next***

Please read the eligibility criteria on the next page. If your school fits the criteria, please complete the attached Expression of Interest form. We will then email you a Memorandum of Understanding (MoU) for you to read and sign. The MoU lists the next steps ('pre-requisites') you will need to take to secure participation in the project. Signing and returning the MoU represents your commitment to completing the pre-requisites. Owing to high levels of interest, schools will be enrolled on a first-come, first served basis. Please note: it is the full completion of the pre-requisites that secures participation, *not* completion of the MoU itself.

For any further questions or clarifications on the participation in this project, please email [ioe.mita@ucl.ac.uk](mailto:ioe.mita@ucl.ac.uk)

We very much look forward to working with your school on this exciting and potentially transformative project.

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## ELIGIBILITY CRITERIA

It is important to the evaluation and impact of the MITA project that schools meet the eligibility criteria set out below. We can only include schools that meet all the general and specific criteria.

If your school meets our eligibility criteria, please complete the attached Expression of Interest form and return it to the delivery team. If you are unsure if your school fulfils these criteria, please email the delivery team: [ioe.mita@ucl.ac.uk](mailto:ioe.mita@ucl.ac.uk)

### ***To be eligible for participation in the MITA project, your school must:***

- Be a primary or junior school in or near one of the targeted areas. Please note: priority will be given to two and three form entry schools
- Not had prior engagement in either Maximising the Impact of TAs (MITA) course (delivered by UCL Institute of Education) or the Maximising the Practice of TAs (MPTA) training (delivered by University of East London)
- Not have a current Ofsted grading of 'inadequate' or be in special measures
- Not be facing substantial and imminent changes in leadership (e.g. retiring headteacher)

### *In addition...*

- It is important that schools have not – **within the last three years** – taken **substantive prior action** following the recommendations and strategies set out in the EEF's *Making Best Use of Teaching Assistants* guidance and/or the MITA and MPTA handbooks:
  - *Maximising the Impact of Teaching Assistants* (published by Routledge)
  - *The Teaching Assistant's Guide to Effective Interaction* (published by Routledge)

### ***We consider substantive prior action to include:***

- Previous engagement (e.g. inset) with the EEF Guidance and/or the MITA and MPTA handbooks prompted the school to implement changes to how TAs are deployed in classrooms and how they are prepared for their role
- Previous engagement with the EEF Guidance and/or the MITA and MPTA handbooks prompted the school leadership team to undertake a restructure of the TA workforce (e.g. reduced or increased the number of TAs; TAs' hours of work modified)
- The majority of teachers have received thorough training on working with TAs in the classroom.

### ***Substantive prior action does not include:***

- Staff have read or heard about (e.g. via a staff meeting) the EEF Guidance and/or the MITA and MPTA handbooks
- Influence(s) not directly connected to the EEF Guidance and/or the MITA and MPTA handbooks (e.g. local authority support staff role review process) prompted the school leadership team to undertake a restructure of the TA workforce (e.g. reduced or increased the number of TAs; TAs' hours of work modified)
- The majority of teachers have not received training on working with TAs in the classroom
- TAs deliver structured interventions on a one-to-one and/or small group basis.