

## Ensuring MPTA training has the best chance of success in your school

Over and over, we find the schools that derive maximum value from the MPTA training are those in which the leadership team has made wider changes to TAs' deployment and preparation. By implementing the recommendations consistent with our **Maximising the Impact of TAs** approach<sup>1</sup>, TAs and teachers are better positioned to make the most of their new knowledge and skills, and thrive in their roles. As a result, these schools report improved outcomes for pupils, in terms of greater independence.

Before commissioning the MPTA training, we strongly recommend the school leadership team attend first to reviewing the strategic use of TAs and making any necessary improvements. Senior leaders can then judge their readiness for MPTA training by working through the checklist below.

Please note: our preference is to deliver the MPTA training in schools where the senior leadership team judge their overall use of TAs to be at least improving: in other words, more amber than red.

If your school is ready for the MPTA training, email us at [ioe.mita@ucl.ac.uk](mailto:ioe.mita@ucl.ac.uk)

The school leadership team has a clearly thought through strategy in place regarding the role of TAs in classrooms, <i>relative</i> to teachers' role			
TAs are not routinely deployed in an informal teaching role with pupils with SEND and/or those who are not making expected progress			
Teachers are confident and able to manage the work of TAs, and use their skills and knowledge to <i>add value</i> to what they do in the classroom			
Teachers have a secure understanding of the learning needs of all the pupils in their classes, especially those with SEND			
Teachers are responsible for planning <i>all</i> tasks for <i>all</i> pupils			
Teachers and TAs have regular opportunities to plan and exchange information before and/or after lessons			
Teachers ensure TAs are well prepared for their role in lessons			
Senior leaders regularly observe TAs and provide constructive feedback on their work (e.g. as part of annual performance reviews)			

<sup>1</sup> See our book *Maximising the Impact of Teaching Assistants: Guidance for School Leaders and Teachers* by Webster, Russell & Blatchford (2016), or the Education Endowment Foundation's *Making Best Use of Teaching Assistants Guidance Report*, by Sharples, Webster & Blatchford (2015) at: <http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf>