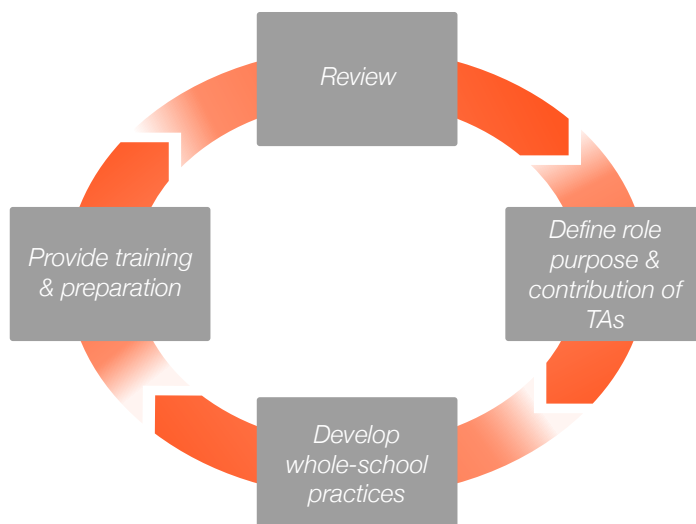


# MAKING BEST USE OF TEACHING ASSISTANTS

## 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.