Deployment of Teaching Assistants
Summary of recommendations

Education Endowment Foundation

Effective practices

1

Deploy TAs in ways that enable all pupils to access high quality teaching

TAs should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.

- Ensure working relationships between teachers and TAs meet all pupils' needs, with the teacher retaining responsibility for all pupils.
- Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with.
- Support teachers and TAs to identify practices which inhibit pupil learning and engage in effective alternatives.

2

Deploy TAs to scaffold learning and to develop pupils' independence

Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment.

- Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with.
- Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements.
- Ensure pupils have the opportunity to attempt tasks independently before intervening appropriately when they can't proceed.

3

Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate

The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils

- Reflect on the purpose of interventions and engage with the evidence base before deploying TAs to deliver structured interventions.
- Monitor progress to be sure the benefit of the intervention outweighs time away from the classroom.
- Support teachers and TAs to engage in bridging practices that connect learning between interventions and the classroom.

Effective implementation

4

Prepare and train staff around effective TA deployment

School leaders should ensure staff are on the same page about the role of the TA and how they can most effectively support pupils. Ensuring teachers and TAs are well prepared to work in these roles increases the likelihood that TA deployment can have a positive impact on pupils.

- Provide clarity on the role of the TA for all in the school.
- Enable TAs to be effective in their role and teachers to work effectively with TAs, through effective professional development.
- Develop ongoing coordination and communication so that teachers and TAs are prepared for their day-to-day roles.

5

Engage all staff in the process of implementing effective TA deployment

Effective TA deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices.

- Ensure TA deployment is informed by both the underpinning evidence and the challenges of putting it into practice.
- Engage and align the school community to build a shared understanding of good TA practice.
- Be deliberate about deployment decisions, which should be taken in the context of the school and its current priorities.