

Briefcase 3

From your audit and consultation – how will teaching assistants be deployed across the school? Use this plan to present your ideas for discussion

Deployment of Teaching Assistants

The main criteria for deployment decisions include:

- Raising standards and increasing progress
- Addressing the individual and group needs of pupils
- Supporting teaching staff in the delivery of an outstanding education

School Year: For the year 2011 – 2012

Results of consultations:

TA deployment summary

	Less than 25%	Between 25% and 50%	Between 50% and 75%	More than 75%
% of TA time working directly with pupils				
% of TA time working with pupils <u>outside</u> the classroom				
% of TA time working <u>outside</u> the classroom with groups				
% of TA time working <u>outside</u> the classroom with individuals on a one-to-one basis				
% of TA time working <u>in</u> the classroom with groups				
% of TA time working <u>in</u> the classroom with individuals on a one-to-one basis				
	Less than 25%	Between 25% and 50%	Between 50% and 75%	More than 75%
% of TA time working with pupils on School				

Action				
% of TA time working with pupils on School Action Plus				
% of TA time working with pupils with an SEN statement				

When working with pupils TAs are:

	Always	Mostly	Sometimes	Never
Supporting pupil(s) with the task given by the classteacher	%	%	%	%
Supporting pupils on the same task as the rest of the class	%	%	%	%
Supporting pupils on a similar task to the rest of the class	%	%	%	%
Supporting pupils on a completely different task to what the rest of the class are working on	%	%	%	%
Responsible for planning the work to be delivered	%	%	%	%
Responsible for the preparation of the work to be delivered	%	%	%	%
Able to consult with members of staff before the lesson	%	%	%	%
Able to feedback to members of staff at the end of the lesson	%	%	%	%

I feel confident when...	Yes	No	Unsure
I am teaching a small group	%	%	%
I am supporting the classteacher	%	%	%
I am supervising the class	%	%	%
I am teaching the class	%	%	%
I am working with an individual in class	%	%	%
I am working with an individual out of class	%	%	%
Comment:			

I understand...	Yes	No	Unsure
How the Code of Practice works	%	%	%
How to support children's reading	%	%	%
How to differentiate work	%	%	%
How to support the teacher in class	%	%	%
How to implement assessment for learning	%	%	%
How to safeguard children	%	%	%
Comment:			

Concluding comments:

The main conclusions from the consultation include:

- The majority of TAs are working in class with groups of pupils
- Those working outside the classroom tend to be working with pupils on a one-to-one basis
- The majority of TAs are working on the same task as the classteacher with pupils
- Most TAs feel comfortable working with individuals and groups but are not confident teaching a class
- Most TAs understand most key aspects of their role – some recognise that their safeguarding training needs updating

Proposed deployment:

Each year group will be allocated two teaching assistants to work with the year in the morning and one in the afternoon. This will allow for support for intervention programmes and behavioural programmes in the afternoon.

It is anticipated that, in discussion with year groups, the morning's allocation of additional support will focus around support in literacy and numeracy.

Year group	Composition	Roles
Year 3	am Member of staff 1 Member of staff 2	Literacy and numeracy support
	pm Member of staff 1	EBD programme Gifted and talented support Targeted support
Year 4	am Member of staff 1 Member of staff 2	Literacy and numeracy support
	pm Member of staff 1	EBD programme Targeted support
Year 5	am Member of staff 1 Member of staff 2	Literacy and numeracy support
	pm Member of staff 1	Friendship groups Targeted support
Year 6	am Member of staff 1 Member of staff 2	Literacy and numeracy support
	pm Member of staff 1	Friendship groups Transition support

Monitoring of arrangements:

Teaching assistant observations will be included in the usual round of teacher observations.

Tracking includes pupils involved in intervention programmes and SEN pupils. Some individuals receiving support are also being tracked independently of others. School Action pupils are being monitored carefully to assess how effective the current TA training programme is.