



OASIS ACADEMY BRISLINGTON

Teaching Assistant Deployment Policy

September 2022



Introduction and Aims

Oasis Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

Our **Education Charter** sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. To help achieve this, we make great learning the cornerstone of everything that we do.

At Oasis Academy Brislington we believe that TAs play a vital role in the education and wellbeing of our students. They are highly valued and an integral part of the teaching team. We provide a clear leadership and management structure, provide continuous professional development, robust monitoring and ensure that our TAs have a high status in the school.

The aims of this policy are to:

- To clarify expectations of TAs at Oasis Academy Brislington to ensure consistency.
- To outline how we deploy and use TAs as well as how they are lead and managed in order to achieve maximum impact on outcomes for students in terms of their academic performance as well as their physical and mental well-being.
- To protect our children and young people, foster student wellbeing, develop resilience and character, kindness, integrity, generosity, and honesty.
- To help young people to become independent, successful and happy adults who make a meaningful contribution to society

Statutory requirements and national guidance

The Academy takes full consideration of the guidelines in the SEND Code of Practice 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Academy has considered the DfE publication: *'The Deployment of Teaching Assistants in Schools'* 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf

The Equality Act 2010 details some key equality provisions for the delivery of education and duty of public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/Equality_Act_2010_guidance.pdf)

The Academy has considered guidance from the Education Endowment Fund (Established by the Sutton Trust) who together form the government-designated What Works Centre for Education.

'Making Best Use of Teaching Assistants'

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Policy development

This policy specifies our vision for the role, purpose and contribution of teaching assistants (TAs) at Oasis Academy Brislington. It sets out expectations in relation to TAs' work and conduct, and also the expectations that TAs can have of teachers and the Academy Leadership Team (ALT) in terms of the support they will receive to make a meaningful contribution to teaching and learning. It has been developed following extensive work in our academy on maximising the impact of our TA staff in line with the best available evidence on TA deployment, use and training.

This Oasis Brislington Academy policy has been developed through the following consultation process:

1. Review – Assistant Principal for Best Inclusion pulled together all relevant information including relevant national and local guidance; best practice models available in research; local contextual research
2. Staff consultation – A staff working party representing a cross-section of academy staff were given the opportunity to view the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – Student Academy Council members were consulted and given the opportunity to represent their views in collaboration with the lead member of staff for the Student Council
5. Ratification – once amendments were made, the policy was agreed with the Regional Director

In line with the SEND Code of Practice, the expectations of Oasis Community Learning and our students and their families, we recognise the teachers at Oasis Academy Brislington are responsible for meeting the learning needs and the progress of all the students in their classes. Our TAs have a different, but distinct, complementary role in helping our students become confident, competent, independent and successful learners. It is the responsibility of the Academy Leadership Team to ensure that TAs support the work of our teachers and the school more broadly, and maintain the appropriate demarcation between the role and responsibilities of teachers and the role and contribution of TAs.

Monitoring the TA Deployment Policy

- TAs are line managed by the SENDCo and Assistant SENDCo or the Director of Specialist Centre (DoSC) who conduct weekly line management meetings and annual Performance Management meetings with all TAs.
- SENDCo, Assistant SENDCo, DoSC and ALT members conduct both formal and informal observations of TAs throughout the year as part of our ongoing Quality Assurance Cycle.
- The SENDCo/ DoSC has weekly line management meetings and annual performance management meetings with the Assistant Principal for Best Inclusion.
- Annual Audit of TA practice and effectiveness completed, including whole staff completion the MITA survey (Maximising the Impact of Teaching Assistants).

Recruitment of TAs

- The OCL Recruitment Policy is adhered to in the recruitment of all TAs at Oasis Academy Brislington [Microsoft Word - OCL Recruitment and Selection Policy \(sharepoint.com\)](#)
- All TAs are required to have appropriate academic qualifications to at least GCSE standard or ability to demonstrate literacy and numerical competency through proven experience
- TAs are required to possess a range of essential experience, knowledge and qualifications to fulfill their duties, as outlined in their Job Description and Person Specification
- TAs are desired to have evidence of recent professional development and an ongoing commitment to their professional development.
- A full-time TA contract is 32.5 hrs per week, term-time only. We recruit both full and part-time TAs depending on the needs of the students.
- TAs receive a 30 minute unpaid lunch break during a full day of work but they may be required to take this at a different time from the students' lunchtime in order to supervise students on lunch and provide lunchtime activities for the students.
- We recruit TAs into varying responsibility levels (and therefore pay grade levels) within the Team: 1-1 support TAs, Lead TAs for interventions, Specialist Centre TAs, HLTAs, Assistant SENDCo
- Depending on the needs of the Academy and the students, training and professional development is a combination of externally provided courses and in-house training
- TAs will have an Induction programme which consists of shadowing other TAs, shadowing and observing key students, meeting with SENDCo/Assistant SENDCo/DoSC, Safeguarding briefing training, culture for learning briefing, training on IT systems, training on procedures and expectations

Expectations and Deployment of TAs

We ensure TAs are deployed effectively so we can respond to the changing needs of the academy. TAs can have different roles within the academy and although personal preferences are taken into consideration, their roles can change from one year to the next.

The TA roles outlined in this policy have been informed using evidence-based practice, in particular: *'Maximising the Impact of Teaching Assistants'* (Webster, Russell and Blatchford, 2016) [Maximising the Practice of Teaching Assistants \(maximisingtas.co.uk\)](#) and *'Making Best Use of Teaching Assistants'* (Education Endowment Fund, 2018) [Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](#)

Expectations

All TAs will (as directed by Line Manager):

- Implement and follow all whole academy policies
- Participate in whole academy CPD sessions and training, in order to keep up to date with current academy and wider developments
- Take part in peer observations and support/train colleagues if necessary
- Receive additional support and training that is more specific to their roles such as, SALT, ASD, MELSA, ELSA, Literacy and Numeracy programmes
- Take instruction and direction from the SENDCo/Assistant SENDCo/ DoSC/class teacher/ALT/ SC 360 year team manager, in line with the needs of the academy/class

- Prepare resources and displays for their own intervention groups
 - Attend daily TA/ Specialist briefing sessions or attend Whole staff/subject meetings as directed by line manager
 - Contribute to information gathering on student' progress
 - Promote positive behaviour in line with the academy culture for learning policy
 - Promote positive attendance and engagement with school- through supporting the whole academy attendance strategy via key worker session conversations
 - Supervise students at break times and lunchtime
 - Participate in school trips
 - Cover classes in an emergency
 - Communicate with parents/carers and attend meetings where necessary e.g. SEND parents' evenings, annual reviews, progress or behaviour meetings, external agency meetings (with the exception of parents' evening, these meetings will always have another academy representative alongside the TA e.g. SENDCo/DoSC/ALT member/Designated Safeguard Lead)
 - Be a keyworker for a group of students, meet with these students regularly and be a point of contact for the parents (not applicable to specialist centre TAs)
 - Be role models in line with our Academy Code of Conduct
 - Support students attending REACH/extracurricular/sports fixtures, as agreed between parent/carer, TA and SENDCo/DoSC
- } Within working hours (unless agreed otherwise) and as agreed with Line Manager

Deployment

The SEND Code of Practice States: *'Special Educational provision is underpinned by high quality teaching and is compromised by anything less.'*

SEND Vision at OAB

Starting at Great: we ensure all students maximise their full potential through quality first teaching and a curriculum that is **unapologetically ambitious**. Great progress for students is holistic across: academic attainment; attendance and punctuality; behaviour and character; literacy and numeracy; therapeutic interventions.

Support for children with Special Educational Needs is **pre-emptive rather than reactive** and is **available at the point of need**, fostering resilient and independent learners.

Key principles that underpin our TA Deployment:

- TAs will offer the least amount of help first and increase it if a student needs- this helps to foster independence and resilience
- TAs supplement not replace teachers- ensuring all SEND students have full access to the expertise of the class teacher and ensuring quality of opportunity
- TAs are Teaching Assistants not Teacher's Assistant- they support the learning of students and their primary deployment should be centred around learning activities rather than administration duties
- Remove the 'Velcro effect' of TA dependency- Ensuring students have access to the class teacher for support, their peers as well as the TA and also ensuring students have the opportunity to build their independence, using peers as role models and promoting positive outcomes
- Reduce student/teacher separation- TAs should not be used as an additional teacher for lower ability students
- Use of the Wider Pedagogical Role Model to improve: Deployment, Preparedness and Practice of TAs (Appendix B)

- Student/TA talk is meaningful and cognitively challenging – TAs will use scripted examples of meaningful talk in their professional development
- 1-1 support for children with EHCPs is available at the point of need for the student
- TA interventions are evidence- informed
- TAs foster independence and resilience in students using the MPTA/EEF Scaffolding framework (Appendix A)

TA roles at Oasis Academy Brislington are categorised into pedagogical and non-pedagogical roles but all TAs are expected to be able to perform roles in both categories when necessary (according to their level of training e.g. a TA would only be expected to provide mobility support to a student if appropriately trained)

Pedagogical roles- directly related to teaching and learning

Non-pedagogical roles- performing wider support duties

Pedagogical Roles of TAs:

- Plan and deliver structured intervention sessions with students as 1-1 or in small groups. Track the progress of students in their interventions and report on this progress to the SENDCo
- Administer, mark and record screening tests for interventions or whole academy baseline assessments such as NGRT tests (TAs will not need to mark when a programme has auto-marking)
- Plan and deliver 1-1 sessions for their key students focusing on emotional wellbeing, progress, behaviour and attendance
- Deliver parts of lessons to whole class or small groups as agreed by TA/classroom teacher/SENDCo/Director of SC and as appropriate to the training, qualifications and subject expertise of the TA
- Liaise with class teachers about lesson content, learning objectives, success criteria
- Offer advice and support to class teacher on how to differentiate and meet the needs of individual students

Non-Pedagogical Roles of TAs:

- Supporting students with physical, mobility or sensory needs
- Communicating with parents/carers
- Supporting the examination/assessment process e.g. administration duties, scribing for students, facilitating additional time arrangements, organising specialist equipment
- Supporting the entry and exit routines of the academy day and transition between lessons
- Lunch/break time duty supervising students and/or facilitating activities
- Support with preparing or administering resources in practical based lessons
- Promote the academy culture for learning policy by rewarding students for positive behaviour or challenging inappropriate behaviour around the academy
- Support the class teacher in rewarding and managing behaviour in the classroom- according to the Teacher-TA agreement
- Take the lunch orders (in Specialist Centre only) and process for the students
- Attend all SEND parents' evenings

In- Class support:

TAs will follow the TA-Teacher agreement when supporting in-class. (Appendix C)

Part of Lesson	TA support offered	Throughout Lesson
Entry routine	<ul style="list-style-type: none"> • Arrive at classroom for start of lesson 	

	<ul style="list-style-type: none"> • Support teacher in lining all students up outside classroom, gaining quiet, checking uniform and equipment, greeting students • If supporting a student 1-1 then also check this for key student 	<ul style="list-style-type: none"> • Avoid sitting next to same child throughout lesson (even if child has an EHCP) allow for direct teacher support of student and also peer interactions (where appropriate to the learning) • Use Scaffolding Framework for TA-Student interactions to ensure students develop independent learning skills (see below) • Clarify instructions for any student who requires it (not only SEND students) • Prioritise learning skills as opposed to task completion, ensuring understanding and progression • Promote Culture for Learning Policy by offering praise and challenge, issuing BCPs and CWA (as agreed with class teacher)
Do Now/Retrieval	<ul style="list-style-type: none"> • Support key students to sit, settle and begin Do Now task. Support may include but is not limited to: reading and explaining task, modeling example, prompting students about prior learning, scribing on mini-whiteboard or writing chunked instructions on mini-whiteboard, offering IPAD support • Once key students are settled, circulate room with teacher, identifying misconceptions or capturing good work, feeding this back to class teacher. Give praise to any students who warrant it. 	
Teacher Exposition/ Direct Instruction	<ul style="list-style-type: none"> • Keep students focused using visual cues or very quiet voice or contingent touch (where appropriate) • Listen to teacher exposition identifying key vocabulary, key instructions and steps for main task- use 'now and next' method • Write down key instructions or vocabulary for key students (if necessary) • Help students to chunk exposition/direct instruction using mini whiteboards or bullet point notes in the exercise books. 	

<p>Modelling (I do, we do)</p>	<ul style="list-style-type: none"> • Support teacher with role-play or modelling (if requested) • Act as talk partner to allow students to rehearse their ideas and think aloud • Emphasise key vocabulary and rephrase key information • Work with a variety of groups (Less able group should work with the Class Teacher as well as the TA) • Focus on sharing, turn-taking, body language and active listening skills 	
<p>Main task (you do)</p>	<ul style="list-style-type: none"> • Prompt students to get started • Prompt for sensory breaks prior to focused task (where appropriate for student) • Support students with planning longer written pieces • Remind students about key vocabulary or key steps they need to use • Allow students time to work independently and encourage resilience- offer 'least help first'. • Give chunked instructions and chunked targets for completion if necessary • Focus on learning skills, quality of work and demonstrating clear understanding, rather than task completion • Circulate room with teacher offering praise and prompts • Regular check-ins as appropriate for progress 	
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Allow students to complete quizzes or questions independently (as much as possible) to demonstrate 	

	<p>the extent of their learning for the lesson</p> <ul style="list-style-type: none"> • Check key students' exit ticket (as well as class teacher) to support with identifying misconceptions or barriers to success 	
Exit Routine	<ul style="list-style-type: none"> • Support class teacher in asking students to wait quietly behind desks, checking work stations are clean and tidy, uniforms are correct • Support class teacher in exiting the students sensibly • Monitor students leaving classroom, supporting culture for learning policy • Check key students know where they are going next 	
After the lesson	<ul style="list-style-type: none"> • Note any difficulties or misconceptions to feedback to class teacher • Advise class teacher of any adaptations to delivery or resources that may be needed to ensure success of key students • Highlight successful learning to class teacher and note this to feedback in SEND meeting • Use exit ticket to identify misconceptions/gaps- input before next lesson (where possible) to support understanding and progress 	

Delivery of targeted, structured interventions

TAs will:

- Only deliver the interventions instructed by ALT/SENDCo/DoSC, these will be evidence-informed interventions that have been selected on the basis of impact on student progress
- Ensure fidelity of delivery- follow the guidelines for the intervention programme to deliver it exactly how the creator intended, this will maximise impact of the programme

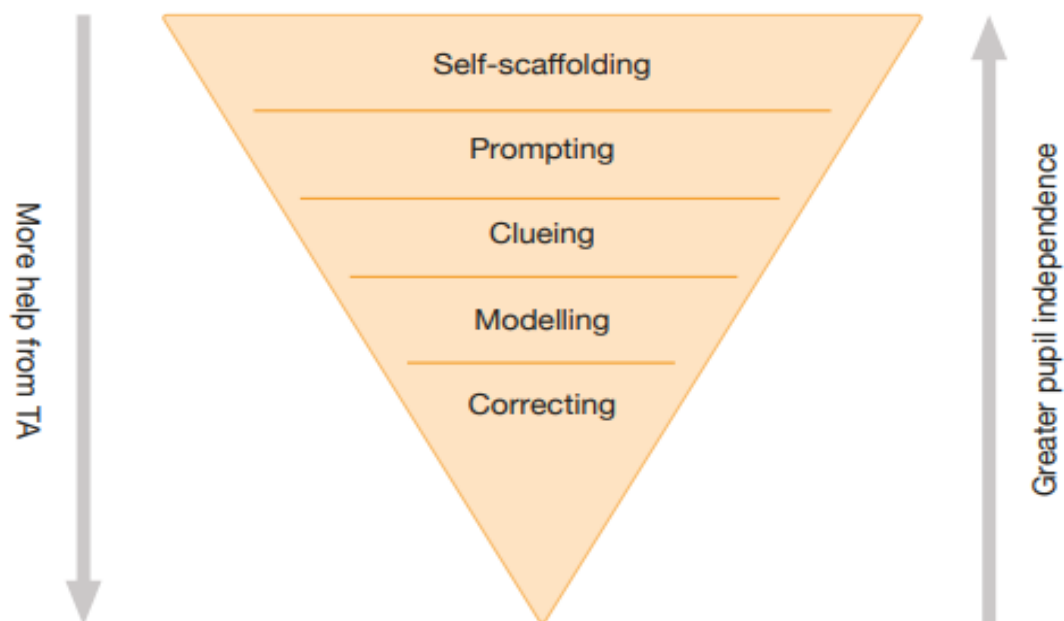
- Plan all sessions in advance including preparing any resources needed
- Adhere to academy entry and exit routines for group interventions that take place in a classroom environment
- Use the academy culture for learning policy in all sessions- giving praise points or challenging students using CWA where necessary
- Mark students' according to the programme requirements
- Give regular and clear feedback to students on their progress through the intervention
- Communicate with parents/carers about student progress through the intervention as directed by SENDCo/Assistant SENDCo/DoSC
- Keep progress trackers up to date and feedback in line management meetings

Appendix A- Scaffolding Framework

MAKING BEST USE OF TEACHING ASSISTANTS Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.

Appendix B- The Wider Pedagogical Role Model

Decision making and actions around TA deployment, practice and professional development is underpinned by the Wider Pedagogical Role Model

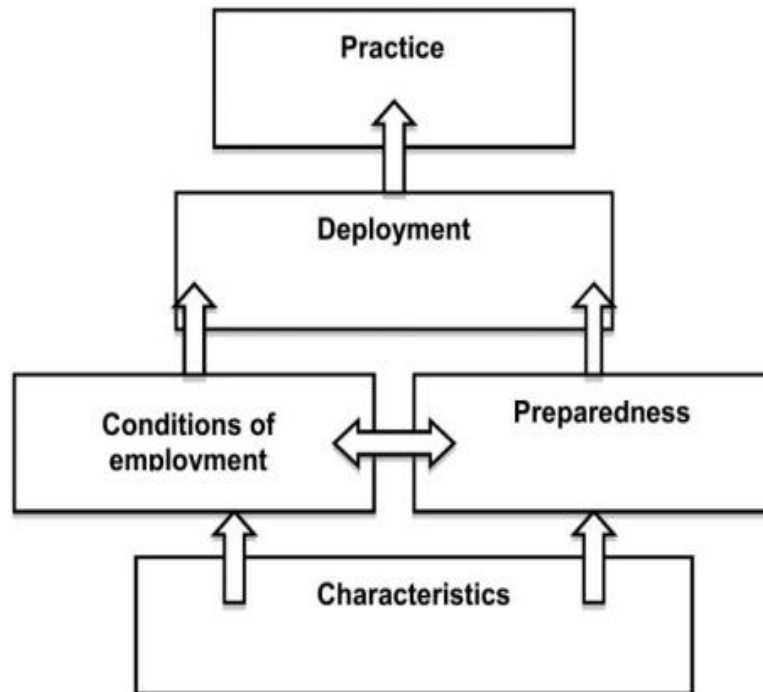


Figure 1. Wider Pedagogical Model (Webster *et al.*, 2011)