

# All Hallows C of E Primary School



## Standardised Deployment of Teaching Assistant Policy

2026

# Purpose of This Document

This document outlines a whole-school approach to the effective deployment of Teaching Assistants (TAs). It draws on evidence-informed guidance, including the EEF's Deployment of Teaching Assistants and Making Best Use of Teaching Assistants guidance reports, as well as wider research on adaptive teaching and high-impact classroom support. The aim is to ensure consistency, maximise impact on pupil outcomes, and embed a shared understanding of expectations across the school.

## Content

1. Whole-School Principles for TA Deployment
2. Roles and Responsibilities
3. Deployment Expectations in Classrooms
4. TA use in interventions
5. Adaptive Practice and TA deployment
6. Professional Development and Training
7. Monitoring and Evaluation
8. Appendices

## 1. Whole-School Principles for TA Deployment

### 1.1 Evidence-Informed Practice

- TA deployment decisions are guided by research evidence.
- TAs will supplement, not replace, high-quality classroom teaching.
- TA support will be intentionally planned rather than reactive.

### 1.2 Consistency and Clarity

- All staff will understand the purpose and expectations of TA involvement.
- TA roles and responsibilities will be consistent across classrooms and year groups.
- Adaptive practice should be central to deployment, allowing flexibility within the consistent framework.

### **1.3 Focus on Independence**

- TAs should aim to promote pupil independence, not learned dependency.
- Interactions should encourage pupils to think, reason, and self-regulate.

## **2. Roles and Responsibilities**

### **2.1 Teaching Assistants**

- Deliver structured interventions as directed by classroom teacher, SENCo or leadership.
- Provide targeted, purposeful classroom support.
- Use scaffolding strategies rather than completing tasks for pupils.
- Maintain high expectations for all learners.
- Communicate regularly with teachers regarding pupil needs.

### **2.2 Teachers**

- Plan for TA deployment within lessons.
- Provide clear guidance on instructions, learning objectives, and success criteria.
- Ensure TAs are informed of pupils' learning needs and curriculum content.
- Review TA impact on learning and adapt deployment as needed.

### **2.3 Leaders**

- Ensure systems are in place for consistent TA deployment.
- Provide ongoing professional development aligned with evidence-based practice.
- Monitor TA impact and adapt strategy in response to findings.

## **3. Deployment Expectations in the Classroom**

### **3.1 Pre-Lesson Briefing**

Teachers provide a clear plan for TA involvement, this may be seen on the medium-term plan, a discussion between class teacher and TA prior to lesson or on the format seen in the appendices. The plan will highlight:

- Intended learning outcomes.
- Target pupils/groups.
- Scaffolding strategies and prompts.
- Key vocabulary and misconceptions.
- TAs should have access to planning documents in advance.

### **3.2 In-Lesson Support**

- TAs work with pupils who need additional guidance, not exclusively the lowest-attaining pupils.
- Support should prioritise enabling access to high-quality instruction delivered by the teacher.

TAs use agreed scaffold strategies such as:

- Open questioning
- Prompts for metacognitive thinking
- Chunking tasks
- Clarifying instructions without over-helping

### **3.3 Post-Lesson Debrief**

Quick feedback loop at the earliest possible time after the lesson. This will include information regarding:

- What worked well?
- Which pupils require follow-up support?
- Adaptations needed for next lesson?

## **4. TA Use in Interventions**

## **4.1 Structured Intervention Principles**

- Interventions must be structured, evidence-based, and time-limited.
- TAs delivering interventions receive appropriate training.
- Sessions should be closely linked to classroom learning.

## **4.2 Monitoring Intervention Impact**

- Progress should be tracked using reliable measures. These assessment measures will depend on the intervention taking place.
- Teachers and TAs share responsibility for reviewing effectiveness.
- Interventions should stop or adjust when evidence indicates limited impact.

# **5. Adaptive Practice and TA Deployment**

## **5.1 Adaptive Teaching Fundamentals**

- Adaptations should maintain high expectations for all learners.
- TAs help facilitate access to the curriculum—not reduce challenge.

## **5.2 TA Role in Adaptive Practice**

- Provide targeted scaffolding for pupils needing additional support.
- Help pre-teach key concepts/vocabulary where appropriate.
- Support formative assessment by communicating observations to teachers.
- Adjust support in real time to promote independence.

# **6. Professional Development and Training**

## **6.1 Induction**

All TAs receive structured induction including:

- Overview of evidence-informed TA practice.
- School expectations and processes.

-Safeguarding and behaviour training.

## **6.2 Ongoing CPD**

Regular training on:

- Adaptive teaching strategies.
- Effective scaffolding.
- Intervention delivery.
- Supporting SEND and EAL learners.

## **7. Monitoring and Evaluation**

### **7.1 Leaders Will:**

- Observe TA deployment regularly. Following our monitoring document.
- Review TA contribution to pupil progress. This will be noted and reviewed within the termly pupil progress meetings.
- Ensure consistency across year groups.
- Provide coaching and development where required.

### **7.2 Teachers Will:**

- Reflect on effectiveness of TA deployment.
- Adapt planning accordingly.
- Work collaboratively to maintain consistency.

## **8. Appendices**

Appendix A: TA Scaffolding Toolkit

Appendix B: Pre-Lesson Briefing Template

Appendix C: Intervention Recording Template

This document is designed to support the consistent, evidence-informed, and purposeful use of TAs across the school.

# Scaffolding

## **Core Principles of Scaffolding**

Support should be temporary and gradually removed.

Prioritise thinking over task completion.

Use the least amount of help first.

Move from prompts → cues → modelling → direct instruction only when needed.

### **1. Prompting**

"What do you already know that could help?"

"Can you explain your thinking?"

"What is the first step?"

### **2. Questioning (Open & Probing)**

"Why do you think that?"

"Is there another way to approach this?"

"How do you know?"

### **3. Modelling**

Demonstrate thinking aloud.

Show worked examples.

Break down expert thinking into manageable steps.

### **4. Chunking**

Break tasks into smaller steps.

Provide one instruction at a time.

Check understanding before moving on.

### **5. Use of Visuals and Resources**

Graphic organisers

Word banks

Worked examples

### **6. Pre-Teaching**

Introduce key vocabulary.

Rehearse concepts before whole-class teaching.

### **We will promote children's independence by:**

Using 'wait time' before intervening. Encouraging pupils to attempt first. Gradually reduce support. Avoid over-reliance on adult help.

Appendix B: Pre-Lesson Briefing Template

Pre-Lesson Briefing Template			
Class:		Date:	
Lesson/ Subject:			
LO: SC:			
Key Vocab:	Common Misconceptions:		
Key Questions:			
Key Pupils:			
Scaffolding Approach:	Prompting	Questioning	Modelling
	Chunking	Visuals	Pre-teach
What does success look like for targeted children?			

## Appendix C: Example of Intervention Recording Template

Intervention Recording Template				
Intervention (broad area of need)				
TA:			Teacher:	
Date(s):				
Pupil(s):				
Frequency and duration:	Focus Area:		Programme used:	
	Baseline Assessment:			
Key gaps identified:				
Session Notes: (Colour coded for each session)				

--

Evidence of progress/ Assessment outcomes/ Pupil confidence:

Recommendations	Continue intervention	Adapt intervention	Stop intervention	Date of next review:
-----------------	-----------------------	--------------------	-------------------	----------------------

