

Appendix 3

Vision for Effective Deployment of TA's

Teachers	TA's
<ul style="list-style-type: none"> • Confidently involving the TA in planning and resource provision • Welcoming the TA into the lesson, knowing their name and introducing them to the class. Eg TA name on board • Liaising frequently with the TA over differentiation and how to plan for it. • Always seeking to enable the TA to have a high level of status in the classroom through the ethos of collaborative working. • Actively seeking to support the lowest attainers in the classroom due to increased confidence in working with children with SEN • Frequent live marking giving dynamic feedback to the lowest attainers first. • Planning with the TA how to physically provide cover for whole of the classroom, ensuring that the right students get the extra facilitation required to ensure equity of learning. • Where possible actively seek to review the learning with the TA 	<ul style="list-style-type: none"> • TA's to be confident in basic subject knowledge of their subject area. • TA's to be confident in accessing plans and resources on its learning in planning time and during a lesson to assist with the facilitation of learning and also differentiation. • TA's to be confident in the systems of the department. • TA's to be confident in advising teachers on where there are gaps in learning following a CFU- thereby acting as a teaching triage. • TA's to be confident to work collaboratively with the teacher to support all learners in the classroom. • TA's able to co- facilitate the learning thereby enabling effective challenge at all levels. • TA's to be skilled in the development of open-ended questioning, to encourage dependant students to work independently within a scaffold. • TA's to be supported with live marking to allow them to become proactive • TA's to support a supplementary lesson objective- such as the quality of writing or the development of academic vocabulary. • Be confident in the steps to take to encourage students to work independently.
Pupils	Others (PARENTS)
<ul style="list-style-type: none"> • All students in the class to accept support from TA's • Students confidence in their learning in the classroom to grow leading to a greater willingness to engage in independent learning, thereby being dynamic in the learning process rather than passive 	<ul style="list-style-type: none"> • Where relevant parents to engage with the learning plans for their child accessible through provision map to indicate areas where their child could benefit from more effective support in the classroom to inform both the TA and the teacher. • Parents to have a good understanding of how support is deployed within the College and so therefore does not have the expectation that their child will have a TA to work with on a 1 to 1 basis all the time. • To support their child with completing H/W or where relevant, encourage their child to attend study club, so they can access further support as required with independent learning. • Ensure that their child attends school every day as they understand the importance of the facilitation of learning in the classroom.