

Reframing TA Practice: A Summer Reflection Series

30th June - 11th July

Following the publication of the EEF's 'Deployment of TAs' Guidance Report, join us for a dynamic 2-week journey exploring the EEF Guidance Report – Deployment of Teaching Assistants.

Each day, schools will receive a short, practical resource designed to help staff reflect, explore, and act on the report's key recommendations.

- 📍 Where: Direct to your inbox
- 💡 What's Included: videos, blogs, a podcast, real world examples and others exemplification tools

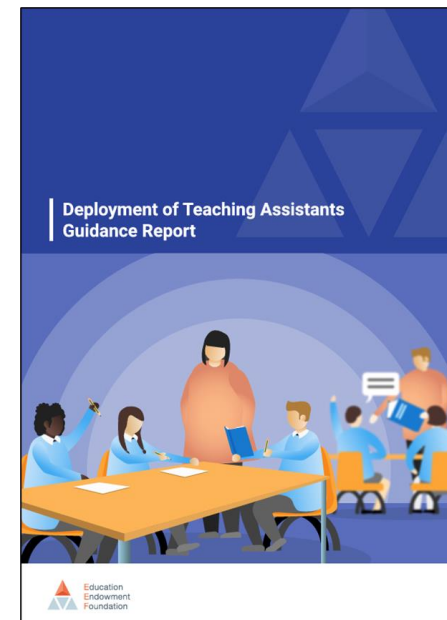
 **SIGN UP**



Research
Schools
Network



Let's move from principle to practice—together. Perfect for SLT, SENDCos, TA leads, and classroom teachers.



Supported by the Education Endowment Foundation



**MAKING BEST USE OF
TEACHING ASSISTANTS**
Guidance Report



**Deployment of Teaching Assistants
Guidance Report**



Invaluable contributions

TA role

Supporting inclusion

Challenging and complex

Introduction



Guidance report

Deployment of Teaching Assistants

Published 26 March, 2025

Overview

Summary of recommendations

Downloads

Summary

Third Edition

What this guide is about

This guidance is designed to help you make decisions about how to deploy your teaching assistants.

Its five recommendations are drawn from the evidence base on teaching assistant (TA) deployment practices and how these can lead to improved outcomes.

Who it is for

Headteachers

Senior Leaders

Teachers

Teaching Assistants

SENcos



Guidance report



Recommendations poster



Strategic issue

Valuable resource

Relevant

Recommendations

Recommendation 1

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

Recommendation 2

Deploy TAs to scaffold learning and to develop pupils' independence

Recommendation 3

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

Effective practices

Recommendation 4

Prepare and train staff around effective TA deployment

Recommendation 5

Engage all staff in the process of implementing effective TA deployment

Effective implementation

Resources

Guidance report



Deployment of Teaching Assistants



Summary poster



Summary of recommendations



Additional tools



Effective teacher - teaching assistant partnerships

A starting point for discussions between a teacher and TA to inform ongoing communication and decision-making to support the learning of all pupils.



Scaffolding framework

A framework to help TAs scaffold pupils' independent learning through: correcting, modelling, clueing, prompting and self-scaffolding.



Scaffolding framework for teaching assistant - pupil interactions

A framework to demonstrate how visual, verbal and written scaffolds can be used to gradually increase pupils' independence over time.



Implementing changes to TA deployment

Example implementation plan



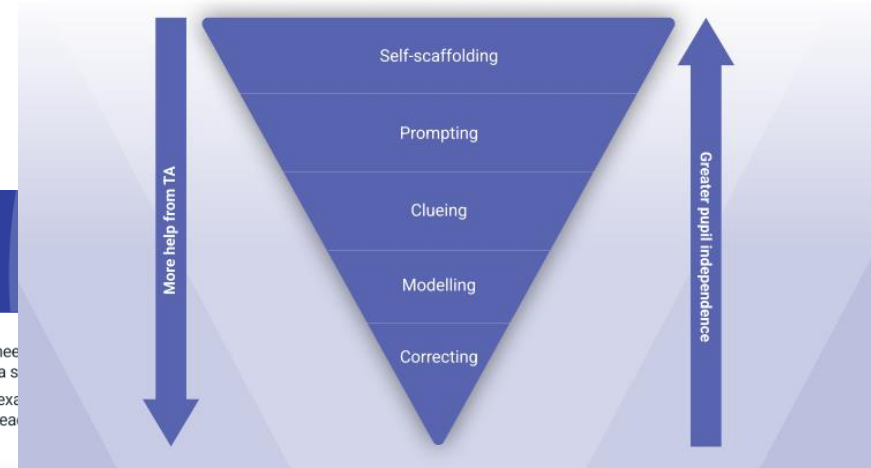
Implementing changes to TA deployment - editable template

Editable implementation plan template



Scaffolding framework Teaching Assistant - pupil interactions

Successful TA-pupil interactions provide the support pupils need, but not more than they need **support first**, informed by a deep knowledge of their pupils and what they might need for a successful outcome. This framework aims to show what this might mean for TAs' work with pupils, and offers examples of support colleagues.



Pupil works with greater independence

	Definition	Visual scaffolds	Verbal scaffolds	Written scaffolds
	<p>Self-scaffolding Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolding can plan how to approach a task, problem-solve as they go, and review how they approached a task.</p>	<p>Pupils independently create their own visual reminders. This might be a mind map to layout key information or symbols/codes that support the child to condense the learning.</p>	<p>Pupils ask themselves questions to reflect upon challenges they have encountered previously and identify strategies that may be useful: "What might be tricky here?" "What are my next steps?" "Why might this be useful?"</p>	<p>Pupils independently create and use their own checklist of success criteria when monitoring and self-evaluating their work.</p>
	<p>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.</p>	<p>Encouraging pupils to draw upon their own knowledge to identify visual prompts in the classroom, such as task planners, a numbered list of actions, or working walls.</p>	<p>Asking questions that prompt a pupil to plan their approach to a task, including how they might overcome challenges: "What will you do first?" "What will be most difficult? What could you use to help you?"</p>	<p>Encouraging pupils to recall written scaffolds they have previously used, including a simple writing frame or a short list of key actions to guide a pupil while they work independently.</p>
	<p>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.</p>	<p>Providing visual clues to scaffold pupils' understanding of key concepts or recall of essential information, such as manipulatives and representations in maths, images to support vocabulary learning, or simple images of events in a sequence.</p>	<p>Providing verbal clues to remind pupils to use strategies which have previously been successful: "I remember that when you did this well before, you followed the writing frame..."</p>	<p>Providing sentence stems, word banks, or partially completed examples to help a pupil get started on a task.</p>
	<p>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.</p>	<p>Providing a visual demonstration or model of the task for a pupil to use as a basis for their own work.</p>	<p>Giving a model of a successful response to a task: "If I were answering this question, my sentence starter might be..."</p>	<p>Providing a written worked example for a pupil to use as a basis for their own work.</p>
	<p>Correcting Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, the principle of providing least help first should be considered before deciding to do so.</p>	<p>Providing annotations to identify and correct misconceptions in a pupil's work (without requiring pupils to correct these for themselves).</p>	<p>Correcting any errors or misconceptions for a pupil: "I can see a mistake here, the correct response is..."</p>	<p>Writing the correct answer, spelling, or method for a pupil to copy.</p>

Pupil is dependent on adults

Resources

Guidance report



Deployment of Teaching Assistants



Summary poster



Summary of recommendations



Additional tools



Effective teacher - teaching assistant partnerships

A starting point for discussions between a teacher and TA to inform ongoing communication and decision-making to support the learning of all pupils.



Scaffolding framework

A framework to help TAs scaffold pupils' independent learning through: correcting, modelling, clueing, prompting and self-scaffolding.



Scaffolding framework for teaching assistant - pupil interactions

A framework to demonstrate how visual, verbal and written scaffolds can be used to gradually increase pupils' independence over time.



Implementing changes to TA deployment

Example implementation plan



Implementing changes to TA deployment - editable template

Editable implementation plan template



More to discover

Keep reading



EEF blog

Five-a-day for SEND: how does it transform the TA role?

The EEF's guidance report highlights five teaching approaches – a 'Five-a-day' – that can support pupils with SEND to make increased academic progress.



EEF blog

EEF blog: Maximising the Impact of Teaching Assistants in the Classroom – Exploring the Evidence

The EEF's Katie Luxton and Jonathan Sharples explore the findings from our trial of the MITA programme.



RSN training

Deployment of Teaching Assistants

Browse upcoming training and events to help you put the recommendations into practice.



Evidence to decision framework

This document presents an overview of the individual evidence to decision frameworks for each of the five recommendations included in the 'The Deployment of Teaching Assistants' guidance report.

Guidance reports



A School's Guide to Implementation

Maximise the impact of new approaches and practices.



Blogs



The Teaching Assistant role and SEND: three approaches to maximise impact

29 April, 2025



What goes up, must come down: Promoting pupil independence through scaffolding

22 April, 2025



Reframing TA Practice: A Summer Reflection Series

30th June - 11th July

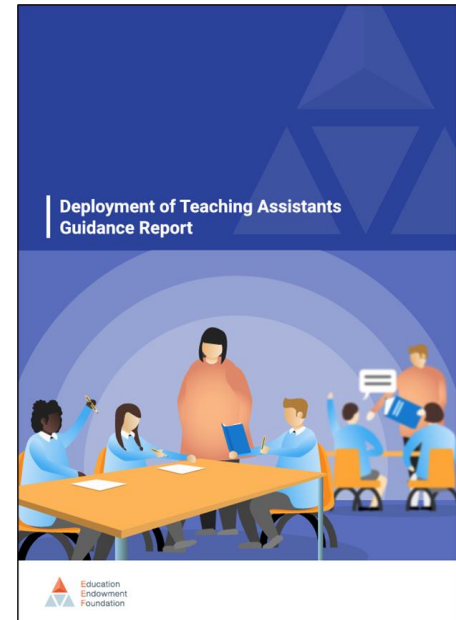
Following the publication of the EEF's 'Deployment of TAs' Guidance Report, join us for a dynamic 2-week journey exploring the EEF Guidance Report – Deployment of Teaching Assistants.

Each day, schools will receive a short, practical resource designed to help staff reflect, explore, and act on the report's key recommendations.

- 📍 Where: Direct to your inbox
- 💡 What's Included: videos, blogs, a podcast, real world examples and others exemplification tools



Let's move from principle to practice—together. Perfect for SLT, SENDCos, TA leads, and classroom teachers.



Supported by the Education Endowment Foundation

