



A Walkthrough for System Leaders - Unpacking the EEF Guidance Report on 'Deployment of Teaching Assistants' **Tammy Elward, Director of Derby Research School**

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Deployment of Teaching Assistants Guidance Report



Recommendation 1

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

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Recommendation 2

Deploy TAs to scaffold learning and to develop pupils' independence

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Recommendation 3

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

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Recommendation 4

Prepare and train staff around effective TA deployment

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Recommendation 5

Engage all staff in the process of implementing effective TA deployment

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Prepare and train staff around effective TA deployment

- Ensuring preparedness for effective TA practice
- Role clarity
- Professional development
- Day to day preparedness
- Focus on the systems and structures that support TAs

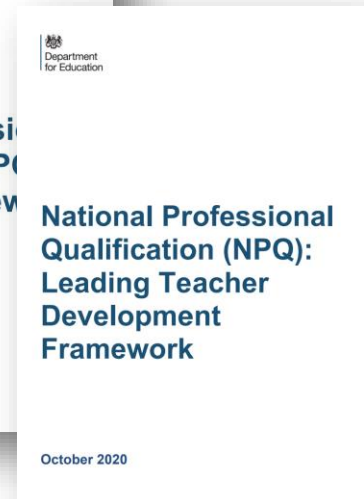
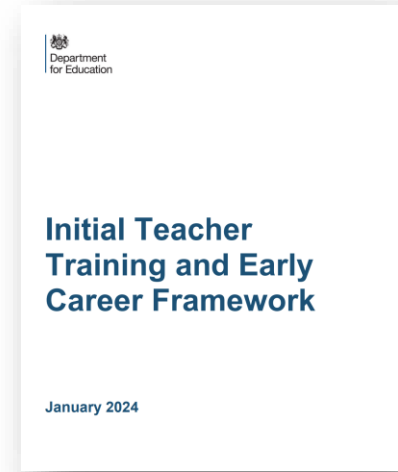
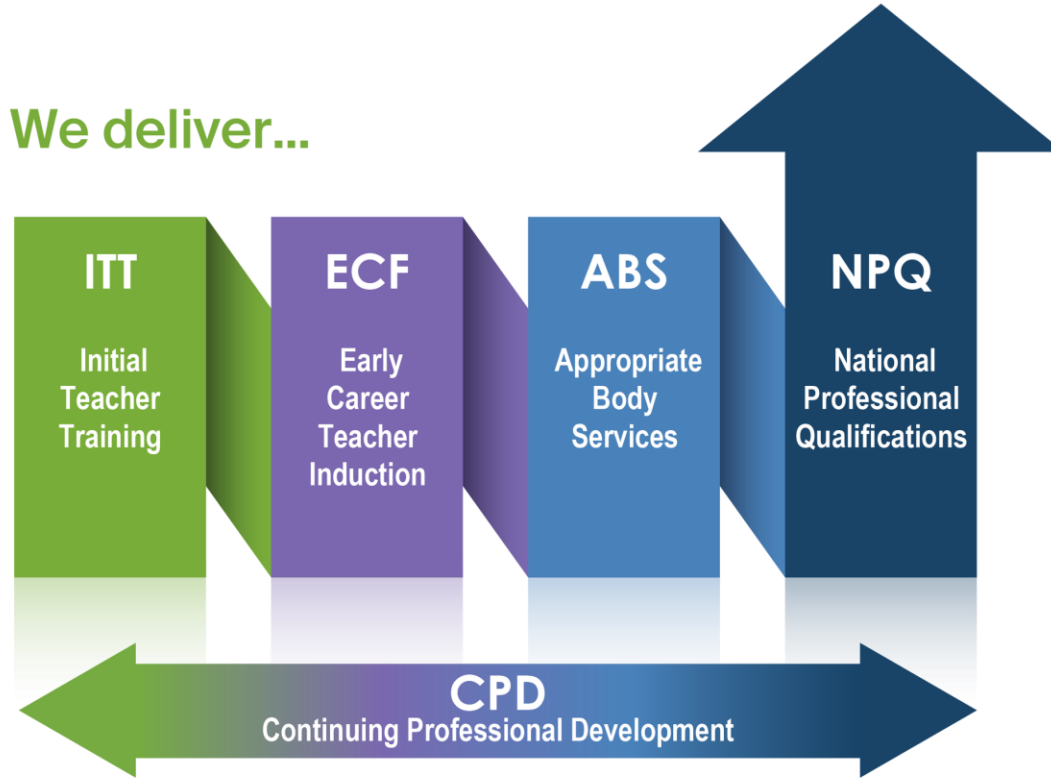


Our role as system leaders is to guide school leaders' attention back to this and ask them to consider: 'To what extent are we being systematic and intentional in how we prepare and train our support staff?'



Department
for Education

We deliver...





Key Messages

- Teachers and leaders in disadvantaged schools are less experienced
- Teachers in disadvantaged schools are increasingly less likely to have a relevant degree, particularly in STEM subjects
- Disadvantaged schools experience much higher levels of teacher turnover, and more teacher absences

TA Deployment remains the biggest application of the Pupil Premium spend... but what are the implications of this report for this part of our workforce?

Key Question 1: What is our workforce strategy for our support staff?



Adopt the behaviours that drive effective implementation



ENGAGE

Engage people so they can shape what happens while also providing overall direction.



UNITE

Unite people around what is being implemented, how it will be implemented, and why it matters.





- Unite views and values
- Unite knowledge and understanding
- Unite skills and techniques
- Unite implementation processes

Understanding the TA Ask

Self-regulation and Efficacy as a Learner
 e.g. juggling all this, regulating emotions and reactions, self-awareness as learner

Subject Knowledge
 e.g. early reading theory; synthetic phonics

Self-Management and Organisation
 e.g. setting up space, managing resources, moving between spaces

The 'Ask'
 e.g. deliver phonics intervention

Pedagogic Principles
 e.g. explicit instructions, modelling, chunking

Assessment and Feedback
 e.g. understanding start points, formative, summative, record keeping, communicate to teacher

Behaviour Management

Subject Specific Pedagogic Principles
 e.g. oral repetition and rehearsal for sounding out and blending

Group or 1-2-1 strategies

Managing Transitions and Routines

Passive Learners

Disengaged Learners

Disruptive Learners

Fidelity to classroom practice and whole school approach

Key Question 2: To what extent do we prepare our workforce for the ask we are making of them?

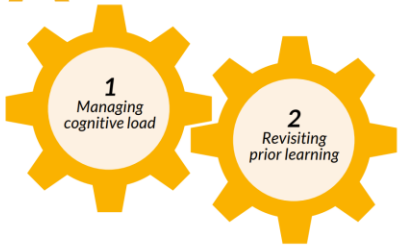


Prepare and train staff around effective TA deployment

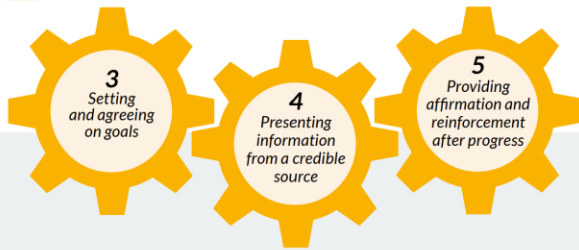
- Ensuring preparedness for effective TA practice
- Role clarity
- Professional development
- Day to day preparedness
- Focus on the systems and structures that support TAs



A BUILDING KNOWLEDGE



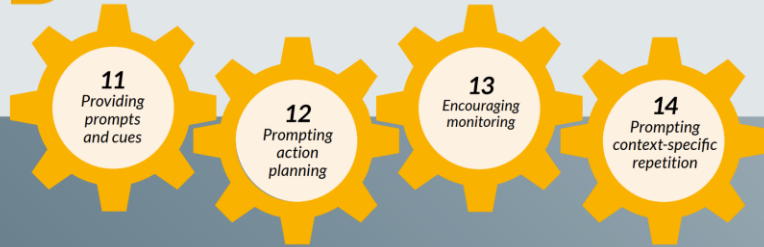
B MOTIVATING TEACHERS



C DEVELOPING TEACHING TECHNIQUES



D EMBEDDING PRACTICE

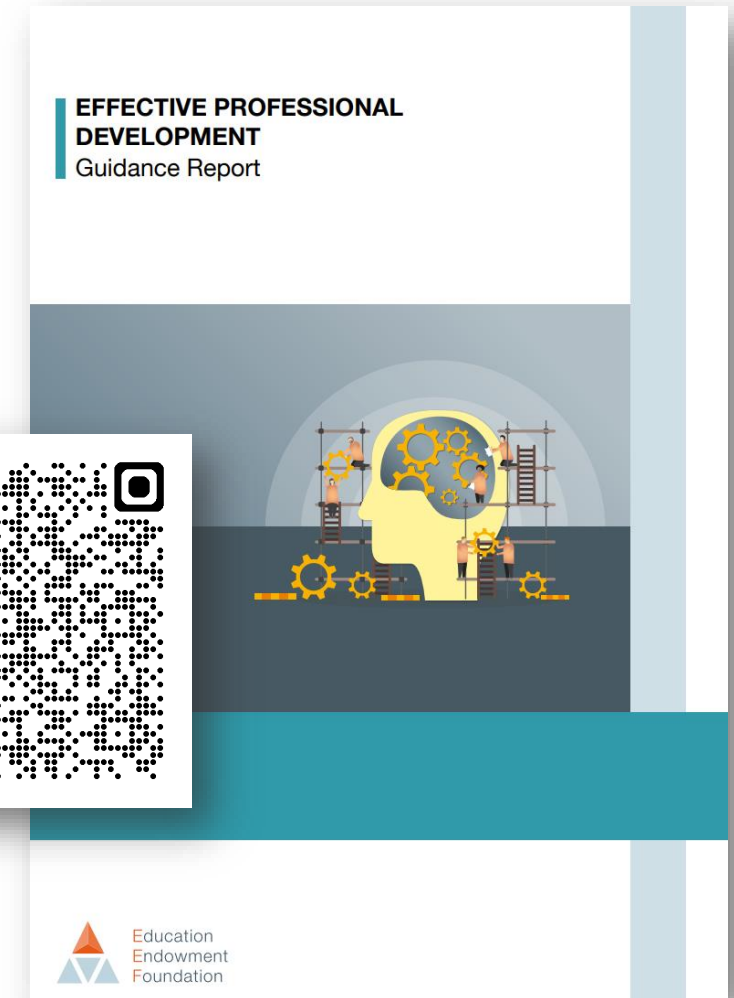
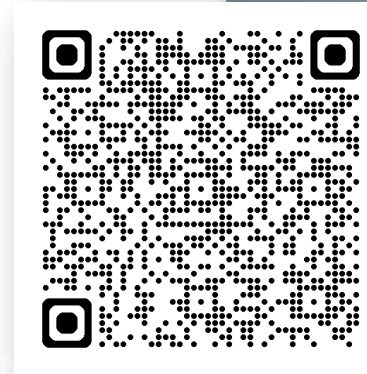


EFFECTIVE PROFESSIONAL DEVELOPMENT

The mechanisms of PD

Mechanisms are the core building blocks that drive positive change in teaching practice and ultimately improve pupil outcomes

A key finding of the review underpinning this guidance was that the more mechanisms a PD programme had, the greater the impact on pupil attainment.



Ensuring Balanced PD design

Table 2: Ensuring balanced PD Design

Building knowledge	Motivating teachers	Developing teaching techniques	Embedding practice	Likely outcome
✓	✓	✓		If embedding practice is missing, a teacher may understand the content, be motivated to improve, and have the techniques to do so but—after a period of time—may revert to old habits.
✓	✓			When developing techniques and embedding practice are absent, this could lead to the ‘knowing, doing gap’. Here, a teacher may be fully aware of what they need to do and be motivated to do it; unfortunately, they do not know how to do so, nor do they have the tools to deliver.
✓				Here teachers may have effectively built the knowledge but lack the motivation and skills to implement.
	✓	✓	✓	In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.
✓	✓	✓	✓	Where professional development features a mechanism from each group, it may be more likely to be effective.

Effective professional development

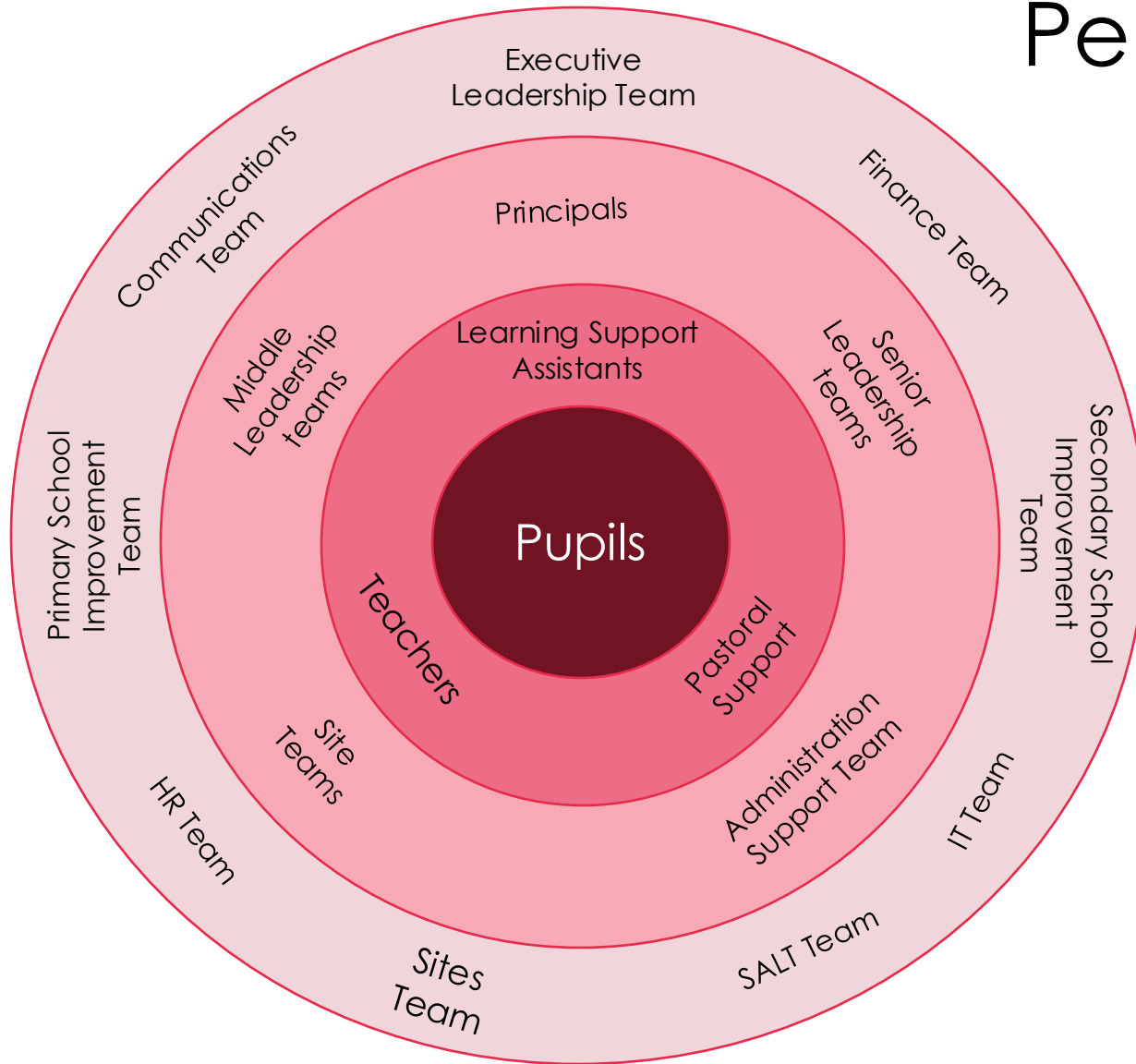
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Key Question 3: How do we quality assure our professional development of our support staff to maximise impact?



People Strategy 2024 – 2027

Belong, Build, Become



Our Mission is to provide **high quality education** and deliver the **best possible outcomes** for children and young people.

Our Vision is to be an **exceptional** Trust, which provides an **outstanding** education for local children.

Our **People Strategy** is anchored into our mission, ensuring our colleagues are **skilled and equipped** to live our vision for all our pupils.

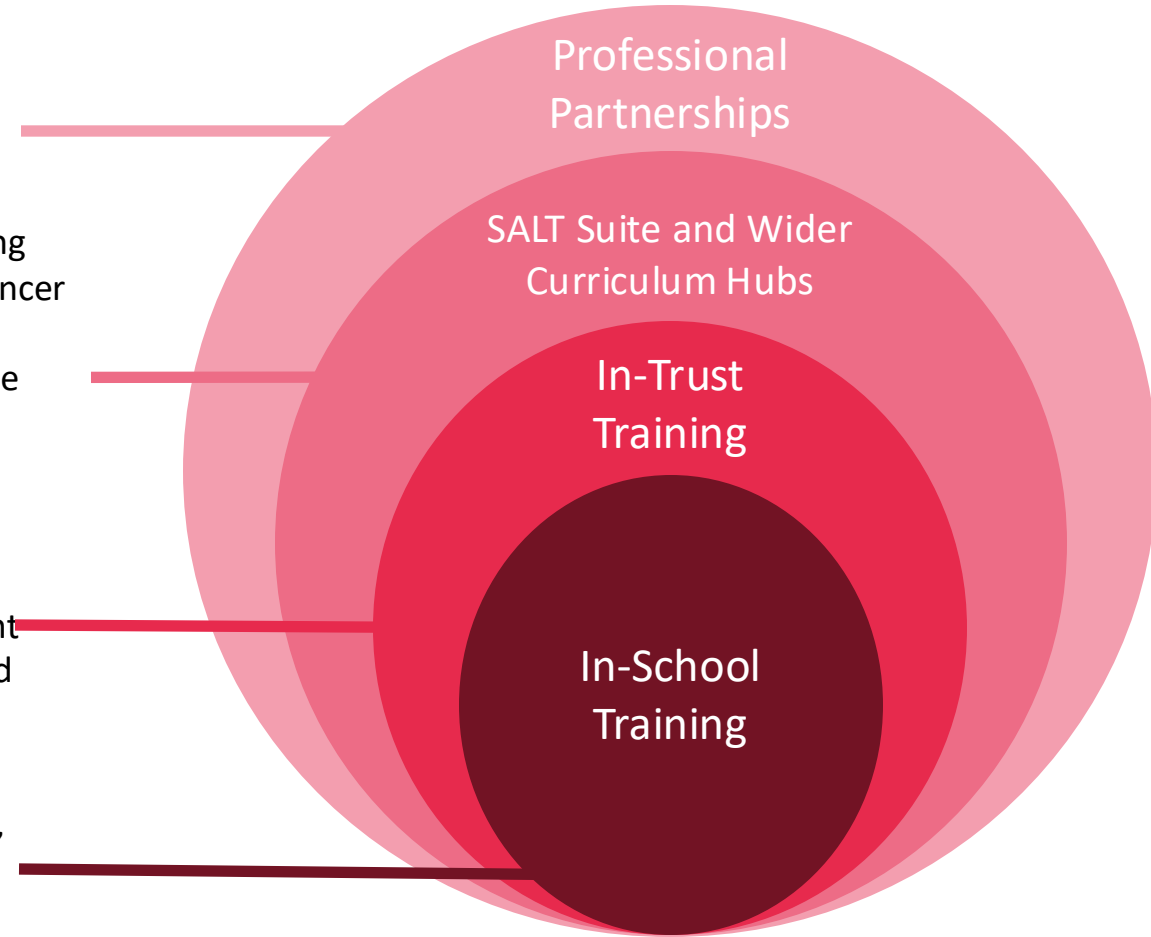
Spencer PATHWAYS

Professional Partnerships: continued development through wider organisations and professional partnerships, including the Chartered College and Inspiring Leaders

SALT Suite and Wider Curriculum Hubs: engaging with wider professional networks, including Spencer Apprenticeships, Teaching School Hub Derby Research School, Maths Hub, English Hub, Whole School SEND; contributing to them as a mentor, evidence advocate, ELE.

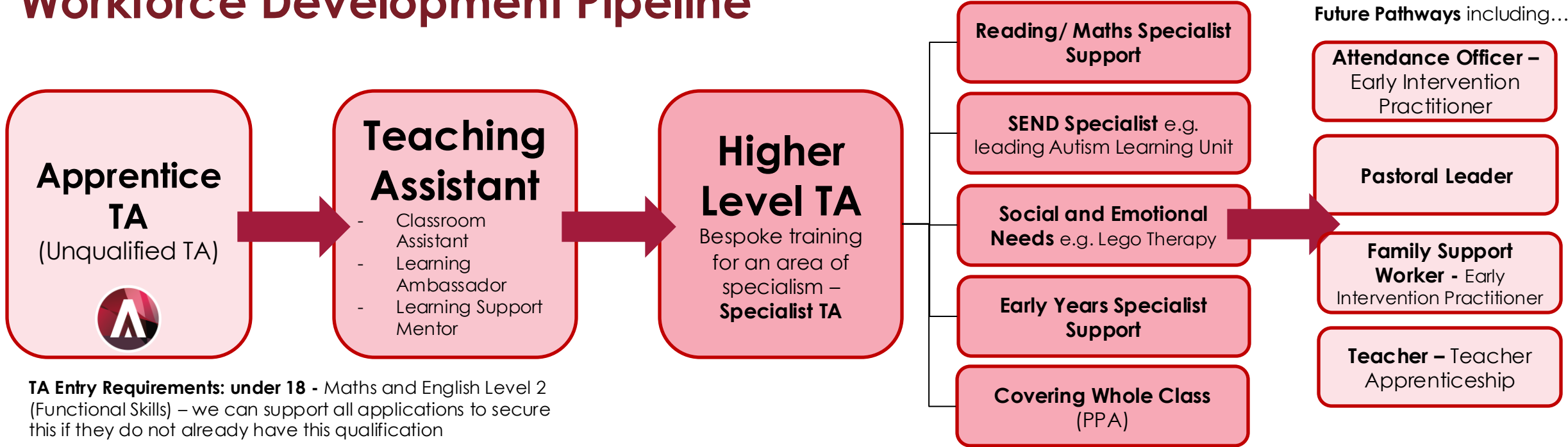
In-trust training: including network meeting, workshops, trust wide professional development days, supporting other schools as commissioned activity and leading on a project for the IEF

In-school training, including observing practice, coaching and feedback, staff meetings and shadowing other colleagues.



Spencer PATHWAYS

Workforce Development Pipeline





- TA Induction Programme (Level 3 Apprenticeship)
- Early Intervention Practitioner (Level 4 Apprenticeship)
- Specialist Teaching Assistant (Level 5 Apprenticeship)
- Teacher (1 year) (Level 6 Apprenticeship)

TA Induction Programme

Level 3 Apprenticeship

For current and aspiring teaching assistants



LEARN MORE

Kickstart Your Career as a Teaching Assistant with Spencer Apprenticeships

AT A GLANCE



- Course Duration: Up to 18 months
- Phase: Primary and Secondary
- Blended learning of face to face and online learning
- Entry Point: October 2025
- Levy Funded Training Cost: £7,000

Looking to make a real difference in the classroom? Our Level 3 Teaching Assistant Apprenticeship is designed to equip you with the skills, knowledge, and confidence to thrive in an educational setting.

What makes us stand out? Expert-led training delivered by sector and exclusive experience days in a variety of school environments: special schools, early years and mainstream.

Curriculum Modules

These are the themes and duties that are covered in the EIP Standard.



Taught Face to Face Sessions



Tutor led Progress Review Meetings



Alternate Setting Experience Days

Whether you're an aspiring TA or a school looking to develop your staff, our apprenticeship pathway ensures high-quality, hands-on preparation for success.

Join us and shape the future of education

Early Intervention Practitioner

Level 4 Apprenticeship

Empower Your School with Early Intervention Expertise



LEARN MORE

Strengthening School Support, Transforming Futures

AT A GLANCE



- Course Duration: Up to 14 months
- Phase: Primary and Secondary
- Blended learning of face to face and online learning
- Entry Point: November 2025
- Levy Funded Training Cost: £3,500

At Spencer Apprenticeships, our Level 4 Early Intervention Practitioner Apprenticeship is designed to strengthen your school's ability to provide proactive support for families in safeguarding, behaviour, attendance, and pastoral care.

Audience: Colleagues delivering Early Help support, including assistant social workers; family support workers; pastoral and school inclusion officers; attendance, pastoral and behaviour leads

Curriculum Modules



Delivered by education sector experts, this programme equips staff with the skills to make a real impact—helping students thrive while reducing barriers to learning.

Not only does this apprenticeship enhance early intervention strategies, but it also serves as a pathway into social work, offering valuable career development opportunities for your team.



Invest in the future of your school and community—enroll today!

Specialist Teaching Assistant

Level 5 Apprenticeship

For experienced teaching assistants



LEARN MORE

Advance Your Career with the Level 5 Specialist TA Practitioner Apprenticeship

AT A GLANCE



- Course Duration: Up to 24 months
- Phase: Primary and Secondary
- Blended learning of face to face and online learning
- Entry Point: November 2025
- Levy Funded Training Cost: £12,000

At Spencer Apprenticeships, we're taking Teaching Assistant training to the next level. Our Level 5 Specialist TA Practitioner Apprenticeship is designed to enhance your school's capacity for targeted intervention and learner-focused support, ensuring every student receives the help they need to succeed.

Pathway Routes

It offers training three special

- SEND specialist teaching assistants
- Social and emotional well-being specialist teaching assistants
- Curriculum provision specialist teaching assistants

Delivered by education sector experts, this programme develops specialist skills while providing a fully funded pathway development in key intervention areas. Whether you're deepening your expertise or your school wants to invest in this apprenticeship offers a game-changing opportunity with lasting impact.



Taught Face to Face Sessions



Tutor led Progress Review Meetings



Alternate Setting Experience Days

Develop Expertise. Transform learning. Elevate

Post-Graduate Teacher

Level 6 Apprenticeship - 1 year

For colleagues looking for employed routes into teaching



LEARN MORE

Take the Next Step - Become a Qualified Teacher with Spencer Apprenticeships

AT A GLANCE



- Course Duration: 10 months
- Phase: Primary and Secondary
- Blended learning of face to face and online learning
- Entry Point: September 2025
- Levy Funded Training Cost: £9,000

Already working in a school and ready to take your career further? Our Post-Graduate Teaching Apprenticeship is the perfect pathway to achieving Qualified Teacher Status (QTS) while remaining employed.



Taught Face to Face Sessions



EDI Placement Days



Dedicated Mental Health Support Team

Designed for experienced school staff, this programme offers a fully funded, work-based route into teaching, allowing you to earn while you train—with all teacher training costs covered by the apprenticeship levy.



In-school Mentor



School-based tutor



Tutor led Progress Review Meetings



Subject Moderator

Led by education sector experts, this apprenticeship provides hands-on classroom experience, professional mentoring, and specialist training to develop confident, high-quality teachers. Whether you're an aspiring teacher or a school looking to grow your teaching team, this is an invaluable opportunity to invest in the future of education.

Stay in school. Train on the job. Qualify as a teacher.

Learning and Development : The Programme Components

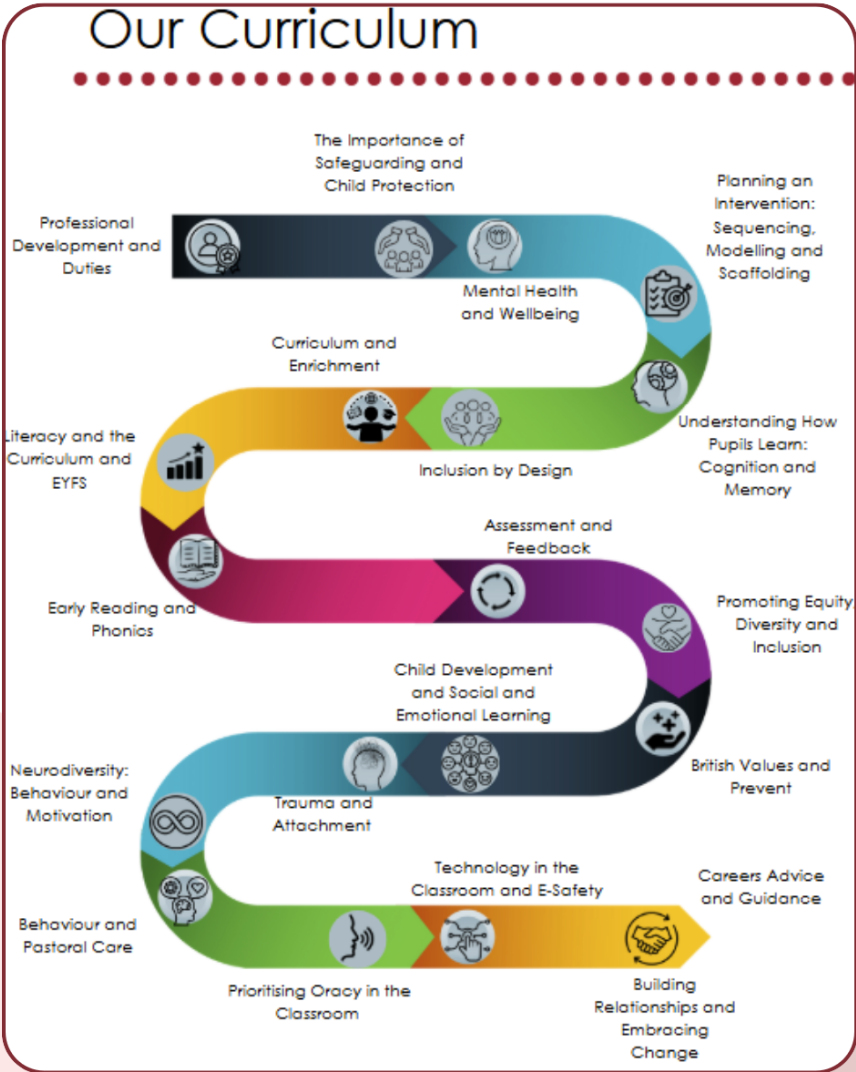
These are the components of our programme design - blending taught sessions, self-study, in-school learning experiences and written assignments to build a rich learning journey. Learners are supported to make progress against the knowledge, skills and behaviours for their End Point Assessment. We have a 100% pass rate, with 48% of learners achieving a distinction.

Taught Sessions
Quality Training and Input from Professions
Once per month

Off the Job Learning
6 hours per week
 Self-Study
 Webinar recordings
 School CPD
 Observing practice
 Assignments
 Reflective Diary

Special School Visit
One day placement at a special school provision
Once over the course

OneFile Learning Journal
 Ongoing reflections and personal target setting



Mentor
 Check-in for support and guidance
Monthly check in meetings

Tutor Meetings
 Progress review every 10-12 weeks which includes target setting.
Observations & professional discussion
 Monthly functional skills catch up meetings.

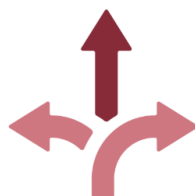
Portfolio of Evidence
 Assignments
 Pass / Distinction Criteria
 Observations
 Professional discussion
 Reflective journal

Gateway: Evaluate End Point Assessment Readiness
 Agree the learner is ready to go for EPA.

Specialist Teaching Assistant (Level 5 Apprenticeship)

Pathway Routes This offers training three specialist routes.

- SEND specialist teaching assistants
- Social and emotional well-being specialist teaching assistants
- Curriculum provision specialist teaching assistants



Specialist Teaching Assistant (Level 5 Apprenticeship) Coverage Mapping

Ethos, Inclusion and Diversity	Safeguarding and Confidentiality	Collaborative Working and Communication	Reflective Practice and Professional Development
Duty 1 Focus: Embedding the organisation's values, promoting equality, diversity, and challenging discrimination.	Duty 2 Focus: Understanding and applying safeguarding, online safety, and confidentiality protocols.	Duty 3 Focus: Building effective partnerships with teachers, SENDCos, external professionals, and parents/carers.	Duty 4 Focus: Developing self-awareness, setting professional goals, and engaging in continuous improvement.

Inclusive Support and Adaptive Practice	Promoting Independent Learning and Engagement	Building Relationships and Behaviour Support	Wellbeing and Pastoral Support
Duty 5 Focus: Identifying and supporting individual learning needs and tailoring approaches for all learners.	Duty 6 Focus: Encouraging learner autonomy and fostering positive learning behaviours.	Duty 7 Focus: Creating positive, respectful relationships and consistently applying behaviour policies.	Duty 8 Focus: Supporting mental health, emotional wellbeing, and personal care in line with school policies.

Teaching and Learning Delivery	Assessment and Progress Monitoring	Learning Environment and Enrichment
Duty 9 Focus: Planning and delivering targeted teaching sessions in collaboration with professionals.	Duty 10 Focus: Gathering evidence, contributing to assessment, and tracking learner progress.	Duties 11 & 12 Focus: Creating inclusive learning spaces and facilitating enrichment opportunities in and beyond school.



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Recommendation 4

Prepare and train staff around effective TA deployment

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