

Making the Best Use of Teaching Assistants



A key reason for increasing the number of TAs was to help deal with problems with teacher workloads. In 2003, the government introduced The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.

Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.

- TAs should not be used as an informal teaching resource for low attaining pupils
 - Use TAs to add value to what teachers do, not replace them
- Use TAs to help pupils develop independent learning skills and manage their own learning
 - Ensure TAs are fully prepared for their role in the classroom

Costs
Free

Dates
29th March 2022
16:00 – 17:00

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