

School-led Action Plan

Best Practice with Teaching Assistants Award

School name	
School address including postcode	
School telephone	School website address
Head teacher	Head teacher's email
Coordinator	Coordinator's email
Date of initial audit	
Completed Action Plan returned by	
Provisional month for verification visit	

Brief description of the school: You may wish to use information from Ofsted, RAISEonline or similar. Also include any changes since completing the *School Self-Evaluation Form (SSEF)* that are significant to the BPTAA, e.g. management changes, new buildings, community context.

Objective 1 The school demonstrates a commitment to work towards achieving the Best Practice with Teaching Assistants Award.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Evidence to be provided
1.1 BPTAA coordinator is in place.				List of names and working group members.
1.2 The statement of commitment is signed and stored in the portfolio of evidence.				Copy of statement of commitment.
1.3 A commitment to achieving the BPTAA is shared with all BPTAA partners: teaching and support staff, parents, pupils and governors.				At least one piece of evidence for each group that demonstrates how they were given initial information about the BPTAA, e.g. staff meeting minutes, website, parents' newsletter, minutes of school council meeting, noticeboard, minutes of governors' meeting or presentation to governors.

(continued)

Objective 1 *(continued)*

The school demonstrates a commitment to work towards achieving the Best Practice with Teaching Assistants Award.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Evidence to be provided
<p>1.4 There is evidence that local partners who support the work of teaching assistants, for example outreach services and health professionals, have been informed about the BPTAA and have been encouraged to become involved.</p>				<p>Copy of letters, emails or minutes of meetings that have been used to inform partners who support the work of teaching assistants.</p> <p>List of partners involved.</p>
<p>1.5 The BPTAA <i>School Self-Evaluation Form</i> is completed and emailed to the BPTAA office.</p>				<p>A copy of the completed <i>School Self-Evaluation Form</i>.</p> <p>Collated results of the Teacher Evaluation and Teaching Assistant Evaluation (optional).</p>

Objective 2 The school makes and implements effective plans to achieve and maintain the Best Practice with Teaching Assistants Award



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Evidence to be provided
2.1 Evidence exists of the school's fully completed Action Plan using the BPTAA pro forma.				Copy of the school's completed Action Plan.
2.2 Up-to-date information and on-going involvement keeps all key partners in touch with developments and progress towards achieving the BPTAA: teaching and support staff, parents, pupils, governors and local partners.				Updates and on-going information provided to key partners through staff meeting minutes, website, newsletter, minutes of school council meeting, noticeboard, minutes of governors' meeting or presentation to governors.
2.3 The school's improvement plan details strategies for the management of teaching assistants and achieving the BPTAA.				Appropriate section(s) of the school improvement plan. BPTAA Action Plan may be attached as an appendix within the school's improvement plan. Appraisal documentation.
2.4 EVALUATION: The BPTAA Action Plan is regularly monitored.				Annotated Action Plan showing progress towards actions (electronic or handwritten) and/or notes or minutes of working group meetings.

Objective 3 The school has an induction procedure for teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
3.1 There is a written policy/procedure for the induction of teaching assistants.				Policy/procedure for induction.
3.2 There is a clear system of line management for teaching assistants.				Flow chart of line management of teaching assistants with brief description of each role within this.
3.3 New teaching assistants are assigned a mentor with structured formal meetings, along with informal opportunities for discussion.				List of mentor/teaching assistant partnerships. Notes of mentor/teaching assistant meetings held during the induction period.

(continued)

Objective 3 *(continued)*

The school has an induction procedure for teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
3.4 Teaching assistants have clear and accurate job descriptions.				Teaching assistant job descriptions.
3.5 Teaching assistants are provided with written information relevant to their role within school.				Key policies that consider the contributions made by teaching assistants: behaviour, teaching and learning, assessment, Special Educational Needs and Disabilities (inclusion). Staff/teaching assistant handbook.
3.6 Roles and responsibilities of teaching assistants are understood by the teaching assistants and other staff who manage/work alongside them.				Safeguarding training completed. Record of CPD opportunities which clarify teacher/teaching assistant roles and expectations. Observation records of the classroom practice of new teaching assistants. Evidence of shadowing experienced, effective teaching assistants could be part of this process.

(continued)

Objective 3 *(continued)*

The school has an induction procedure for teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
<p>3.7 EVALUATION: the school reviews the induction, including gathering evaluative feedback from teaching assistants in relation to the quality of the induction procedures and information provided.</p>				<p>Evaluation forms completed by teaching assistants on their induction process.</p> <p>Notes or minutes of meetings between mentor/line manager and teaching assistants to evaluate the induction process.</p> <p>Case studies.</p>
<p>3.8 EVALUATION: evaluation outcomes including the teaching assistants' responses are analysed and appropriate follow-up action is taken.</p>				<p>Collation of teaching assistant responses from evaluations.</p> <p>Description or evidence about any resulting actions taken.</p>

Objective 4 The school provides a system of appraisal for teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
4.1 There is a written appraisal policy/procedure for teaching assistants.				Written policy/procedure.
4.2 Annual appraisal meetings are held with teaching assistants which recognise their success in supporting children's learning and consider development needs.				Record of annual appraisal meetings held for teaching assistants.
4.3 Observation of teaching assistant practice is carried out.				Observation records and feedback.
4.4 A written record of the appraisals is provided.				Appraisal forms completed and signed by appraiser and teaching assistant.

(continued)

Objective 4 *(continued)*

The school provides a system of appraisal for teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
4.5 Training and development opportunities are available linked to teaching assistants' appraisal targets and development needs.				Record of training and development opportunities offered.
4.6 EVALUATION: the school gathers evaluative feedback from teaching assistants in relation to the extent to which appraisal has supported their own and their pupils' learning and development.				Records of any action and progress since the previous appraisal and/or a discussion/questionnaire that provides teaching assistant views on their appraisal.
4.7 EVALUATION: responses to KPI 4.6 are analysed and appropriate follow-up action is taken.				Actions taken following evaluation of the appraisal procedure. Revised job descriptions.

Objective 5 Teaching assistants are effectively deployed according to the needs of children and young people.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
<p>5.1 Well-structured intervention programmes are used with an evidence base of effectiveness, e.g. research, performance data.</p>				<p>List of intervention programmes and teaching assistant involvement.</p>
<p>5.2 Teaching assistants and teachers are actively involved in planning which pupils are involved in the intervention.</p>				<p>Provision map. Planning documents. SEND local offer document. Teaching assistant involvement in IEPs, IBPs, EHCs.</p>
<p>5.3 Teaching assistants involved in interventions provide feedback to teachers on pupil progress and participation.</p>				<p>Systems in place for teaching assistants to provide feedback, e.g. feedback sheets, sticky notes, marking policy, pupils' books. Timetables showing time allocated for feedback/discussion between teachers and teaching assistants.</p>

(continued)

Objective 5 (continued)

Teaching assistants are effectively deployed according to the needs of children and young people.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
5.4 Teaching assistants are provided with specific information on the additional needs of children they support in class.				Individual Education Plans. Education Health and Care Plans. Examples of how information is shared with teaching assistants about the needs, attainment and provision teaching assistants are supporting.
5.5 EVALUATION: the school monitors and evaluates the progress of pupils involved in interventions.				Tracking documents. Teaching assistant/teacher assessments. Planning documents.
5.6 EVALUATION: the school will vary pupil participants or the interventions according to their effectiveness.				Evidence of change in interventions, e.g. frequency, content, duration and pupils involved in interventions. Provision map.

Objective 6 The school recognises the skills and talents of teaching assistants and uses these effectively to support the life of the school.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
6.1 Teaching assistants have sufficient expertise in any specialism to support the learning, development and progress of children and young people.				Audit showing skills, talents and relevant previous work and experience of teaching assistants. Qualifications of teaching assistants. Continuing professional development of teaching assistants.
6.2 This expertise is used and developed through the deployment of teaching assistants with the pupils and whole school community.				An overall view of teaching assistant deployment in the school using short/medium/long term timetables or whole school/departmental matrix. Provision map.
6.3 Teaching assistants have identified roles within the school. These will vary according to the needs of schools but could include:				Evidence to be provided on the deployment and work of teaching assistants within the school. These will vary depending on the needs of the pupils and the school, but suggestions include:
a. teaching whole classes without the teacher present in curriculum or subject areas				Planning documents. Scheme of work. Lesson content/learning objectives. Timetables.

(continued)

Objective 6 (continued)

The school recognises the skills and talents of teaching assistants and uses these effectively to support the life of the school.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
b. Special Educational Needs and Disabilities				Plans for 1-1 or small groups of children Interventions. Individual Education Plans. Education Health and Care Plans. Monitoring and assessment by teaching assistants.
c. pastoral support				Supporting attendance. Work of learning mentors. Behaviour support.
d. extra-curricular activities				List of activities which are actively supported by teaching assistants, planning documents, timetable of activities, pupil attendance numbers.
e. work to involve and engage parents in their child's education				Teaching assistant involvement in opportunities for parents to support their own and their child's learning.

(continued)

Objective 6 (continued)

The school recognises the skills and talents of teaching assistants and uses these effectively to support the life of the school.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
f. bilingual support				Support by teaching assistants for children and families with EAL, in-class support, targeted interventions, additional support for new entrants to the UK.
g. community engagement				List of links that teaching assistants provide with community groups and organisations.
h. other identified specialist roles.				As appropriate.
6.4 EVALUATION: school evaluates the success and effectiveness of support provided using the skills and talents of teaching assistants.				Evaluation of the impact of at least three of these areas of support is expected to be undertaken. Evidence could include qualitative and quantitative data, but should focus on outcomes for pupils' learning and progress.

Objective 7 Teaching assistants are prepared for their role through the provision of training and development opportunities.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
7.1 Audit provides information on teaching assistant qualifications and CPD opportunities completed.				Audit showing any CPD that teaching assistants have completed in the last two years, in addition to any qualifications already held, particularly those at Level 2 and above, and Maths and English.
7.2 Training and development needs of teaching assistants are identified in line with the needs of the pupils, the needs of teaching assistants and the priorities of the school.				Gaps in knowledge identified through the audit of qualifications and CPD; appraisals; specialist requirements for pupils (e.g. handling, sign language); requirements of the school improvement plan (e.g. new educational initiatives, focus on curriculum area). Staff training plan.
7.3 The school facilitates CPD opportunities identified in KPI 7.2.				Record of training/development opportunities planned or completed. This could include, e.g. INSET, external training, joint training with teachers, sharing of learning from course attendees, work shadowing, supervision meetings, qualifications, in-school teaching assistant meetings and support and development of those who aspire to be teaching assistants.
7.4 Teaching assistants have up-to-date safeguarding training.				List of teaching assistants and their dates and type of training (e.g. INSET, online).

(continued)

Objective 7 *(continued)*

Teaching assistants are prepared for their role through the provision of training and development opportunities.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
7.5 The school facilitates training in teaching assistant support in specialisms or intervention programmes.				List of interventions and relevant teaching assistant training planned or completed. CPD record.
7.6 Where teaching assistants are used to teach whole classes, they are trained in classroom management and relevant curriculum/subject knowledge.				CPD record. Qualifications of teaching assistants. HLTA status. Observations.
7.7 Teaching assistants are aware of essential school policies, including where appropriate: behaviour, anti-bullying; teaching and learning, curriculum subjects, assessment.				Copies of, or extracts from, policies that consider the contribution of teaching assistants with a clear view of their role. Teaching assistant/staff handbook.

(continued)

Objective 7 *(continued)*

Teaching assistants are prepared for their role through the provision of training and development opportunities.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
7.8 Regular meetings provide opportunities for teaching assistants to meet together and share experiences.				Timetable of teaching assistant meetings. Meeting agendas and minutes.
7.9 EVALUATION: the school gathers evaluative feedback from teaching assistants about the value of the training opportunities provided for their own and for pupils' learning.				Cascading content from external courses to other teaching assistants. Evaluations completed following training sessions or meetings.
7.10 EVALUATION: the school collates evaluations and provides feedback to teaching assistants on any resulting actions.				Changes resulting to teaching assistant/ teacher practice following training. Changes to future training sessions following evaluations.

Objective 8 Teaching assistants are well prepared to support pupils through a range of opportunities which involve them in planning, preparation and feedback on progress, learning and development of pupils.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
8.1 Teaching assistants are provided with appropriate curriculum guidance to help them to support children's learning and development.				Planning documents. Curriculum overviews. Training opportunities (links with Objective 5).
8.2 Teaching assistants are provided with specific information on the additional needs of children they support in class.				Individual Education Plans. Education Health and Care plans. Methods of providing medical/Special Educational Needs and Disability information about the children teaching assistants are supporting.
8.3 Teachers and teaching assistants have opportunities to share plans, including learning objectives and the teaching assistant role in lessons.				Annotated plans. Timetables of teacher/teaching assistant meeting time. Classroom observations.
8.4 Teaching assistants have opportunities to provide feedback to teachers on pupil progress, learning and development.				Systems for opportunities for teaching assistants to provide feedback, e.g. feedback books, feedback sheets, reading records, assessment records completed by teaching assistants, marked pupils' work, marking policy, contributions to annual reviews.

(continued)

Objective 8 *(continued)*

Teaching assistants are well prepared to support pupils through a range of opportunities which involve them in planning, preparation and feedback on progress, learning and development of pupils.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
8.5 Where teaching assistants are used to teach whole classes, their planning and preparation is monitored and directed by a qualified teacher.				Monitoring of planning and outcomes of lessons by subject leaders/coordinators. Planning files.
8.6 EVALUATION: strategies for teaching assistants to support preparation on a day-to-day basis are monitored and evaluated.				Staff meetings. Teaching assistant meetings. Subject leaders' monitoring and data.
8.7 Evaluations are collated following the review in KPI 8.6 and necessary actions taken.				Collation of responses to KPI 8.6 and any actions taken.

Objective 9 The school ensures effective deployment and classroom practice of teaching assistants.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
<p>9.1 Teaching assistants have opportunities to work with pupils of different needs and abilities.</p>				<p>Planning documents. Observations.</p>
<p>9.2 Teaching assistants foster independent and autonomous learning, e.g. through encouraging less dependency and more open questioning to support thinking and learning.</p>				<p>Observations which include comments on whether teaching assistants open up talk through questioning to support learning and thinking; teaching assistants encourage children to become independent learners.</p>
<p>9.3 Teaching assistants have opportunities to use effective mechanisms to promote and reward good behaviour and progress in line with school policies.</p>				<p>Behaviour policy. Rewards and sanctions used by teaching assistants. Observations.</p>

(continued)

Objective 9 (continued)

The school ensures effective deployment and classroom practice of teaching assistants.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
<p>9.4 EVALUATION: the school considers any changes to the teaching assistant staffing structure, e.g. having distinct roles such as subject specific roles, nurturing roles, teacher/classroom support roles.</p>				<p>Teaching assistant changed deployment and structure following the audit and pupil data if appropriate.</p> <p>Provision map.</p>
<p>9.5 EVALUATION: the progress of individual or groups of children supported by teaching assistants is monitored and reviewed.</p>				<p>School tracking data.</p> <p>Teaching assistant and/or teacher assessments.</p>

Objective 10 The school summarises its achievements against the BPTAA Objectives and KPIs and outlines its future plans.

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This Objective will be developed and implemented during the BPTAA period.

Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken?	Suggested evidence to be provided
10.1 The school has plans to ensure the effective leadership and management of teaching assistants beyond the achievement of the BPTAA and sets these out on the <i>Objective 10 Evidence Record</i> .				Evidence for Objectives 1 and 2 is to be provided by completing the <i>Objective 10 Evidence Record</i> .
10.2 The school has identified its key evaluative findings and next steps under each of Objectives 3–9 using the <i>Objective 10 Evidence Record</i> .				Evidence for Objectives 3–9 is to be provided by completing the <i>Objective 10 Evidence Record</i> .