



Newton International Academy, Barwa

Secondary Teaching Assistant (TA) Deployment Policy

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

*Approved by: Senoir Management Team
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Review Cycle: Annual*

SECONDARY TEACHING ASSISTANT (TA) DEPLOYMENT POLICY

VISION

An international community of learners striving for excellence and celebrating success.

MISSION

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

1. PURPOSE OF THE POLICY

This policy outlines the expectations, deployment strategies, and responsibilities of Teaching Assistants (TAs) at Newton International Academy. It ensures effective support for teaching and learning, particularly for students with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and underachieving pupils.

2. AIMS

- To maximise the effectiveness of TAs in raising pupil attainment.
- To provide clear guidance for the deployment, roles, and responsibilities of TAs.
- To ensure consistent support across departments and key stages.
- To promote inclusive practices and access to the curriculum.

3. DEFINITIONS

Teaching Assistant (TA) – A member of staff who supports classroom teachers by assisting in the delivery of high-quality learning experiences.

Learning Support Assistant (LSA) – A TA specifically assigned to support pupils with SEND.

4. RESPONSIBILITIES

TAs are expected to:

- Support the teacher in the delivery of learning objectives.
- Assist in the implementation of Individual Education Plans (IEPs).
- Provide 1:1 or small group interventions as directed.
- Support pupils with emotional, behavioural, and social needs.
- Supervise students during transitions, lunch, and break times if assigned.
- Record observations and progress for identified pupils.
- Liaise with SENCO and class teachers regarding pupil progress and needs.
- Maintain confidentiality at all times.

Teachers are expected to:

- Plan for TA support during lessons.
- Share lesson plans and objectives with the TA in advance.
- Provide clear instructions and guidance.
- Monitor the impact of TA interventions.

5. DEPLOYMENT STRATEGY

TAs will be deployed using a needs-based, flexible model prioritised as follows:

1. Tier 1: SEND/High Needs Students (IEP Level)
 - Assigned LSA support in-class or withdrawal intervention.
 - 1:1 or small group support based on EHCP/assessment needs.



2. Tier 2: Intervention Groups

- Targeted academic catch-up (maths, literacy).
- Time-limited interventions across year groups (Wave 2 support).

3. Tier 3: General Classroom Support

- In-class scaffolding during teacher-led instruction.
- Resource preparation and classroom organisation.

4. Administrative and Behavioural Support

- Supervision duties.
- Minor administrative support (e.g., printing, copying, organising books).

Deployment will be monitored and updated termly based on:

- Progress data
- Pupil needs
- Teacher feedback
- SENCO/Leadership evaluation

6. TRAINING AND CPD

TAs must engage in ongoing professional development. Training will include:

- Understanding SEN and IEPs
- Behaviour management strategies
- Safeguarding and child protection
- Supporting EAL learners
- Academic intervention delivery

7. PERFORMANCE REVIEW

TAs will be appraised annually against:

- Contribution to pupil progress
- Communication and teamwork
- Initiative and professionalism
- Engagement in training

8. SAFEGUARDING

All TAs are required to follow the school's safeguarding policies and report concerns to the Designated Safeguarding Lead (DSL).

9. REVIEW OF POLICY

This policy will be reviewed annually by the SENCO and SLT in consultation with class teachers and TAs.

