

Why is MPTA important?

Every school values its Teaching Assistant workforce, but:

- how much do school leaders know about how the decisions they take about TAs impact on practice in the classroom?
- are the right conditions and training for teachers in place to ensure they can plan lessons to maximise the contribution of TAs?

Having keen and careful focus on improvement and recognising effective and ineffective strategies and processes for unleashing the potential of TAs has benefits for all pupils –including those with SEND. There is good evidence that teachers benefit too.

Extensive research into the deployment and impact of TAs has shown the impact of TA support is linked to the quality of TAs’ deployment and preparation.

This is an important point. **It means that the best predictors of how effective TAs are in classrooms are not the decisions and actions they take, but the decisions and actions made by those above and around them: school leaders and teachers.**

Taking an evidence-informed approach can maximise TA impact and provide improved value for money.

Over and over, the schools that derive maximum value from the MPTA training are those in which the leadership team has made wider changes to TAs’ deployment and preparation. By implementing the recommendations consistent with Maximising the Impact of TAs approach, TAs and teachers are better positioned to make the most of their new knowledge and skills, and thrive in their roles.

As a result, these schools report improved outcomes for pupils, in terms of greater independence.

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What does the training entail?

The training comprises of a number of guided sessions with teaching assistants and other staff members as detailed overleaf. Please note these sessions can be arranged differently to suit the needs of the school as long as the essential messages of MPTA are included.

Introductory Session

This is the first introduction to MPTA for the Senior Leadership Team and the Teaching Assistants. It is an opportunity for the trainer to explain the background behind the training, why it is important and what impact it will have on the TAs, teaching staff, pupils and the school as a whole.

A key objective of this session, alongside understanding MPTA, is for the TAs as a team to nominate 2 MPTA Champions whose role will be to ensure all TAs are on board with the training in terms of understanding and to support them through the process. They will also be the team's representatives for meetings with SLT and the rest of the school. As the title suggests, they will "champion" MPTA throughout the school.

It is crucial that members of SLT attend this introductory session as this illustrates commitment from them to the programme and to investing in the TAs.

Length of Session: ½ hour

Attendees: All Teaching Assistants and Senior Leaders

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Session 1: Review of Practice

This is an opportunity for the TAs to gain a deeper understanding of the theory behind MPTA. The TAs as a team are then given a task for the next session to write a vision statement and complete a questionnaire on their current practices.

Length of Session: 1 hour

Attendees: All Teaching Assistants

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Session 2: Questionnaire Review Session

In this session the trainer facilitates a review and discussion of the results of the questionnaire. From this, the team are supported to develop an action plan to take their learning and practice forward.

Length of Session: 1 hour

Attendees: All Teaching Assistants

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Session 3: Whole Staff Team Briefing

This is an opportunity for the teaching team to hear the same course content as the TAs have already received and to understand the importance of MPTA and how it will impact on them, the children and the school as a whole. They will hear from the trainer the findings of the TAs in their questionnaire, the action plan and the gap tasks they will undertake.

Length of Session: 1 hour

Attendees: All Teaching Staff and the Senior Leadership Team

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Session 4: Improving Pupil Independence

Research indicates that quality feedback on learning and the development of metacognition skills can boost pupil attainment. The MPTA **Improving pupil independence** course provides TAs with the skills to scaffold learning and help pupils become confident, independent learners.

Based on the book, *The TA's Guide to Effective Interaction*, this session introduces TAs to the scaffolding framework, and provides practical strategies and reflective activities. The course is suitable for teaching assistants, learning support assistants and other classroom support staff who support learning in all settings and at all stages.

Length of Session: 2.5 hours
Attendees: All Teaching Assistants

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Session 5: Embedding the practice

This is the final opportunity for the TAs to review the training, its impact and any actions they have undertaken. It is an important chance to share their experiences and discuss the way forward in order to ensure this training becomes fully embedded across the whole school.

Length of Session: 2.5 hours
Attendees: All Teaching Assistants

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Further follow-up or review sessions can be booked at an additional cost if this is something the school feels would be beneficial.

TOTAL TIME REQUIRED:

Teaching Assistants: 7½ hours plus time to complete questionnaire
Teachers: 1 hour
Senior Leadership Team: 1 ½ hours

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What does MPTA cost?

For a single school the cost is £800. If schools would like to do it as a LAP, cluster, MAT, federation etc. a bespoke quote can be provided. Simply provide details of the size of each school in terms of TAs to mpta@bradford.gov.uk.