



Learning Support Assistant / Teaching Assistant Policy

This document has been approved for operation within	All Northern Schools Trust School
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The term Learning Support Assistant (LSA) is used throughout the policy and refers to Teaching Assistant and Class Support Assistants

1. Aims and objectives

Northern Schools Trust (NST) is committed to delivering high-quality education across its schools and academies. Learning Support Assistants (LSAs) are integral to this mission, providing essential support to teachers and learners alike. This policy outlines the roles, responsibilities, and professional expectations for LSAs within NST schools.

2. Purpose

This policy aims to:

- Define the role and responsibilities of LSAs within NST.
- Ensure the effective deployment of LSAs to maximise learner outcomes.
- Promote professional development and career progression for LSAs.
- Align LSA practices with evidence-based strategies

3. Responsibilities

3.1 LSAs within NST are expected to:

- Support classroom teachers in delivering high-quality instruction.
- Provide targeted support to individual learners or small groups, including, but not limited to those with additional needs.
- Monitor learner progress and provide feedback to teachers.
- Foster a positive and inclusive learning environment.
- To engage in practices that support pupils' learning and ability to learn independently (*EEF, Deployment of Teaching Assistants Guidance Report, 2025*)

3.2 Higher-Level Teaching Assistants (HLTAs)

HLTAs may undertake additional responsibilities, including:

- Leading whole-class sessions under the supervision of a qualified teacher.
- Planning and delivering specific learning activities.
- Mentoring and supporting other LSAs.
- Contributing to the assessment and reporting of student progress.

4. Deployment Strategies

NST schools will deploy LSAs in the following ways:

1. Integrate LSAs into the classroom environment: LSAs should work collaboratively with teachers to support learning, rather than operating in isolation.
2. Use LSAs to deliver structured interventions: LSAs can lead evidence-based interventions to provide targeted support.
3. Ensure LSAs are well-trained: Provide ongoing professional development to equip LSAs with the necessary skills and knowledge.
4. Promote learner independence: LSAs should use strategies that encourage learners to become independent and take ownership of their own learning (see Appendix 1: Scaffolding Framework for Learning Support Assistant – Learner Interactions)
5. Monitor and evaluate LSA impact: Regularly assess the effectiveness of LSA support to inform future deployment and training needs.

5. Professional Development

NST is dedicated to the continuous professional development of its LSAs.

Opportunities include:

- Access to cross-trust Continuing Professional Development (CPD) events.
- Participation in training programs aligned with the Professional Standards for Learning Support / Teaching Assistants.
- Opportunities for career progression within the trust, including pathways to HLTA status.

6. Safeguarding and Well-being

All LSAs must adhere to NST's safeguarding policies and procedures, ensuring the safety and well-being of all learners. Regular training will be provided to keep staff updated on best practices and legal requirements.

7. Review and Evaluation

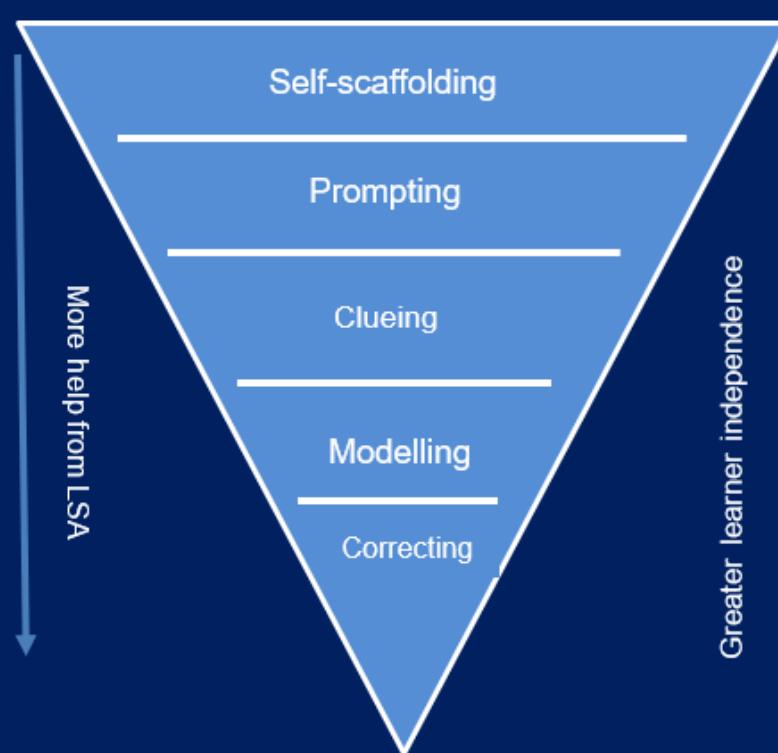
This policy will be reviewed annually to ensure its effectiveness and alignment with current educational research and practices. Feedback from LSAs, teachers, and school leaders will inform any necessary revisions.

By implementing this policy, the Northern Schools Trust aims to optimise the impact of Learning Support Assistants, enhancing the educational experience and outcomes for all students.

Appendix 1

Scaffolding framework for learning support assistant - learner interactions.

This practical framework is designed to help LSAs scaffold learning and encourage independent learning.



Self-scaffolding

Self-scaffolding represents the highest level of learner independence. LSAs observe, giving learners time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

LSAs provide prompts when learners are unable to self-scaffold. Prompts encourage learners to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge learners into deploying a self-scaffolding technique. For example: "What do you need to do first?"; "What's your plan?"; "You can do this!"

Clueing

Often learners know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help learners work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when learners encounter a task that requires a new skill or strategy. LSAs, as confident and competent experts, can model while learners actively watch and listen. Learners should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, LSAs should always aim to model and encourage learners to apply new skills or knowledge first.

(Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.)