

# Co-Educators Deployment Policy

Amended: September 2025

Approved by Governors: September 2025

Review date: September 2026

Woodlands School is part of The Compass Education Trust Ltd, a company limited by guarantee, registered in England and Wales Company number 07666213.  
Registered Office: The Billericay School, School Road, Billericay, Essex, CM12 9LH

## Table of Contents

STATEMENT OF PURPOSE.....	3
THE ROLE AND EXPECTATIONS OF CO-EDUCATORS .....	3
CO-EDUCATORS DEPLOYMENT .....	8
DEPLOYMENT IN THE CLASSROOM .....	8
CO-EDUCATOR TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES .....	9
LINE MANAGEMENT AND PERFORMANCE REVIEW .....	9

## Statement of Purpose

The primary role of the Co-Educator (more widely known as Teaching Assistants) should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem, and social inclusion. Co-Educators provide support to pupils so that they can access the curriculum, participate in learning, and experience a sense of achievement.

The Teacher and the Co-Educator work as a team - being 'partners' in supporting the pupils' access to learning and to make the adaptations to access the curriculum and to develop their independence as learners.

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (April 2020) teachers at Woodlands School are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Co-Educators or specialist staff.

This policy specifies our vision for the role, purpose, and contribution of Co-Educators at Woodlands School. It sets out expectations and standards in relation to Co-Educators' work and conduct, and also the expectations Co-Educators can have of Teachers and the Senior Leadership Team in terms of how they will be supported.

This policy has been developed following extensive strategic work undertaken by our school on maximising the impact of our Co-Educators. This policy has been informed by, and carefully designed to reflect, the latest research evidence on the most effective use and impact of Co-Educators.

## The Role and Expectations of Co-Educators

Co-Educators are an integral part of the school workforce representing a substantial investment of school funding. Effective deployment of Co-Educators is crucial in making a difference to pupil achievement. Co-Educators should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, Co-Educators work with other education professionals within a common framework of expectations.

### **The Four Themes**

The professional standards for Co-Educators are set out in four themes.

- personal and professional conduct
- knowledge and understanding
- teaching and learning
- working with others

Within each theme there are several standards expected of Co-Educators.

### **Personal and Professional Conduct:**

Co-Educators should uphold public trust in the education profession by:

1. Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
2. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
3. Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.
4. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
5. Committing to improve their own practice through self-evaluation and awareness.

### **Knowledge and Understanding:**

Co-Educators are expected to:

1. Acquire the appropriate skills, qualifications, and/or experience required for the role, with support from the school employer.
2. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

### **Teaching and Learning:**

Co-Educators are expected to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. Promote, support, and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of pupil progress as appropriate to the level of the role.

5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

### **Working with Others:**

Co-Educators assistants are expected to:

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
3. Understand their responsibility to share knowledge to inform planning and decision making.
4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

### **Co-Educators can Expect Teachers to:**

- Be aware of the school's expectations of how to deploy and prepare Co-Educators and ensure their contribution to teaching and learning is consistent with our whole school aims.
- Know the respective roles and skills of the Co-Educators they work with most frequently and deploy them appropriately as outlined explicitly in lesson plans and schemes of learning.
- Communicate information and instructions about lessons ahead of time or at a minimum at the start of a lesson, and clearly specify Co-Educators' role in, and contribution, to each lesson.
- Provide opportunities for Co-Educators to feedback after lessons and provide clear guidance on what information should be fed back.
- Respond in a positive and timely fashion to requests from Co-Educators for information about lessons, our youngsters, curriculum content, instructional techniques, or any other information essential to ensuring their effective deployment in lessons and contribution to learning.
- Discharge responsibilities to Co-Educators that, as the lead professional in the classroom, belong to them.
- Recognise and reinforce Co-Educators' professional identity and their status within the school.

### **Key Principles for the Effective Use of Co-Educators in Lessons:**

- Co-Educators must not be used as an informal teaching resource for our low-attaining pupils.

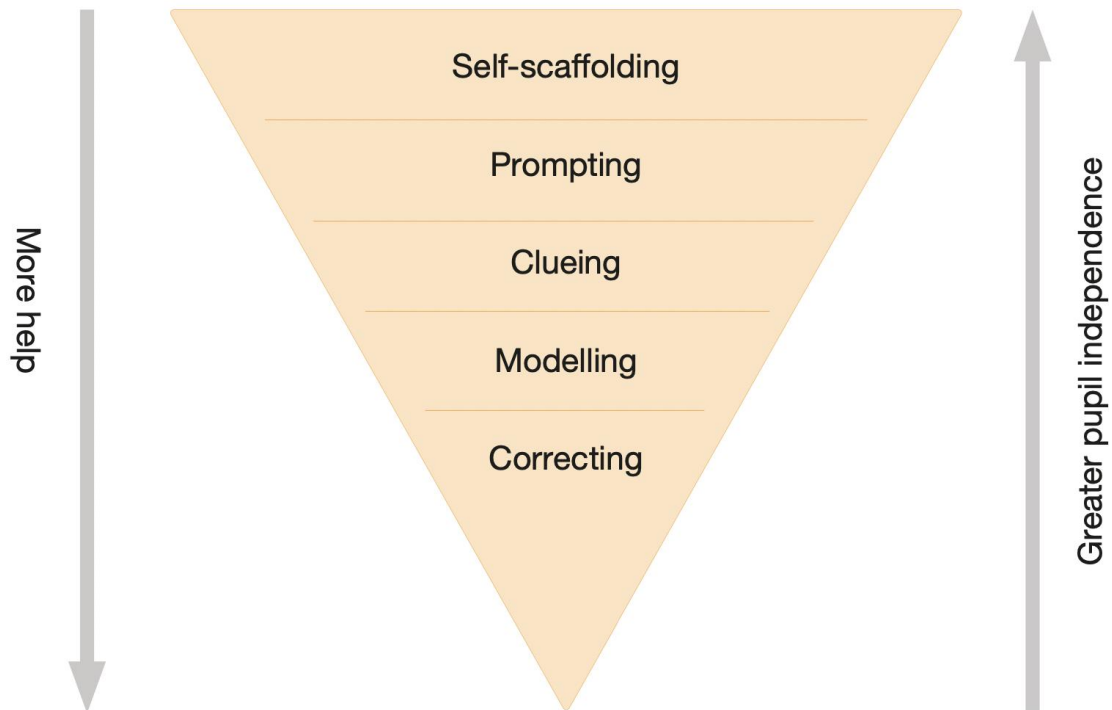
- Co-Educators will be used to allow the classroom teacher more time with low-attaining pupils.
- Co-Educators should add value to what Teachers do, not replace them.
- Co-Educators should be fully prepared for their role in the classroom prior to the lesson through effective communication with classroom Teachers.
- Co-Educators should have the opportunity to feedback regularly to classroom Teachers on the progress made by targeted pupils and the appropriateness of teaching and learning strategies employed.
- The roles and duties Co-Educators are not expected to fall within the remit of Teachers' responsibilities.

### **What Should Co-Educators Not be Used for in Lessons?**

- Co-Educators should not be used by Teachers to control the behaviour of individual pupils in the room.
- Co-Educators should not be sent to complete administrative tasks (i.e.- photocopying) during lessons.
- Co-Educators should not be asked to prepare whole class resources that detract from their role of supporting our pupils in the lesson (i.e.-cutting up resources)
- The class teacher should not send Co-Educators away from lessons.

### **Examples of Effective Use of Co-Educators in Lessons:**

- Co-Educators should support learning directly via instructional talk, and indirectly via talk that develops pupils 'soft skills' (e.g. independence, confidence, determination). For example, Co-Educators may choose to develop forms of talk and questioning that help pupils to 'know what to do when they do not know what to do'.
- Co-Educators talk should fit with the purpose and nature of Teachers' talk (e.g. in their whole-class delivery).
- Co-Educators talk should fit with other pedagogical strategies, such as self-directed learning or group work.
- Co-Educators should help our youngsters develop into independent learners through scaffolding.



### **Self-Scaffolding**

Self-scaffolding represents the highest level of pupil independence. Co-Educators observe, giving pupils 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**

Co-Educators provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge but refrain from specifying a strategy. The aim is to nudge pupils 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 pupils 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 pupils work out how to move forward. Always start with a small clue.

### **Modelling**

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. Co-Educators, as confident and competent experts, can model while pupils actively watch and listen. Pupils 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, Co-Educators should always aim instead to model and encourage pupils to apply new skills or knowledge first.

## Co-Educators Deployment

- We will employ different levels of Co-Educator and different numbers of Co-Educators as school priorities and budgets dictate.
- Co-Educators will mainly work under the direct instruction of the teaching staff, usually in the classroom, to support the learning of all pupils.
- Their work will also involve planning, preparing, and delivering learning interventions for individuals and groups.
- Co-Educators are deployed to lessons following these principles:
  - Co-Educators are the main academic support resource for pupils with Education, Health, and Care Plans (EHCP); therefore, they are deployed according to the needs of this cohort.
    - The core subjects of **English, maths and science** across both Key Stages **will always be prioritised**. Support will be allocated to the groups with most need first.
    - Pupils with EHCPs who have highly complex medical and physical needs and who cannot be independent will have their needs met across the curriculum.
    - Support will be allocated to high literate subjects such as Languages and Humanities if there are available hours.
    - Non-core subjects at Key Stage 3 will be supported where there is more than 1 pupil in the class with an EHCP.
    - The SENDCo can alter the deployment of Co-Educators based on the needs of pupils as they change throughout the academic year.

## Deployment in the Classroom

- The learning needs of all pupils should be met, first and foremost, through high quality teaching by the teacher.
- To meet the learning needs of pupils the class teacher will need to make adaptations and reasonable adjustments as outlined on pupil passports, one plans and EHCPs.
- Co-Educators work with a range of pupils within the class and should supplement and extend Teachers' work, rather than replace them.
- Support for specific individuals or groups should be structured so it helps them access general classroom teaching.
- Teachers and Co-Educators should work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives. It is the class teacher's responsibility to outline these roles by communicating them.
- Teachers' moment-by-moment decisions regarding Co-Educator deployment should be driven by pupils needs.

- The class teacher should use the Co-Educator to facilitate learning in the lesson so that they can intervene with the pupils with the most need.


### Co-Educator Training and Professional Development Opportunities

Woodlands School recognises the value of professional development for Co-Educators. Children learn most effectively when we invest properly in the professional development of all our staff, and we recognise that our Co-Educators will bring to the job a variety of skills and areas of expertise.


Co-Educators are entitled to professional development, and will receive specific training, as well as the general training provided by the school. Access to this training will be considered in relation to priorities in the School Improvement Plan (SIP). Co-Educators are required to complete the appropriate request of training pro-forma and pass to Deputy Headteacher (Quality of Education) with a clear summary of the nature and expected outcomes of the training. After undertaking the training Co-Educators are expected to evaluate the impact on their day-to-day practice.

### Line Management and Performance Review

The line manager for Co-Educators in our school is the SENDCo. Regular meetings for Co-Educators will be convened by the SENDCo. Co-Educators will be involved with all members of the Senior Leadership Team in the development of their role and their deployment. The annual performance management of Co-Educators will be carried out by the SENDCo and Assistant SENDCo. As part of this process performance management targets will be formally negotiated and reviewed annually. An interim performance management review meeting will take place during the year to review the progress made against the negotiated targets and ascertain the nature of additional support the Co-Educator may require allowing them to successfully meet the agreed targets. Access to appropriate CPD is an important part of this process. As part of the performance management cycle Co-Educators are expected to collect evidence to show their performance against targets set. Progress made against these standards will be used as a basis to negotiate targets in annual performance management meetings.

Signed:   
 \_\_\_\_\_  
 Head Teacher

Dated: 15<sup>th</sup> September 2025  
 \_\_\_\_\_

Signed:   
 \_\_\_\_\_  
 Chair of Governors

Dated: 15<sup>th</sup> September 2025  
 \_\_\_\_\_