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Sommario/riassunto	Teaching assistants have become an integral part of classroom life, yet pioneering research by the authors has shown that school leaders and teachers are not making the most of this valued resource. Results from the Deployment and Impact of Support Staff (DISS) project showed that the more support pupils received from teaching assistants, the less

academic progress they made. Yet it is not decisions made by the teaching assistants themselves, but decisions made by school leaders and teachers about how their support staff are used and prepared, which explains these provocative results.
