Ways to use your Teaching Assistant.

September 2005

**Before the lesson, Teachers should:**

* Ensure TA’s have planning for the Core subject lessons they are to support, at the start of the week or before if possible.
* Ensure TA’s have copies of the medium term plans for foundation subjects at the start of the scheme of work
* Ensure TA’s have tasks to complete during all parts of the lesson
* Ensure TA’s have clear instructions as to the job/s you require them to do by the end of the lesson:

NB: In addition, it is beneficial if planning given to TA’s includes any worksheets going to be needed and identification of your intended TA role within lessons.

**Before the lesson, TA’s should:**

* Read any plans and take up any queries/needs with staff.
* Arrive on time to aid teacher to begin the lesson punctually.
* Ensure they have knowledge of IEPs and individual learning needs for the SEN pupils who they are responsible for.
* Ensure they understand the level of support/tasks required by the teacher for the lesson.
* Prepare SEN resources that are needed for particular lessons.
* Ensure the identified SEN children are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified children.

**During teacher introductions at the start of the lesson, TA’s could be asked to:**

* Make notes on SEN children supported during the previous lesson.
* Read through lesson plans/teachers previous notes/yesterday’s achievements in teacher planner.
* Carry out planned starter activities for mathematics lessons.
* Carry out speaking and listening observations of the whole class or targeted children.
* Read/introduce the lesson starter.
* Be a partner to a child.
* Set up reading records/journals
* Ensure resources that are needed for the lesson are available in order to support targeted children.
* Further differentiate materials/resources to enable SEN children to achieve lesson objective.
* Support children to aid their understanding/answering of oral questions.
* Guide/support children through the reading/explanation of a text/worksheet.
* Record children’s assessments.
* Collect, record and mark homework and mark tests
* Prepare review information for parental meetings.

**In the main part of the lesson, TA’s should:**

* Take a proactive role and use initiative within the classroom.
* Support/aid/track the learning of statemented children and those on School Action and School Action Plus.
* Implement action written in IEP’s and support staff through discussion of children’s individuals needs with regard to their IEP’s
* Further adapt/differentiate/extend/modify specific tasks/activities for SEN children in order for them to achieve success and meet their needs.
* Test identified children in order to provide evidence of progress: reading, spelling, phonic, memory test etc…
* Support a group of statemented/SEN registered children to achieve the task/objective set.
* Support/adapt the curriculum to meet the needs of SEN child.
* Teach/support children to achieve their IEP objectives or Speech/Language Therapy targets.
* Lead/deliver specific teacher directed activities/programmes of work with SEN children.

**In the main part of the lesson, TA’s could be asked to:**

* Team-teach alongside the teacher.
* Support group/individual-reading tasks.
* Use practical activities with small groups of children with a particular need outside of the classroom.
* Work with other children who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
* Support small groups of children to achieve the differentiated task/objective set.
* Support a group of children with behavioural difficulties to remain on task.
* Support a group of children with low levels of concentration.
* Aid children with organisational problems to become more organised and begin the task more quickly.
* Teach specific learning programmes of work: Speech and Language therapy programmes, Busy Fingers Touch typing, phonic spelling programmes etc
* Re-explain tasks/objectives to individuals/groups of children.
* Keep children outside of the target group remain on task.
* Reinforce teacher’s instructions or carry out assessments missed by children due to absence.

**At the end of the lesson, TA’s should:**

* Support children in order to help them pack away, reinforce homework, record homework.
* Support targeted children to help them participate in the plenary sessions.
* Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with HW/SR if further testing/resources required.
* Plan, prepare and even deliver the mental starter for a subsequent lesson
* Plan and prepare activities/resources needed for subsequent lessons.
* Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
* Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific children
* Discuss/report any areas of achievement, written or verbally, for specific children.

**After the lesson, TA’s should:**

* Discuss areas of difficulties/achievements for children assigned to work with the TA.
* Ask if there are any additional needs/considerations that could be included into future lessons to help particular children achieve greater success.
* Try to give feedback to Teachers with regard to their support and identify the next stage of learning that children will be undertaking, where possible.
* Record evidence/test results of achievement/areas of concern/assessments for reviews & complete “Round Robins” as necessary for children’s reviews.
* Attend reviews in order to aid the evaluation process