Joy Lane Primary School

Effective Teaching Assistants

Before the lesson

Teachers should:

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

TAs 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, TAs could be asked to:

* Carry out speaking and listening observations of the whole class or targeted children.
* Be the teacher’s second pair of eyes – scanning the class for understanding/non engagement etc.
* Observe and record target children’s engagement.
* Sweep of the class – note down whose not getting it
* Note down children’s responses on a flip chart –picking out good vocabulary.
* Be a partner to a child/group of children e.g. talk partners
* Support children to aid their understanding/answering of oral questions.
* Checking pupils’ responses on their individual whiteboards (recording who didn’t get it correct; who was quick to answer and needs more challenge.
* Record children’s assessments.
* Observe/record the teacher’s interaction with pupils e.g. does the teacher ask questions of all children or only those with hands up; does she/he ask more questions of boys/girls

In the main part of the lesson, TAs should:

* Take a proactive role and use initiative within the classroom.
* Support/aid/track the learning of children with SEN/AEN (Vulnerable /Pupil Premium Groups)
* 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 individuals/groups of children (not always those with SEN – could be with the more able) in order for them to achieve success.
* Test identified children in order to provide evidence of progress: reading, spelling, phonic, memory test etc.
* Teach/support children to achieve their IEP objectives or Speech/Language Therapy targets.
* Lead/deliver specific teacher directed activities/programmes of work.

In the main part of the lesson, TAs 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 (less able/more able)
* 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, Touch typing, phonic spelling programmes etc.
* Re-explain tasks/objectives to individuals/groups of children.
* Keep children outside of the target group on task.
* Reinforce teacher’s instructions or carry out assessments missed by children due to absence.

At the end of the lesson:

* Support children in order to help, 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 if further testing/resources required.
* 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:

* Discuss with/communicate to the teacher - areas of difficulties/achievements for children assigned to work with the TA.
* 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 and complete ‘round robins’ as necessary for children’s reviews.
* Attend reviews/pupil progress meetings in order to aid the evaluation process.

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| EFFECTIVE TEACHING ASSITANTS SUPPORT THE LEARNING OF **ALL** CHILDREN |