

North Yorkshire Q and I 2013

Handbook

Guide to Effective Deployment, Preparedness and Practice of Teaching Assistants in Schools

Recent research findings

Research (see appendix) from the Institute of Education (2009) and Ofsted (2008) identified a number of key factors regarding the use and effectiveness of TAs. The research indicated that the majority of support provided by TAs was for low attaining or pupils with SEND and that the more support these pupils received from the TA the less individual attention they had from their teacher. Consequently pupils supported in-class by TAs often made little or no progress and occasionally regressed. Whilst good practice was acknowledged, the research suggested that TAs' interactions with pupils are often more concerned with managing behaviour and the completion of tasks rather than learning and understanding. The latest guidance from the [Institute of Education](#) (IoE) 2013 emphasises that pupils with the most serious special needs spend too much time apart from classmates and teachers. There have been a series of [projects and consequent reports](#) to support schools to maximise the impact of Teaching Assistants. Good practice evidenced in North Yorkshire schools shows that where there is clarity surrounding the following areas TAs do make a significant difference. It is this evidence and the reports and recommendations from the IoE, which forms the basis of this guidance.

Let us be clear; retaining the status quo in terms of the current and widespread models of deploying TAs, is letting the most vulnerable children down. Current practices must be re-evaluated in order to realise the huge potential of the many TAs working in mainstream schools ¹

¹ Maximising the Impact of Teaching Assistants Guidance for school leaders and teachers Russell, Webster, Blatchford 2013 Routledge P4

There are three strands that schools are encouraged to evaluate to develop the role of their TAs.

- 1) The deployment of TAs
- 2) The preparedness of TAs
- 3) The practice of TAs

Audit

Firstly, school is encouraged to undertake a survey and audit of the deployment, preparedness and practice of TAs (see appendix for proformas) to inform your current practice. This will enable school to know what to change and the extent of change required. Do undertake this task with teachers and TAs as their perceptions have been found to be different.

In addition to the proforma questions you may also want to include:

- Teachers preparedness to work with and manage TAs
- Teachers knowledge of SEN
- Effectiveness of Performance Management for TAs – (ability to identify any training needs)
- Current skills of TAs, for example their confidence and skill to deliver specific interventions

The Maximising the Impact of Teaching Assistants (MITA) report summarises the key questions that any audit of TAs should address:

- *What proportion of time do TAs spend on teaching and learning activities, and other tasks?*
- *What role do teachers and TAs have in the classroom? Which pupils do they spend most time with, and in which contexts (eg. groups)?*

- *What is the purpose of TAs in your school? How is the TA role distinct from the role of teachers? (Do they have a pedagogical role or a non-pedagogical role?)*
- *What role do TAs have when working away from the classroom? Which pupils do they spend most time with, and in which contexts?*
- *How is differentiation handled for pupils with SEN?*
- *What are the characteristics of TAs' talk to pupils?*
- *How well prepared are teachers for working with and managing TAs?*
- *What is the level and quality of TA preparation? To what extent is this helped or impeded by the opportunities for teacher-TA communication?*
- *What is the level and quality of TAs' preparation for intervention sessions and the extent of teacher involvement?*

1. The deployment of TAs

If TAs are deployed effectively they should not always routinely support lower attaining, pupils with SEND and EAL. Indeed TA support should allow for engaging pupils in more creative and practical activities, allowing the teacher to spend more time working with small groups or with individuals.

This is supported by the [SEND Green Paper consultation](#) (2011) and the [Children and Families Bill](#) now in its latest reading, which has highlighted that it is not acceptable for pupils with SEND to be almost exclusively supported by TAs. **Ofsted**² also makes it clear that teachers should ensure that TAs do not always work with lower attaining pupils nor rely solely on information from a TA about how much progress pupils with SEND are making.

It is essential not to lose sight of the fact that although TAs provide support for both pupils and teachers, the teacher remains accountable for the progress of every pupil in

² (Special educational needs and/or disabilities in mainstream schools: A briefing paper for section 5 inspectors, January 2010)

their classroom. Therefore, it is the responsibility of senior leaders and teachers to ensure that every child in the classroom receives sufficient, appropriate support to meet learning needs and that teachers are responsible for all pupils learning, planning and assessments.

TAs can have a **non-pedagogical role** such as that of the 'key worker' who are broadly concerned with assisting teachers in routine tasks and classroom behaviour, and having a nurturing or welfare role supporting pupils' physical and emotional needs.

They may have a **pedagogical role** where they are expected to teach, often those pupils with more demanding needs, those with learning difficulties who are the hardest to teach. In North Yorkshire the majority of schools ask TAs to take on both roles.

If school is employing TAs to take on a pedagogical role the MITA report requests schools to ask themselves the following questions:

- *Is it reasonable to expect TAs to be as effective as teachers when teaching pupils, given that they do not have the same levels of training?*
- *Where is the appropriate boundary between the teaching roles of teachers and TAs?*
- *What is the limit, in terms of responsibility and accountability to parents and the governing body, of TAs who teach?*
- *What does 'working under the supervision of the teacher' actually mean and look like in your school?*
- *Should teachers delegate the teaching of pupils with the most demanding learning needs to TAs, who are generally without relevant professional qualification?*
- *Are TAs who teach given the same status, professional development opportunities, participation in decision-making about teaching and learning, and salaries that reflect these responsibilities?*
- *Do TAs always work with the lowest attaining pupils?*

- *Do teachers involve themselves with those pupils who are frequently supported by TAs?*
- *What interaction does the teacher have with pupils with SEN and those frequently supported by TA? Is it the same as other pupils?*
- *Are TA supported pupils prevented from interacting with other pupils?*

School needs to clearly define the role of their TAs and ensure that this is supported with training which is consistent with school policy, for example on behaviour management.

Work towards a model in your school where the pupils with the greatest level of need have *at least* the same amount of time with teachers as their peers. Teachers must become the adult with whom pupils with SEN have regular, sustained and focused interactions, and these pupils must remain part of the teaching and learning experience provided in the classroom as much as possible. MITA – P 50 - 63

TAs and Interventions

It has been found that TAs who deliver well researched interventions with fidelity and are well supported by teachers who integrate the content into their class teaching to reinforce the work have the greatest impact.

Recommendations from MITA report:

- *Carry out a systematic evaluation of all interventions delivered by TAs. Based on the evaluation, be willing to change location, frequency, content and duration of interventions. Abandon any interventions that are not producing benefits for pupils.*
- *Ensure teachers set targets for individual pupils in relation to interventions that align with their National Curriculum targets*

- *Ensure teachers take steps to integrate the content and outcomes of interventions with class work, through increased involvement in the selection, preparedness, delivery and assessment of intervention programme.*
- *Ensure that TAs are guided to provide meaningful and systematic feedback to teachers on pupils' engagement and progress*

Recruitment

With tighter and demanding criteria schools will need to ensure:

- Effective recruitment, raising entry level qualifications, and making clear the expected hours of work.
- Clarity of roles either a pedagogical role or a non-pedagogical role with clear job descriptions and guidance. Clarity of role including an agreed job description ([click here](#) for examples of generic TA job descriptions and current [NYCC descriptions](#)).
- Effective performance management (PM) process is in place linked to job role, professional [national occupational standards](#)(NOS), school priorities and CPD. Support in using the NOSs and identifying the relevant units applicable to different learning roles in schools can be found on the [TDA website](#)

Ensure teachers and SLT retain the responsibility for learning for ALL pupils and TAs are deployed to help the classroom run efficiently and effectively

Introduce a formal programme of inductions for new TAs and include:

- Shadowing an experienced and effective TA
- How to prepare for lessons, liaise with teachers, give feedback
- Effective classroom practice in-class, including effective questioning

Key recommendations:

- Watch for signs of ineffective deployment , such as evidence of pupil dependency on TAs
- Consider ways in which teachers deploy themselves in lessons in terms of groups they support (or not)
- Ensure the lowest attaining pupils and those with SEN are not routinely and unnecessarily separated from the teacher and the classroom
- Ensure the lower attaining pupils and those with SEN receive at least as much time with the teacher as other pupils. Consider rotating the groups teachers and TAs work with across the week
- Consider additional classroom organisational strategies that do not require adult support, for example peer-led work
- Teachers need to become more aware of times when TAs in class are passive and ask if this adds value to their teaching
- Consider how TAs can be used in different parts of the lesson, perhaps to aid class control or pick up on specific information relevant to teaching and support. This can vary from lesson to lesson
- Ensure a consistent approach to TA deployment where TAs work across two or more classes
- Capitalise on the useful information about pupils TAs pick up when working across classes and year groups or departmental level

TAs who are class, year or subject based

- The model of the 'Velcro TA' is no longer an option
- Be mindful of the risks associated with class, or year based models such as pupils' dependency on TAs and separation from the teacher

- Ensure deployment decisions will be devolved to the teachers and/or heads of department. That these decisions are clearly framed within school policy on TA deployment and set the expectations and limits of what are acceptable. This will enhance the coordination and consistency of TA use across school
- Be aware that deploying TAs across a greater number of classes/teachers will have implications for the amount of time needed for pre- and post-lesson communication

2. The Preparedness of TAs

Have your teachers been adequately prepared to work with and organise TAs? Have they been given guidance on how to manage TAs, how to give and receive feedback and communicate effectively? Have a formal induction programme for new teachers on TA deployment, structured around the school policy on TAs in place.

Does school ensure TAs regularly receive:

- guidance and time on how to effectively prepare for lessons, using pre-lesson planning information. How to give concise, effective feedback post-lesson
- on-going training and development including whole school CPD, including attendance at termly TA network meetings. Consider cost effective in-house approaches to developing TA subject and pedagogical knowledge (e.g. mini-tutorials, peer and teacher observations with explicit, focused outcomes to promote pupil thinking and learning through interactions with pupils)
- time allocated to participate in other relevant activities (e.g. regular teacher and TA time to discuss planning and feedback, pupil progress, any behaviour issues)
- time, if required, for additional school activities such as reviews for pupils with SEND/English as an additional language (EAL), and meetings with external advisers

Time

Traditionally TAs have been deployed to have 100% contact time with pupils. The MITA report challenges this tradition. The DISS³ report showed that TAs were underprepared for the tasks teachers asked them to do. Three quarters of teachers had no allocated time to meet with TAs, and consequently TAs went into lesson 'blind' or relying on 'picking up' information from the teacher input.

“This situation must improve if schools are serious about TAs having a positive impact on learning outcomes” MITA report P 77

TAs in the EDTA⁴ project had the greatest impact on pupils learning when there was effective liaison in terms of planning and feedback with teachers.

School needs to reflect on the following:

- How much time, if any, do your teachers and TAs have in which to meet?
- If they do have time, is this used effectively and efficiently to brief TAs on lessons and receive feedback on lessons?
- If they do not have time to meet, how are teachers' plans, tasks and expected outcomes for the lesson, *and* the role of the TA in the lesson, communicated to the TA?

Key Recommendations on the day-to-day preparedness of TAs

- School should make whatever adjustments are possible to suit the implementation of effective models of preparation, including adjusting TAs' existing working hours and/or contracts (This does not necessarily mean employing them for longer, but reflect on the timing of working hours)

³ DISS report- Deployment and Impact of Support Staff 2008

⁴ Effective Deployment of Teaching Assistants project 2010-2011 www.schoolsupportstaff.net/edtareport.pdf

- Look for creative ways to timetable periods in the school day for teacher/TA liaison
- Formalise the way teachers plan and share information about lessons by using generic lesson plan templates to include TA/teacher information. Teachers to be clear about what role they want TAs to take in lessons, whom they should support, what tasks they are to support, and what the expected outcomes are. (A list of pupils' names to support is not sufficient. The plan should include: concepts, facts, information to be taught or skills to be learned, applied, practised or extended and the intended outcomes)
- Set minimum standards from teachers on what you expect in lesson plans covered by TAs. Keep this under review
- Teachers should share strategies, techniques or key vocabulary they want TAs to use and model them in whole class teaching for TAs to observe

Feedback

Teachers need to be specific about what they want TAs to feedback after the lesson.

Aim to supplement any written feedback with a brief discussion.

Use the feedback to inform future planning.

3. The Practice of TAs

TA interactions with pupils, according to the DISS report, tend to focus on task completion rather than understanding. Compared to teachers TAs tend to ask more closed and fewer open questions, thereby closing down learning opportunities.

If School has decided that TAs will have a pedagogical role – working directly with pupils, delivering and supporting curriculum content – then the issue of TAs' practice must be addressed in a serious and systematic way.

How much do you know about the nature and quality of your TA interactions with pupils?

Listen in to the verbal interactions of TAs with pupils. This insight will support effective improvement of TA talk making it more valuable in promoting pupil learning.

Ask yourself these questions:

1. How much do you already know about the nature and quality of TA interactions with pupils?
2. Do you attempt to monitor TAs' conversations with pupils and their use of questions?
3. What would you do if you discovered that TAs conversations frequently provided pupils with answers, or misled them (unintentionally) with inaccurate information?

The EDTA project identified two dimensions of TA talk:

1. Effective questioning skills
2. Supporting and developing pupils' independent skills

Asking questions to engage and promote learning is a skilled task. Questions to achieve this are either closed or open, or as lower order or higher order, with open and higher order questions regarded as the most effective types of talk.

Although TAs are observed to engage in sustained and active interaction with TAs more often than with teachers there is a marked difference in quality. TA talk is of poorer quality, is less cognitively demanding and prioritises task completion over learning and understanding.⁵

If your audit reveals that TAs' talk is characterised by closed and lower order questions you will need to take action to raise the quality of their questioning skills. While closed and lower order questions have their place in teaching, TAs (and Teachers) need to be alert to their overuse when an open or higher order question would be more appropriate. Understanding the value of questioning must extend to TAs.

TAs often describe a sense in which teachers judge their effectiveness in terms of the quality and/or quantity of work produced by the pupils they support during a lesson. This often leads TAs to take on too much of the task, spoon feeding answers and reducing the opportunity for

⁵ Maximising the Impact of Teaching Assistants P 87-98– 2013.

pupils to think and work independently. TAs feel compelled to act in the interest of the pupils they are supporting. However greater educational benefits are likely to flow if they do not act. This is counterintuitive but the evidence of the DISS project is clear to the effects of these types of TA-to-pupil interaction. They need to know that it is acceptable for them to deprioritise task completion in favour of more beneficial learning experiences.

What should school do?

- Lead training on effective questioning techniques.
- These should complement techniques used by class teachers.
- Have pairs of TAs observe one another in action, working with pupils and make notes for a feedback discussion.
- Follow up the above with formal observations and feedback by the senior leadership team.

Where this has been undertaken TAs have appreciated the opportunity to learn from one another and are sent a powerful message about the esteem in which school held it.

TAs observe the questioning techniques used by a teacher, take notes and then have a discussion with the teacher about their observations. (The deeper intentions, selection of forms and various uses of the questions and techniques, such as giving additional thinking time – tacit as they are to teachers – are less likely to be understood by TAs unless this is brought to their attention.)

Develop question banks – a laminated resource listing categories of useful questions – This led to a greater variety of questioning techniques with pupils. The bank is referred to during observations helping TAs to make on-going use of the resource.

Key recommendations on TAs' questioning skills

- Make a concerted drive to ensure that TA-to-pupil interactions promote thinking and learning, rather than task completion
- Raise awareness among teachers and TAs of the importance of quality questioning

- Teachers need to share their tacit knowledge and skills relating to effective pupil interactions with TAs via training, observations and discussions
- Ensure teachers explicitly model key techniques in their whole –class input, so that TAs’ practice can be consistent with teachers when supporting pupils
- Produce resources with exemplars of quality questioning and formative assessment techniques – see appendix
- Monitor and support TAs as they develop new questioning skills. Provide guidance and mentoring and opportunities to practise
- Encourage TAs to become reflective practitioners, and develop strategies in partnership
- Include a review of TAs questioning skills in their annual performance appraisal

Classroom support

Teachers should be flexible about how they deploy TAs in the classroom.

Continuous interaction should take place between teacher and TA throughout the lesson so they can work as a team to respond to pupil need. In this way, TAs will fully understand their role and be aware of how their work can contribute to pupil progress. The teacher can respond to need quickly and redirect the TA as required.

However, the Teacher is responsible for all quality first teaching in the class and for every child’s progress. It is the TAs role to assist this process.

TAs can assist teaching in the classroom by:

- Use effective questioning, learning and independent thinking skills to probe understanding and higher order thinking
- Giving opportunities for the teacher to work with the lower attaining pupils and those with special educational needs to ensure that the pupils in most need get the best teaching

- Having appropriate differentiated resources 'to hand' to support learning
- Creating displays and learning walls under the direction of the class teacher, preparing resources and differentiated materials, under their guidance
- Supporting learning during their inputs – e.g. creating mind maps, visual cues to support verbal explanation
- Move the classroom to support generally, allowing teacher to focus on specific group(s)
- Supporting through group work – including higher and medium attaining pupils to enable the teacher to work with the lower attaining pupils
- Supporting individuals as directed.
- Promoting the inclusion and acceptance of all pupils within the classroom

TAs can assist teacher input by:

- Jointly modelling/support speaking and listening skills
- Working collaboratively with the teacher at the front during whole class teaching. E.g. by creating /modelling a mind map of the concept being taught, writing up the 'top tips' as the teacher explains, scribing for the teacher on boards/charts, modelling note taking or mind mapping
- Helping with ICT – visualisers, computers, audio equipment to develop pupils' competence and independence in its use
- Demonstrating/ modelling activities with the Teacher
- Scanning for any off task behaviour, using eye contact/visual prompts to communicate and re-focus attention
- Encouraging reticent pupils to answer e.g. by allowing them to rehearse their answer 1:1 first, suggesting a pupil has a 'good response' which is valuable, offering encouraging smiles and nods, use question prompt cards

- Using any observation check lists as directed by class teacher to note behaviour, participation and assessment, to inform future planning

TAs can assist group work by:

- Encouraging independence – be ‘one step behind’ the pupils
- Encouraging the pupils interact as a group, ensuring the TA presence does not inhibit peer talk, learning and thinking
- Facilitating access to a task
- Ensuring physical access
- Ensuring understanding of concepts/tasks/instructions/translations (i.e. EAL support, if required)
- Clarify and use further explanation, if required
- Providing additional resources to support learning as outlined on Provision Maps – e.g:

- **Visual support**– visual timetables, alphabet arcs, word mats, table/number squares, tricky words, new word lists, SCUBA cards (see Spring term 2013 senco network)
- **Physical support** – mini- white boards, number fans, arrow cards, counters, cubes, shapes. Scribing or supporting using alternatives ways to write/record, signing, ICT support, adaptive resources
- **Scaffold learning** – mind maps, spider grams, writing frames, talking frames, role play
- **Verbal** – develop talk for learning, rehearsing what to write verbally first, encourage peer discussion. Model good quality talk

- Modelling and demonstrating
- Develop comprehension skills by using the 6 step approach :

1 Reading text through twice together

2 What do they know about the subject?

3 Children find words in texts that they would like others to explain, teacher finds one or two words s/he would like the children to explain or elaborate

4. The children ask questions of one another about the passage

5, Read between the lines – what will happen next – lines of argument - thought bubbling, what a character might be thinking – hot seating

6. Visualisation – Construct mental images, draw picture, mind map, summarise, bullet point, drama enactment

- Reminding pupils of previously learned strategies/ knowledge
- Supporting using teacher planned differentiated activities
- Pre-tutoring/ rehearsing/ reading texts prior to whole class work
- Modelling and coaching appropriate behaviours and social skills e.g. turn taking
- Supporting pupils to think through and prepare answers when given ‘thinking time’ by the teacher. Being prepared to be quiet to enable child to think
- Monitoring pupil progress and feed back information to the teacher
- Reminding pupils of targets and learning objectives and help them to self-assess their own work

TAs can assist individuals by:

- Ensuring your presence is not prohibiting appropriate interaction between pupil and their peers. Ensuring their presence, if required, facilitates appropriate discussion between pupil and their peers.
- Providing support which clearly focuses on moving pupil progress forward

- Ensuring that targets/objectives and expected outcomes for the session are clearly understood and effectively communicated to the pupil
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance. Ensuring that there are strategies to reduce over-dependence, e.g. when task has been made clear, pupil is set to work independently on a task for a specified amount of time
- Providing feedback to pupils in relation to progress and achievement
- Ensuring that TA and the teacher are not working with the child at the same time. TA Moves away to support others when there is teacher support given to an individual or group
- Anticipating and managing pupil behaviour constructively, promoting self-control and independence within an established discipline policy
- Considering pre-tutoring for pupil. e.g. reading through a text together (paired reading) that will be used later on in the lesson, discussing any technical vocabulary
- **Devising questions** – sharing a text with pupils by:

Reading it to them

Reading it with them

Letting them read it independently after this prepared reading

Guide the pupils to create up to five questions to investigate the text

Give children the opportunities to ask questions of the TA and each other about the text. These might be:

- Two literal questions
- One inferential question
- Two personal response questions. - Check that the questions can be answered by the text

The Roles of the SENCo and Senior Leadership Team

- To support teachers and TAs by identifying what works well, share good practice, celebrate success and identify areas for development across school
- To provide Performance Management for TAs to enable them to feel valued and supported but also challenged to strive for personal and professional success within a culture of continuous improvement
- To provide CPD opportunities to enable TAs to meet the needs of pupils and develop skills to support the school's action plans by researching and setting up appropriate training opportunities for them (both within and outside the school)
- To be responsive to needs
- To advise on the most effective ways to deploy TAs and foster good working relationships between TAs and teachers
- To monitor the effective deployment of TAs and share good practice
- To observe and give feedback to TAs on the effectiveness of their work and advise on how to improve
- To give advice on high quality teaching strategies
- To prepare TAs for OfSTED inspection, discussion about teaching and learning in school
- To support new TAs and contribute to their induction
- To co-ordinate the work and deployment of TAs

Summary of findings from Ofsted, “[The Deployment, Training and Development of the Wider Workforce](#)” report (2008)

The report detailed the following about TAs:

- They had a positive impact on pupil achievement esp. truants, underachievers or excluded pupils
- they were particularly successful in reaching out to parents/carers previously reluctant to come into school
- They had most impact on teaching and learning when they clearly understood their role and knew exactly what they needed to do in order to help pupils make progress. Key to this is effective communication between teachers and TAs etc

Recommendations – areas that schools can develop to provide real improvements include:

- Establishing reliable indicators of success to monitor and evaluate the impact of the wider workforce on pupils’ achievement
- Ensuring a coherent cycle of induction, training, PM and career development - focused on knowledge and skills that TAs need to raise pupil achievement
- Ensuring leaders, teachers and the wider workforce understand how they can all work together to raise pupils’ achievement and meet improvement priorities
- Better use of the [National Occupational Standards](#) and [career development frameworks](#)

Summary of findings from the Institute of Education (IOE), “[Deployment and Impact of Support Staff](#)” report (2009)

The IOE carried out research of 20,000 staff over 5 yrs.

Their findings show that TAs:

- Reduce teachers’ stress levels and improve classroom discipline
- Have a positive effect on pupils. Greater numbers of pupils are on task and more likely to receive 1-to-1 help. In high schools TA support has resulted in fewer pupils disruptive and distracted
- Enable teachers to spend more time with rest of their class without interruptions

However they found:

- No evidence that TA support helped pupils make better progress in English, maths and science
- Generally the more support pupils received from TAs, the less progress made – why? One theory is that the more time pupils spend with TAs, the less they spend with teachers. Sometimes pupils can become separated from their teachers and/or the curriculum
- Less than a quarter of teachers are trained to manage TAs but half of teachers do
- Only one quarter of teachers (one fifth in high schools) had allocated

- TAs are better deployed to ensure they have the greatest impact on improving outcomes for pupils

planning or feedback time with TAs

Implications

- Schools need to rethink the way TAs are used in the class and how well they are prepared for the tasks teachers give them.

Appendix 2

Audit – Survey proforma

1. Working in the classroom (to be completed by teachers and TAs)	
1.1 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Only provide a percentage score for item 6 if you are a TA. Ensure that your percentages add up to 100%.	
1) Working with a pupil one-to-one	%
2) Working with a small group (up to 5 pupils)	%
3) Working with a larger group (between 6 and 10 pupils)	%
4) Roving the classroom	%
5) Leading the class	%
6) (TAs only) Listening to teacher talk to the class	%
7) Other (please specify)	%
<i>Total</i>	<i>100%</i>
1.2 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.	
1) Supporting higher attaining pupils	%
2) Supporting average attaining pupils	%
3) Supporting lower attaining pupils	%
4) Supporting pupils defined as having SEN (e.g. those with a statement of SEN)	%
5) Supporting mixed attainment groups	%
<i>Total</i>	<i>100%</i>
2. Working away from the classroom (to be completed by TAs only)	
2.1 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.	
1) Working with a pupil one-to-one (e.g. leading an intervention)	%
2) Working with a group of pupils (e.g. leading an intervention)	%
3) Working with pupil(s) in a pastoral/welfare context (e.g. mentoring; physio)	%
4) Preparing, planning and/or assessing pupil work (including for interventions)	%

5) Doing administrative tasks (e.g. photocopying or filing for teachers; display)	%
6) Other (please specify)	%
<i>Total</i>	<i>100%</i>
2.2 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.	
1) Supporting higher attaining pupils	%
2) Supporting average attaining pupils	%
3) Supporting lower attaining pupils	%
4) Supporting pupils defined as having SEN (e.g. those with a statement of SEN)	%
5) Supporting mixed attainment groups	%
<i>Total</i>	<i>100%</i>

For the following eight sections, tick the statement that best matches your experience.

3. Pre-lesson preparation	
3.1 Opportunity for teacher-TA pre-lesson communication	✓
1) No opportunity/time to communicate before lessons	
2) Communication before lessons is brief and ad hoc	
3) TA comes in early/stays behind after school to meet with teacher for briefing	
4) Teacher and TA have scheduled time to meet (e.g. time for which TAs is paid)	
3.2 Quality of preparation for TA (teachers' lesson plans)	
1) TA goes into lessons blind. No lesson plan provided	
2) TA given lesson plan. No specific information about TA role given	
3) TA given lesson plan. Limited information about TA role given (e.g. names of pupils to support)	
4) TA given lesson plan. Specific information about TA role given (e.g. specific objectives/outcomes)	

4. Post-lesson feedback	
4.1 Opportunity for teacher-TA post-lesson communication	✓
1) No opportunity/time to communicate after lessons	
2) Communication after lessons is brief and ad hoc	
3) TA comes in early/stays behind after school to meet with teacher for debriefing	
4) Teacher and TA have scheduled time to meet (e.g. time for which TA is paid)	
4.2 Quality of TA feedback to teachers (written/verbal)	
1) TA does not feed information back to teachers	
2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task')	
3) TA feeds back detailed information (e.g. specific problems with/progress toward learning goals)	

5. Interventions	
5.1 Preparation for interventions: guidance from teachers	✓
1) TA plans and prepares interventions, with very little/no input from teachers	
2) TA plans and prepares interventions, with some general guidance from teachers	
3) TA plans and prepares interventions, with substantive, detailed guidance from teachers	
5.2 Feedback on interventions: quality of TA's feedback to teachers (written/verbal)	
1) TA does not feed information back to teachers	
2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task')	
3) TA feeds back detailed information (e.g. specific problems with/progress toward learning goals)	

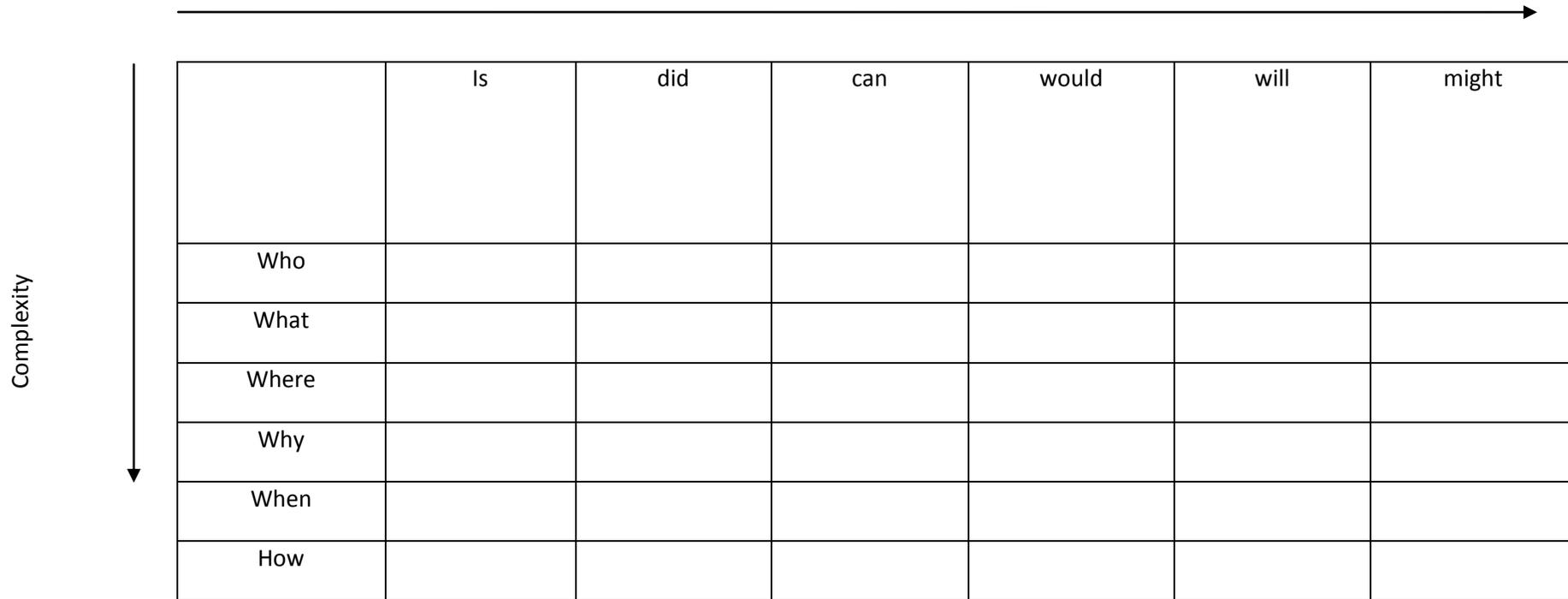
6. TAs' subject and instructional knowledge	
6.1 Subject knowledge	✓
1) TA gains subject knowledge by tuning in to teacher delivery (e.g. as part of class audience)	
2) TA gains subject knowledge from lesson plans and/or schemes of work	
3) TA gains subject knowledge via ad hoc communication with teacher	
4) TA gains subject knowledge via substantive briefing/training from teacher	
5) TA has significant level of subject knowledge via specific training (e.g. TA has degree in subject)	
6.2 Instructional knowledge	
	✓
1) TA gains instructional knowledge by tuning in to teacher delivery (e.g. as part of class audience)	
2) TA gains instructional knowledge from lesson plans and/or schemes of work	
3) TA gains instructional knowledge via ad hoc communication with teacher	
4) TA gains instructional knowledge via substantive briefing/training from teacher	
5) TA has significant level of instructional knowledge via specific training (e.g. TA has QTS)	

Date:		Teacher:		Lesson details: (topic/objectives)						
Class/Year:		TA:								
Time (minutes)	Lesson part *	Predominant activity of TA					TA-supported pupil(s) (name, attainment level, SEN status)	Task differentiation for TA-supported pupils	Comments on teacher's role	Features of TA-to-pupil talk
		With pupil one-to-one	With group of pupils	Roving classroom	Listening to teacher teach	Other task (tidying/admin)				
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60									
<i>Total</i> ✓									
<i>Summary</i>	%	%	%	%	%				
* Key for Lesson part: I = Teacher's main input T = Main learning task P = Plenary									

Effective question matrix

Complexity



	Is	did	can	would	will	might
Who						
What						
Where						
Why						
When						
How						

Questions of increasing complexity can be constructed using the above grid using words from further down the left-hand column and a suffix from further along the top row. For example, comprehension questions beginning with 'who is' or 'what did' are of a lower order than questions beginning with 'why would' or 'how might', which invite speculation.

Questions and Key words for Critical Thinking

Are you sure? How do you know? Can you tell me why?

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
You want to find out what the children know	You want to find out what the children understand	You want to support the child in solving a problem, using what has been learned	You want to support the child to examine and break down information into parts	You want to support the child in reflecting on and evaluating work and ideas	You want to support the child to represent information in a new or alternative way.
Who...?	Tell me in your own words...	How would you solve....using what you've learned...?	What are the parts or features of...?	What works/worked well?	What changes would you make to solve...?
What...?	Which is the best answer, and why?	What do you know already that could help you?	What is the theme ...?	What would you change?	Can you think of another way?
Where...?	What facts and ideas show...?	What other way would you plan to...?	How is... related to...?	How could it be improved?	Can you predict/estimate? What do you think it's going to be?
When...?	How are these the same? Different?	What would happen if...?	How could you sort these?	Do you agree with the actions...? with the outcome.?	How would you adapt...to create a different...?
Which	What is the effect of...?	What do you think you need to do next..?	Why do you think....?	What is your opinion of...?	How could you put all your ideas together?
Why...?	What is the main idea of..?	How could you use what you've learned?	What evidence can you find to support this?	What information would you use to support these views?	
How would you show/explain/describe...?	What does this mean?		What conclusions can you draw...?	How would you prove/disprove	
			What is the function of...?	What/which is the most important and why?	
				Why did they choose..? How would you do it differently?	

Try to avoid:

- *Recall questions* to which the answer is obvious
- *Rhetorical questions* solely for dramatic effect
- *Yes or No questions* that inhibit discussion
- *Leading questions* that are not open-ended
- *Guess what I'm thinking questions* where you've already formulated the answer you want
- *Why don't you try... questions* that supply alternative answers or ideas

References

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Go to: www.schoolsupportstaff.net

Making a statement summary report here import pdf.

A study of the teaching and support experienced by pupils with a statement of special educational needs in mainstream primary schools

By Rob Webster and Peter Blatchford