

Teachers' & TAs' 2-Part Guide to Effective TA Practice & Deployment



✓ PART 1: SHARED PROFESSIONAL UNDERSTANDING

The knowledge and skills that TAs bring to each lesson

TAs' professional knowledge base		
The different main SEND types and stages – and key strategies to support them	What student data (that is shared with them) tells them about their needs, attainment and progress	The specific needs of individual students (including learning and pastoral profiles)
The teacher's role and the general structure of a lesson – and when it is right to liaise with the teacher	Subject and curriculum scheme knowledge/experience, as well as key literacy strategies	All of the different forms of access arrangements for exams and controlled assessments
TAs' professional support skills		
Whether working <u>one-to-one</u> , with a <u>group</u> or <u>roving the room</u> , TAs use the following 3 key types of support skills, while maintaining <u>regular communication</u> with the teacher:		
Teaching support skills		
<ul style="list-style-type: none"> ✓ scans and sharply monitors the room/group first to assess whether or not support is required, so that students are not given unnecessary support time, nor waiting or asking for help – this includes checking that students know what to do ✓ knows when to move following support; they do not 'stay' with a student for any longer than necessary and may provide frequent intermittent support and/or (at most) short, more intensive blocked support ✓ provides students with good thinking-response time (not 'down time') so that students can think for themselves and can self-scaffold their learning ✓ uses a wide range of questioning strategies and other strategies to promote independent learning, as well as extensions/challenges, and <i>avoid</i> a focus on task completion, 'spoon-feeding', over-prompting or repeating verbatim what the teacher has said ✓ breaks down instructions and provides more detailed, sometimes re-phrased or alternatively phrased explanations and learning objectives/success criteria, as well as reinforced key vocabulary ✓ acts as a 'talk partner' to rehearse with students how to ask questions, respond, contribute and present 		
Behaviour for learning support skills		
<ul style="list-style-type: none"> ✓ employs clear motivational strategies to keep students engaged and resilient, including praise, verbal encouragement and making positive work marks (ticks, stickers, etc.) ✓ unobtrusively refocuses students to keep them learning, e.g. via short verbal reminders, non-verbal prompts, moving them and setting short time-limited targets and time checks ✓ models and facilitates positive social-learning behaviour, such as courtesy, collaboration and cooperation ✓ employs appropriate use of humour, tactical ignoring and other de-escalating techniques ✓ talks to students in a discrete and unobtrusive way to seek their views and remind them about expectations 		
Assessment support skills		
<ul style="list-style-type: none"> ✓ provides clear feedback/evaluations to the teacher and student, verbally and/or in writing, with a specific focus on progress and steps towards the learning objective ✓ supports assessment for learning techniques, including peer-assessment and self-assessment ✓ supports teachers' marking, e.g. via routine literacy marking, AFL marking and annotations ✓ carries out student observations to support teacher assessment ✓ provides focused feedback to students, which may include brief comments on how to improve/next steps 		
Feedback to the student	Written annotations and/or notes	Assessment for learning
<ul style="list-style-type: none"> ☑ <u>praise and encouragement</u> that is given and recorded with the student – stars/smiley faces/ticks, comments such as "excellent work today", "keep it up", "big improvement", etc. ☑ <u>marking for literacy</u>: correcting spelling of key words and high frequency words, capital letters and full stops ☑ very brief comments on <u>how to improve/next steps</u>, under clear directives from the teacher 	<ul style="list-style-type: none"> ☑ <u>what degree of support was provided</u>, or if it was completed independently ☑ <u>how often that support was provided</u>, e.g. "John completed this with some intermittent support – needs to still work on ..." ☑ <u>a note on what needs further work/changes that need to made</u>, e.g. "perhaps skip next section as Billy found this very easy" ☑ <u>notes regarding misconceptions, issues and mistakes</u> that the teacher needs to be aware of (better on notes) 	<ul style="list-style-type: none"> ☑ written annotations regarding <u>what was done well, and how to progress in further lessons</u>, under clear directives from the teacher ☑ opportunities for the <u>student to write questions or requests for help to the TA</u>, "e.g. I don't understand" ☑ <u>marking using symbols</u> (such as faces ☺☹ and traffic lights) to enable the student to express their confidence/how secure they are with the work – this must obviously be consistent with the teacher's AFL strategies and the wider marking policy

Teachers' & TAs' 2-Part Guide to Effective TA Practice & Deployment



✓ PART 2: TEACHER PLANNING & JOINT IMPLEMENTATION

The planned deployment for TAs to make a clear impact on learning

Teacher / TA	Implement
Before and between lessons	
Teacher	<ul style="list-style-type: none"> ✓ Know the name of the TA working with you! ✓ Provide the TA with a copy of the context sheet for the class (which will list the needs), plus the class seating plan. It would also be helpful for the TA to have access to the Scheme of Learning, so that they are familiar with the sequence of lessons and key vocabulary. ✓ Think about how you want the TA to provide support – it may be focused on group work and/or roving, with support for individual students a part of this. Note that you need to still work with students with SEN/D and AEN – it is often a good idea for the TA to spend some of their time with students who are more able.
TA	<ul style="list-style-type: none"> ✓ Know the name of the teacher working with you!
Beginning of the lesson (pre-introduction → introduction)	
Teacher	<ul style="list-style-type: none"> ✓ Acknowledge the TA's presence as they enter the classroom – greet them and use their name in front of students. This sends a clear message to students that you working in partnership. ✓ Briefly inform the TA about the lesson – this includes the learning objective, the success criteria, the activities and the resources they may need. They will need to be clear about their role(s) for the lesson, which must include one or both of the following: <ul style="list-style-type: none"> - Work with a group or groups - Roving the room, with support for specific individual students
TA	<ul style="list-style-type: none"> ✓ Be punctual (no later than the students). ✓ If you are not sure how the teacher wants you to provide support, please seek to clarify this as soon as possible. ✓ If it has not yet been provided, kindly ask for a context sheet for the class, a class seating plan and a Scheme of Learning or other overview – for future lessons. Please place this information in your working file when you receive it.
At any point in the lesson when students are undertaking activities	
Teacher	<ul style="list-style-type: none"> ✓ Ensure that TA is equipped to extend learning and provide challenge to the students they are supporting, particularly if the student requires more challenge. ✓ Ensure that the TA, whether working one-to-one, with a group or roving the room, is at all times actively using one or more of the 3 types of support skills, listed in Part 1: teaching support, behaviour for learning support and/or assessment support.
TA	<ul style="list-style-type: none"> ✓ However you are deployed, ensure at all times that you are actively using one or more of the 3 types of support skills, listed in Part 1: teaching support, behaviour for learning support and/or assessment support.
At any point when the teacher is teaching the whole class	
Teacher	<ul style="list-style-type: none"> ✓ Ensure that the TA is, even if for just a short moment, a visible part of whole class teaching (e.g. writing answers on the whiteboard, demonstrating, etc.).
TA	<ul style="list-style-type: none"> ✓ Tune in to teacher delivery to boost and deepen subject knowledge, as well as to support your own work with students in the lesson. Also ensure that you are still actively using one or more of the 3 types of support skills, listed in Part 1: teaching support, behaviour for learning support and/or assessment support.
At the end of the lesson (plenary → post-plenary)	
Teacher	<ul style="list-style-type: none"> ✓ Ensure that the TA is able to contribute feedback within your plenary, linking it where possible with work that they have undertaken with individual students/groups. ✓ Check with the TA that any homework has been entered and understood. ✓ Give the TA a moment to provide feedback to you as students leave the lesson. ✓ Thank the TA for their support in the lesson, or show recognition in another way.
TA	<ul style="list-style-type: none"> ✓ Speak with students about what they have learned or the problems they have encountered during the lesson. Also talk about what the next steps will be. ✓ If homework is being issued, make sure that students understand it and have recorded it correctly. ✓ Give the teacher a moment to provide feedback as students leave the lesson.
By the end of the lesson (not necessarily at the end)	
Teacher	<ul style="list-style-type: none"> ✓ Expect to see written assessment support from the TA in notes and/or on student work, in the form of feedback to the student, marking for literacy and/or annotations.
TA	<ul style="list-style-type: none"> ✓ Ensure that you have provided written assessment support in notes and/or on student work, via feedback to the student, marking for literacy and/or annotations.