## MAKING BEST USE OF TEACHING ASSISTANTS
### Teacher-TA agreement template

This Teacher-TA agreement template can help staff specify their coordinated but differentiated roles during lessons. Examples of how TAs might contribute at various stages of a lesson are provided, in such a way that they supplement, not replace, the teacher.

<table>
<thead>
<tr>
<th>When?</th>
<th>What? (with examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During the lesson</strong></td>
<td></td>
</tr>
</tbody>
</table>
| introduction           | • Check learning objectives are written in books  
• Refocus pupils  
• Ensure relevant learning materials and equipment are out/available                                                                                                                                                                                                                   |
| **During whole-class work** | • Use the ‘Scaffolding framework’ to ensure pupils are offered the ‘least amount of help first’  
• Encourage responses from [names of target pupils]  
• Emphasise key vocabulary; record key words  
• Model or role-play activities with teacher  
• Ensure pupils refer to success criteria  
• Observe and note learning difficulties and achievements and feed back to the teacher                                                                                                                                                        |
| **In group work**      | • If necessary, check pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session  
• Provide prompts on group objectives and roles required. Give time checks  
• Note issues, mistakes, misconceptions and difficulties for follow-up by teacher  
• Encourage interaction with others  |
| **In plenary sessions** | • Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary  
• Monitor and record responses of [names of target pupils] (note difficulties and achievements)  |
| **At the end of the lesson** | • Clarify next steps in pupils’ learning  
• Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners  |
| **After the lesson**   | • Provide feedback on any misconceptions, difficulties, etc; issues with behaviour for learning  |

Adapted from templates used at St James’ Catholic High School, Barnet.