

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.

When?	What? (with examples)
During the lesson introduction	<ul style="list-style-type: none"> • Check learning objectives are written in books • Refocus pupils • Ensure relevant learning materials and equipment are out/available • <input type="text"/>
During whole-class work	<ul style="list-style-type: none"> • 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 • <input type="text"/>
In group work	<ul style="list-style-type: none"> • 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 • <input type="text"/>
In plenary sessions	<ul style="list-style-type: none"> • 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) • <input type="text"/>
At the end of the lesson	<ul style="list-style-type: none"> • Clarify next steps in pupils' learning • Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners • <input type="text"/>
After the lesson	<ul style="list-style-type: none"> • Provide feedback on any misconceptions, difficulties, etc; issues with behaviour for learning • <input type="text"/>