



Effective Use of Teaching Assistants

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Key Principles of TA Support

- Teaching Assistants are deployed in addition to differentiated planning, department-led interventions and teacher-led support strategies – always as a last resort.
- Teaching Assistants adopt a 'person-centred approach' rather than a 'curriculum approach'. The LSA acts as the 'student specialist' by building a close relationship with the student, reviewing assessment data and professional observation. In doing so, they identify opportunities for independence and specific risk areas.
- Teaching Assistants work in support of the whole class – whilst offering targeted support for identified students, they also offer general support → aim for a 'ripple effect' in terms of narrowing the gap.
- Teaching Assistants work in support of the teacher – the subject specialist – collaborating on planning with the teacher, communicating on issues etc.

In-Class Support in Practice: General Approaches

1. Relaying
2. Zoning
3. Coaching
4. Facilitating
5. Supervising
6. Safeguarding



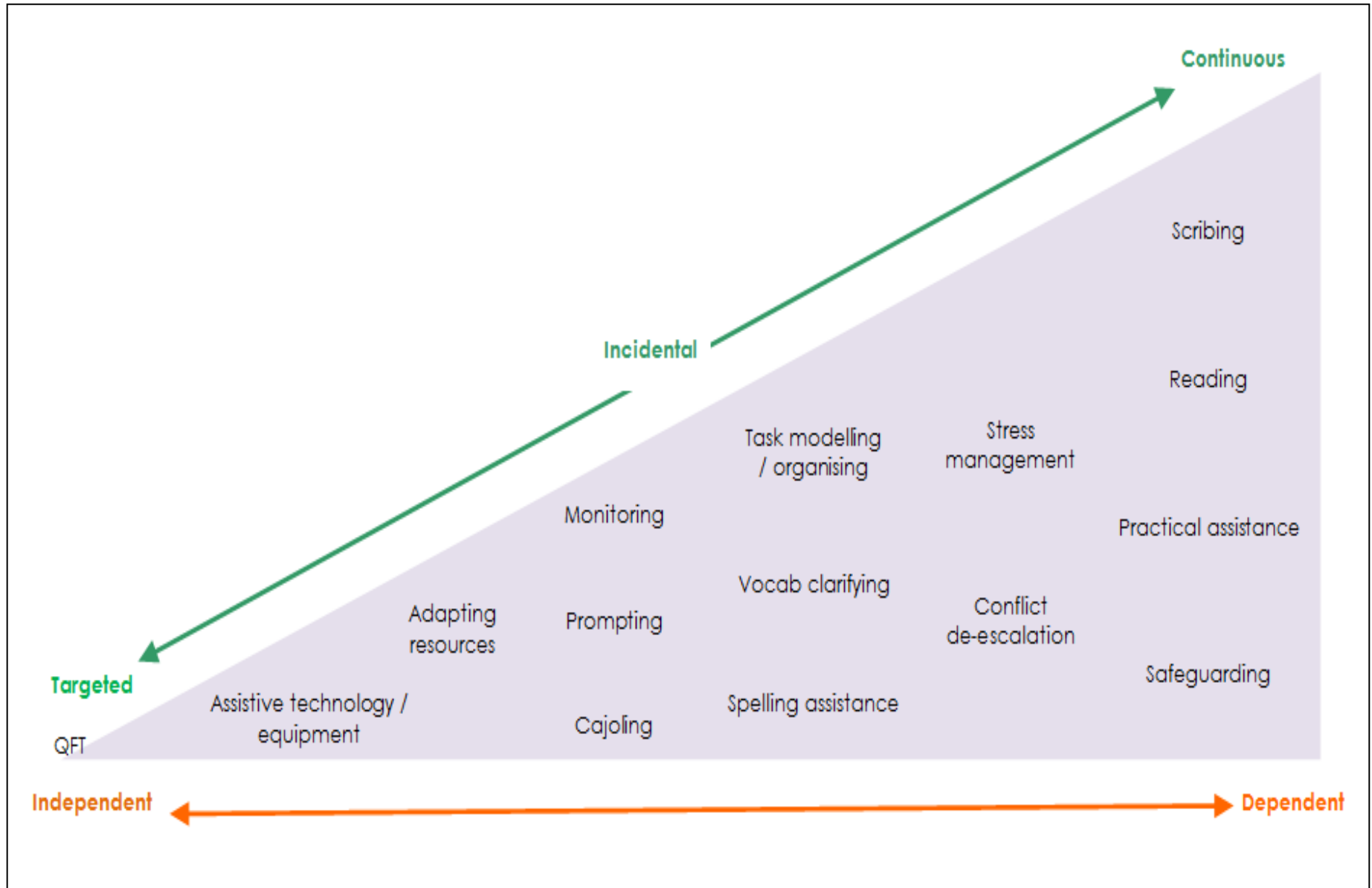
- *Match to general needs.*
- *Match to your teaching style.*



In-Class Support in Practice: General Approaches

- 1. Relaying** – in-class support staff move periodically between students identified as being priorities for support due to additional needs.
- 2. Zoning** – in-class support staff locate themselves near a group of students with additional needs, monitoring and providing input when necessary.
- 3. Coaching** – in-class support staff are temporarily assigned to an individual or small group of students to guide them through a task that may prove particularly difficult (such as an extended writing or reading task when there are literacy difficulties).
- 4. Facilitating** – in-class support staff provide 'drop-in support' by setting up assistive technology or other specialised equipment in the classroom, adapting resources, helping a student organise coursework / homework etc.
- 5. Supervising** – in-class support staff oversee the higher-ability / independent learners whilst teaching staff provide additional input for students experiencing difficulties.
- 6. Safeguarding** – in-class support staff monitor, and where necessary, assist in activities that pose a manageable risk to the health and safety of a student with an additional need, particularly those with visual impairment, a medical condition or a physical disability.

In-Class Support in Practice: Student-Specific Approaches



Collaborative Planning

| LSA Support – 3 Step Plan | | | | | |
|--|--|--|--|---|---|
| Teacher: GF | | LSA/s: LH | | Class: 9Maths/2c | |
| 1. Additional Needs Survey: | | Tick or number common areas of difficulties for the whole class... | | | |
| First 10mins | x | Reading | | Group Work | x |
| Teacher Input | x | Comprehension | | Peer Relationships | x |
| Following Instructions | x | Spelling | | Staying Calm | x |
| Basic Numeracy | | Extending Writing | | Staying On-Task | x |
| | | | | Motivation | |
| | | | | EAL | x |
| | | | | ICT | |
| | | | | Practical Work | |
| Notes: | | | | | |
| <ul style="list-style-type: none"> All students struggle to follow instructions and stay on-task Specific students struggle with peer relationships – particularly at start of lesson. | | | | | |
| 2. General Approach: | | | | | |
| Relaying Move between 3-4 students | / | Coaching Teach 1 to 2 priority students | / | Supervising Allow intensive teacher input | |
| Zoning Monitor & support an area / group | | Facilitating Equip, record HW, resources | | Safeguarding Assist with activities that pose risk | |
| Notes: | | | | | |
| <ul style="list-style-type: none"> LSA to work with specific students at key times. LSA to monitor all students – staying on task, clarifying instructions, cajoling. LSA to supervise when teacher provides 1-1 input. | | | | | |
| 3. Priority Students: | | | | | |
| Initials: | Difficulty Area/s: | | LSA Responses: | | |
| CM | Unsettled at start of lesson Interactions with other students | | LSA to sit with CM for first 10mins – cajoling / task modelling. LSA to then relay between her and other students – monitoring and prompting. | | |

1. Book in a regular time to meet with your teaching assistant/s. Keep it as brief as possible!

2. Talk through the next few weeks in terms of the topic / scheme of learning.

3. Find out your TA's subject knowledge - what they feel strong on, what they feel weak on.

4. Discuss students requiring support – try to focus on what they can do as well as what they can't do!

5. Agree on general approach and student-specific strategies.

LSA Support – 3 Step Plan

| | | |
|----------|--------|--------|
| Teacher: | LSA/s: | Class: |
|----------|--------|--------|

1. Additional Needs Survey:

Tick common areas of difficulties for the whole class...

| | | | |
|------------------------|-------------------|--------------------|----------------|
| First 10mins | Reading | Group Work | Motivation |
| Teacher Input | Comprehension | Peer Relationships | EAL |
| Following Instructions | Spelling | Staying Calm | ICT |
| Basic Numeracy | Extending Writing | Staying On-Task | Practical Work |

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Notes:

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Last reviewed:

LSA Support – 3 Step Plan

| | | |
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Notes:

- All students struggle to follow instructions and stay on-task
- Specific students struggle with peer relationships – particularly at start of lesson.

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




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




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




Classroom support staff...

| They will help me with... | ✓ |
|---|---|
|  <i>making instructions clear...</i> | |
|  <i>spelling...</i> | |
|  <i>extended writing...</i> | |
|  <i>extended reading...</i> | |
|  <i>the meaning of new words...</i> | |
|  <i>staying organised...</i> | |
|  <i>setting up equipment...</i> | |
|  <i>staying calm ...</i> | |
|  <i>staying focused...</i> | |
|  <i>practical activities...</i> | |
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




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