

# 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"> <li>• Check learning objectives are written in books</li> <li>• Refocus pupils</li> <li>• Ensure relevant learning materials and equipment are out/available</li> <li>• <input type="text"/></li> </ul>
During whole-class work	<ul style="list-style-type: none"> <li>• Use the 'Scaffolding framework' to ensure pupils are offered the 'least amount of help first'</li> <li>• Encourage responses from [names of target pupils]</li> <li>• Emphasise key vocabulary; record key words</li> <li>• Model or role-play activities with teacher</li> <li>• Ensure pupils refer to success criteria</li> <li>• Observe and note learning difficulties and achievements and feed back to the teacher</li> <li>• <input type="text"/></li> </ul>
In group work	<ul style="list-style-type: none"> <li>• 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</li> <li>• Provide prompts on group objectives and roles required. Give time checks</li> <li>• Note issues, mistakes, misconceptions and difficulties for follow-up by teacher</li> <li>• Encourage interaction with others</li> <li>• <input type="text"/></li> </ul>
In plenary sessions	<ul style="list-style-type: none"> <li>• Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary</li> <li>• Monitor and record responses of [names of target pupils] (note difficulties and achievements)</li> <li>• <input type="text"/></li> </ul>
At the end of the lesson	<ul style="list-style-type: none"> <li>• Clarify next steps in pupils' learning</li> <li>• Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners</li> <li>• <input type="text"/></li> </ul>
After the lesson	<ul style="list-style-type: none"> <li>• Provide feedback on any misconceptions, difficulties, etc; issues with behaviour for learning</li> <li>• <input type="text"/></li> </ul>