# HANDOUT: Amazing TAs

How to ensure TAs best support students’ learning and progress

**Amazing TAs** – is the second in a series of Bite Sized training resources designed to develop the skills and knowledge of those who support students’ learning and progress in schools, colleges and academies.

**SLIDE 2: THE ROLE OF THE TEACHING ASSISTANT**

**ACTIVITY**

As you watch this video clip, be thinking about the role of teaching assistants in your school.

* How closely does the role described here match the role in your school?
* What would you add or change to the role described?

Before we move on to the next slide, use some flip chart paper to share ideas on what an effective teaching assistant does.

**SLIDE 4: WORKING IN PARTNERSHIP**

**ACTIVITY**

* On a scale of 1 – 10, how well do you meet each of #

these criteria at the moment?

* What would need to change to move each of these bullet points one step closer to ‘10’?

**SLIDE 6: RELAYING**

Often TAs feel the need to attach themselves to one particular student. This can be a waste of time and resources. An effective TA will move periodically between students identified as being priorities for support due to additional needs.

**ACTIVITY**

* How would you identify which students to support in each class?
* How would you discuss this with the class teacher?

**SLIDE 7: ZONING**

TAs locate themselves near a group of students with additional needs, monitoring and providing input when necessary.

**ACTIVITY**

* How would you identify where to position yourself in a class to maximise your ‘zone’?
* How would you discuss this with the class teacher?

**SLIDE 8: COACHING**

TAs 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).

**ACTIVITY**

* How would you identify which students to coach and when’?
* How would you discuss this with the class teacher?

**SLIDE 9: FACILITATING**

TAs 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.

**ACTIVITY**

* How would you identify when and how to use drop in support’?
* How will you ensure that you can operate any required equipment, resources or machinery effectively?
* How would you discuss this with the class teacher?

**SLIDE 10: SUPERVISING**

The needs of the most able learners is often neglected when schools consider students with special educational needs. Often teachers would not naturally think of assigning a TA to support the learning of most able students but why not?

**ACTIVITY**

* Do you think a class teacher should assign a TA to support able students?
* How would you identify an exceptionally able learners in need of support’?
* How would you discuss this with the class teacher?

**SLIDE 11: SAFEGUARDING**

TAs 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.

**ACTIVITY**

* How would you identify an activity that may pose a manageable risk to a student?
* How would you identify an appropriate support strategy’?
* How would you discuss this with the class teacher?

**SLIDE 12: THINGS TAS FIND CHALLENGING**

**ACTIVITY**

* What do you find most challenging about your work as a TA?
* What are the solutions?

**SLIDE 14: THINGS TAS LIKE**

**ACTIVITY**

* What do you like to see happen in a classroom?
* What helps you do your job as well as you can?
* What needs to change?

**SLIDE 16: MAKING IT WORK AT WORK**

ACTIVITY: What will you do as a result of this Bite Sized Training?

Working in groups, look at the action sheet you have produced during today’s training.

* What are the three key learning points for you?
* How will you know when your change has been successful?