

Course:

Profession, Teacher



Course: Teaching Assistant Level1 Q1. Give examples of how you would plan activities. Under the direction of the teacher, you will discuss and fully understand your role within the teacher's lesson plan. The teacher will have previously completed long and medium term plans for the class. The class teacher's short terms plan for the week can be broken down into daily plans. These will give you an idea of the number of children involved in the learning objective, previous learning, environment, resources available and a time scales. Which individuals or groups of children are to work on tasks at a particular time, taking into account individual needs and interests, grouping together children with similar abilities so that they are working towards the same targets, and give an indication of whether they are to be supported by an adult. This is a great opportunity for you the TA to get involved with the weekly plan and to contribute your own ideas to the planning session. - You are aware in advance of what you are required to do. - There are clear roles and responsibilities for you working together with the teacher to support the pupils. - The work you are covering fits in with the activities and topics which have been planned for the term. - You are aware of where, when, what and who you will be working with. - The objectives of the learning activity. - The type and level of support the pupils may need. The above established you can start preparing and organising for the learning activity: - Where the learning activity is being taken place: is there sufficient space for the learning activity. - What resources may be needed: are the resources readily available and accessible, do you need to bring in furniture or equipment for implementing the learning activities. - Who you will be supporting: individuals, groups or perhaps a SEN pupil, in the event of a SEN pupil, you

may want to gather further information on the pupil for example you should be aware of the IEP's and PSP's Q2. Describe your role in delivering learning activities Know and understand the objectives of the learning activities and strategies for supporting pupils and ensure you share the same goals as the teacher. Example of an Individual Lesson plan for Geography Learning Objective: For pupils to be familiar with and understand the water cycle. Introduction: Find out what the children know about the water cycle. Class discuss to see how much they can remember about water from the previous lesson. Main part of lesson: Children to work in groups: Group 1: Work with teacher, using the internet and reference books to see what they can find out. Group 2: Work with TA using artwork and models to explain what happens. Group 3: Work independently to explain the water cycle, in their own words and diagrams. Conclusion: Children to discuss what they have found out and give examples. As a TA you would: - Prepare the learning environment to meet the needs of all the pupils. - Provide appropriate learning activities for the individual or group, selecting the appropriate learning materials required. - Maintaining pupil safety at all times. - Interacting with the pupils, using praise and encouragement. - Observe the pupils responses. Assist the teacher in the implementation of set tasks, e. g. setting up and clearing the classroom before and after activities. Assist in the production of teaching aids and preparation of work for the pupils as required, charts, displays, worksheets, etc. Provide general classroom help. Making accurate and detailed records of what has been planned and delivered. Take a pro-active role and use initiative within the classroom. Q3. Make a list of the things expected from you as part of your role in supporting

an individual pupil or group of pupils. Adapt activities that will encourage independent learning and provide challenges. Ensure the pupils understand and follow the teacher's instructions. Help the pupils to use equipment and resources that is relevant to the learning activity. Supporting the pupils in enabling them to gain independence and participate fully in the curriculum. Challenge the pupils thinking and observe individual pupils progress and achievements. Provide focused support to help pupils move to the next level of learning. Be adaptable, have empathy but also follow the school's positive discipline guidelines. Give the pupils choices and praise.

Q4. Think about your role and responsibilities as a teaching assistant. List examples of your own general and specific tasks.

1. Supervise individuals / groups of pupils during specified learning activities, as directed by the class teacher.
2. Assist in preparing and maintaining an effective learning environment for pupils.
3. Getting the classroom ready for lessons.
4. Listen to children read and reading to them.
5. Helping children who need extra support to complete tasks.
6. Taking care of children who are upset or have had accidents.
7. Clearing away materials and equipment after lessons.
8. Helping with outings and sports events.
9. Assist in the implementation of Individual Education Programmes for students and help monitor their progress.
10. Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
11. Assist class teachers with maintaining student records.
12. Prepare and present displays of student's work.
13. Support class teachers in photocopying and other tasks in order to support teaching.

Q5. Briefly describe the role of the teaching assistant in relation to the teacher. Teachers Role: The teacher is responsible for

planning and delivering of the National / Early Years Curriculum. To teach pupils to their educational needs. Assess record and report development. They are also responsible for all adults within the learning environment. Communicate and consult with parents. Teaching Assistant: Plan and prepare work alongside the teacher Support learning activities effectively, as directed by the teacher. Assess / evaluate pupil's work, as directed by the teacher. Report any problems / queries to the teacher Give feedback to the teacher following planned activities. Q6. Briefly outline the role and responsibilities of: Head Teacher, Deputy Head Teacher, SENCO, Key stage co-ordinators, subject co-ordinators, class teacher. The Head Teacher: The role of the Head Teacher is to manage all aspects of the school and all of those within it, as well as making sure the curriculum are being effectively taught and managed. The Head is answerable to parents, Ofsted and the local authority for the smooth running of the school. The Deputy Head: Works closely with the Head, when the Head Teacher is absent from the school, the Deputy is responsible for its management. The Deputy will usually work as a Teacher; however he will still be responsible for running the day to day arrangements such as supply staff or training courses. He will liaise with the Head on a daily basis concerning the day's priorities. SENCO: Is responsible for the managing of children with special needs throughout the school. Keeping records on all these children as well as being responsible for the management of individual support assistants in the school. SENCO are the line of contact for any outside agency, i. e. Speech and Language, Educational Psychologist. Key Stage Co-ordinators: Employed to lead and manage either Key Stage 1 or 2. They usually also have a class teaching

commitment Subject Key Stage Co-ordinators: Responsible for the leadership and management of a particular curriculum subject. Class teachers may be expected to accept responsibility for an area of the curriculum as part of their normal professional duties The Teacher / Subject teacher: Plan, prepare and deliver lessons to meet the needs of all pupils, setting and marking work and recording pupil development as necessary. Includes advanced skills teachers and supply teachers. Often work in partnership with teaching assistants Q7. Give examples of how to promote independent learning, e. g. using ICT skills. Give positive encouragement and praise — this gives a pupil a feeling of achievement and the desire to continue with the learning activity. Listen — let the pupil see that you are listening to what they are saying, that you are taking notice of their contributions, this will build confident in their own abilities. Motivate — Give them positive experiences which are interesting and can be made real for them. Resources — Ensure that the relevant resources are available to them so they don't need to ask for help, make things available and accessible. Repetition: Reminding a pupil what the teacher has said and encouraging them to think about what they are doing, without giving them the answer. Instruction: Following steps to complete a task, asking them simple questions, “ Do you think this is the best way to do it" or “ Why do you think this is the best way". Facilitating: Giving the pupils the tools to carry out a task and discover the outcome, again encourage the child to talk you through what they are doing and why. ICT: Encourage the children to access, enter, save and retrieve information independently, to research and interpret information to support work in other subjects. Encourage them to write themselves reminders for accessing

different programmes. Q8. What strategies can be used to support pupils learning activities? Create a positive learning environment. Adapt learning activities to support each individuals needs. Encourage independent learning. Prompt shy or reticent pupils. Ask open-ended questions to encourage their participation, also to see their understanding of the subject. Look for and note any common problems that the pupils have or mistakes made, this will enable the teacher to address these at a future learning activity. Give pupils choices and only give further assistance if required. Check pupils work and encourage them to correct their own mistakes Translate or explain information used by the teacher, i. e. words / phrases. Organise and participate in appropriate play activities or games. Ensure that all pupils behave and concentrate Listen, respect and value the pupils. Gain the pupils trust and confidence.