

Contents	Page
1. Introduction	1
<i>-Links to QTS standards</i>	
<i>-Ofsted criteria</i>	
<i>-Principles of working successfully with adults.</i>	
2. The essential elements of practice and self evaluation	3
<i>-Clarity regarding roles and responsibilities, including conditions of service. (School policies and procedures)</i>	
<i>-Positive working relationships that promote mutual respect.</i>	
<i>-Shared planning, assessment and evaluation.</i>	
<i>-Working successfully with adults through induction and CPD.</i>	

(**Source:** NW regional project 2005: Working successfully with adults in the classroom)

Introduction

This document has been produced in order to support the establishment and development of good, professional relationships in the classroom between teachers and Teaching Assistants. The overall context of this work is the continuing emphasis on raising standards and enabling all pupils to reach their potential.

The content has been adapted from a collaborative project involving colleagues from Local Authorities and schools in the North West region. NQT's, Teaching Assistants, Induction Tutors and Mentors, LEA advisors and Head teachers were represented in the group of practitioners who contributed to the development work. The information and self evaluation section in this document can be altered to suit specific needs.

Working through this document and addressing areas for development will help you achieve your Qualified Teacher Status.

Links to Qualified Teacher Status (QTS).

The QTS standards shown below are specifically linked to the use of other adults in the classroom.

Communicating and working with others

Standard Q4

Communicate effectively with children, young people, colleagues, parents and carers.

Standard Q5

Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Standard Q6

Have a commitment to collaboration and co-operative working.

Achievement and diversity

Standard Q20

Know and understand the roles of colleagues with specific responsibilities, including those with responsibilities for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Standard Q21(b)

Know how to identify and support children and young people whose progress, development and well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Team Working and Collaboration

Standard Q33

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Links to Ofsted criteria.

The new Ofsted framework looks specifically at the use of Teaching Assistants in the classroom. The new Ofsted criteria grades a teacher from 1 – 4, Outstanding to Inadequate. Their aim is to promote successful partnerships between classroom teachers and other support adults. The criteria below shows the detail needed to be deemed a good teacher. It also shows that if you don't use your Teaching Assistant effectively you can be deemed an inadequate teacher.

- Good (2) - "Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Good relationships support learners to succeed."
- Inadequate (4)-"Teaching assistants are inadequately used to support learners."

The principles of working successfully with adults:

1. A professional relationship

Teachers and support adults recognise that they are working to ensure that their shared aim is high quality learning in the classroom.

2. Taking responsibility

Teachers and support adults take responsibility for their own role whilst recognising the need to work in partnership.

3. A learning process

There is recognition that the most effective practice will arise as a result of review and development processes to find out 'what works best.'

4. Using resources effectively

Available talents and other resources are used effectively to sustain and improve the quality of learning.

Evaluation of practice.

This section is aimed at enabling you and your induction mentor to assess your understanding of and actual usage of adults in the classroom

Essential element of practice:

1. Clarity regarding roles and responsibilities, including conditions of service.

Responsibility of the NQT.	Strength.	Area for development.
1. To become familiar with all school/faculty policies regarding working with Teaching Assistants in the classroom. Spends time with induction tutor before the start of the academic year discussing the management of others.		
2. To understand the role of the teacher in managing other adults and their role in the learning that takes place in the classroom.		
3. Understands the implications for classroom practice of the differing conditions of service of various school professionals.		

IMPACT: Pupils have a consistent structure and stability within their classroom to take their learning forward.

Essential element of practice:

2. Positive working relationships that promote mutual respect.

Responsibility of the NQT.	Strength.	Area for development.
1. To develop a professional relationship with teaching assistants at the earliest available opportunity. Aim to have knowledge about their experience, qualifications, strengths and areas for development; this in turn will encourage a relationship which is open; honest; supportive and professional.		
2. To value the expertise and experience of the teaching assistant. To promote the effective use of other adults in the classroom, encouraging discussion about common issues.		

IMPACT: Pupils have a model of effective relationships that improves their own understanding of the benefits of collaborative working and mutual respect.

Essential element of practice:

3. Shared planning, assessment and evaluation.

Responsibility of the NQT.	Strength.	Area for development.
1. To effectively manage teaching assistants and makes the best use of skills and expertise.		
2. To build in planning time into a weekly schedule and spend time discussing hoe the support adult will work with the teacher to achieve the learning outcomes. This can be achieved through sharing schemes of work, lesson content, learning objectives, and methodology and assessment procedures.		
3. To agree a time at which teaching assistants can update the teacher about pupil progress observed during the lesson.		

IMPACT: Pupils' progress is monitored and contributes to effective, collaborative planning

Essential element of practice:

4. Working successfully with adults through induction and Continuous Professional Development (CPD).

Responsibility of the NQT.	Strength.	Area for development.
1. To discuss areas for development with induction tutor. To explore the possibility of using NQT non-contact time to develop CPD to promote effective use of teaching assistants in the classroom.		
2. To recognise that working with teaching assistants is part of the target setting process and where possible share CPD opportunities or information learnt during CPD with the teaching assistant.		
3. To choose the area of working successfully with teaching assistants as a personal action plan, setting goals and celebrating successful ideas within the school. Observe an experienced teacher to gain confidence and share good practice.		

IMPACT: Partnership working is supported by development opportunities leading to dynamic and improving classroom relationships to ensure a quality learning environment.