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| **1. Working in the classroom** (to be completed by teachers and TAs) | |
| **1.1 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Only provide a percentage score for item 6 if you are a TA. Ensure that your percentages add up to 100%.** | |
| 1. Working with a pupil one-to-one | % |
| 1. Working with a small group (up to 5 pupils) | % |
| 1. Working with a larger group (between 6 and 10 pupils) | % |
| 1. Roving the classroom | % |
| 1. Leading the class | % |
| 1. ***(TAs only)*** Listening to teacher talk to the class | % |
| 1. Other (please specify) | % |
| *Total* | *100%* |
|  | |
| **1.2 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.** | |
| 1. Supporting higher attaining pupils | % |
| 1. Supporting average attaining pupils | % |
| 1. Supporting lower attaining pupils | % |
| 1. Supporting pupils defined as having SEN (e.g. those with a statement of SEN) | % |
| 1. Supporting mixed attainment groups | % |
| *Total* | *100%* |

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| **2. Working away from the classroom** (to be completed by TAs only) | |
| **2.1 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.** | |
| 1. Working with a pupil one-to-one (e.g. leading an intervention) | % |
| 1. Working with a group of pupils (e.g. leading an intervention) | % |
| 1. Working with pupil(s) in a pastoral/welfare context (e.g. mentoring; physio) | % |
| 1. Preparing, planning and/or assessing pupil work (including for interventions) | % |
| 1. Doing administrative tasks (e.g. photocopying or filing for teachers; display) | % |
| 1. Other (please specify) | % |
| *Total* | *100%* |
|  | |
| **2.2 During a typical school week, estimate the proportion of time (as a %) that you spend doing the following. Ensure that your percentages add up to 100%.** | |
| 1. Supporting higher attaining pupils | % |
| 1. Supporting average attaining pupils | % |
| 1. Supporting lower attaining pupils | % |
| 1. Supporting pupils defined as having SEN (e.g. those with a statement of SEN) | % |
| 1. Supporting mixed attainment groups | % |
| *Total* | *100%* |

**For the following eight sections, tick the statement that best matches your experience.**

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| **3. Pre-lesson preparation** | |
| **3.1 Opportunity for teacher-TA pre-lesson communication** | **✓** |
| 1. No opportunity/time to communicate before lessons |  |
| 1. Communication before lessons is brief and ad hoc |  |
| 1. TA comes in early/stays behind after school to meet with teacher for briefing |  |
| 1. Teacher and TA have scheduled time to meet (e.g. time for which TAs is paid) |  |
|  | |
| **3.2 Quality of preparation for TA (teachers’ lesson plans)** | **✓** |
| 1. TA goes into lessons blind. No lesson plan provided |  |
| 1. TA given lesson plan. No specific information about TA role given |  |
| 1. TA given lesson plan. Limited information about TA role given (e.g. names of pupils to support) |  |
| 1. TA given lesson plan. Specific information about TA role given (e.g. specific objectives/outcomes) |  |

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| **4. Post-lesson feedback** | |
| **4.1 Opportunity for teacher-TA post-lesson communication** | **✓** |
| 1. No opportunity/time to communicate after lessons |  |
| 1. Communication after lessons is brief and ad hoc |  |
| 1. TA comes in early/stays behind after school to meet with teacher for debriefing |  |
| 1. Teacher and TA have scheduled time to meet (e.g. time for which TA is paid) |  |
|  | |
| **4.2 Quality of TA feedback to teachers (written/verbal)** | **✓** |
| 1. TA does not feed information back to teachers |  |
| 1. TA feeds back basic information (e.g. ‘task completed’; ‘pupils on-task’) |  |
| 1. TA feeds back detailed information (e.g. specific problems with/progress toward learning goals) |  |

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| **5. Interventions** | |
| **5.1 Preparation for interventions: guidance from teachers** | **✓** |
| 1. TA plans and prepares interventions, with very little/no input from teachers |  |
| 1. TA plans and prepares interventions, with some general guidance from teachers |  |
| 1. TA plans and prepares interventions, with substantive, detailed guidance from teachers |  |
|  | |
| **5.2 Feedback on interventions: quality of TA’s feedback to teachers (written/verbal)** | **✓** |
| 1. TA does not feed information back to teachers |  |
| 1. TA feeds back basic information (e.g. ‘task completed’; ‘pupils on-task’) |  |
| 1. TA feeds back detailed information (e.g. specific problems with/progress toward learning goals) |  |

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| **6. TAs’ subject and instructional knowledge** | |
| **6.1 Subject knowledge** | **✓** |
| 1. TA gains subject knowledge by tuning in to teacher delivery (e.g. as part of class audience) |  |
| 1. TA gains subject knowledge from lesson plans and/or schemes of work |  |
| 1. TA gains subject knowledge via ad hoc communication with teacher |  |
| 1. TA gains subject knowledge via substantive briefing/training from teacher |  |
| 1. TA has significant level of subject knowledge via specific training (e.g. TA has degree in subject) |  |
|  | |
| **6.2 Instructional knowledge** | **✓** |
| 1. TA gains instructional knowledge by tuning in to teacher delivery (e.g. as part of class audience) |  |
| 1. TA gains instructional knowledge from lesson plans and/or schemes of work |  |
| 1. TA gains instructional knowledge via ad hoc communication with teacher |  |
| 1. TA gains instructional knowledge via substantive briefing/training from teacher |  |
| 1. TA has significant level of instructional knowledge via specific training (e.g. TA has QTS) |  |