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)
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During the lesson introduction | • Check learning objectives are written in books  
• Refocus pupils  
• Ensure relevant learning materials and equipment are out/available

During whole-class work | • Use the ‘Scaffolding framework’ to ensure pupils are offered the ‘least amount of help first’  
• Encourage responses from [names of target pupils]  
• Emphasise key vocabulary; record key words  
• Model or role-play activities with teacher  
• Ensure pupils refer to success criteria  
• Observe and note learning difficulties and achievements and feed back to the teacher

In group work | • 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  
• Provide prompts on group objectives and roles required. Give time checks  
• Note issues, mistakes, misconceptions and difficulties for follow-up by teacher  
• Encourage interaction with others

In plenary sessions | • Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary  
• Monitor and record responses of [names of target pupils] (note difficulties and achievements)

At the end of the lesson | • Clarify next steps in pupils’ learning  
• Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners

After the lesson | • Provide feedback on any misconceptions, difficulties, etc; issues with behaviour for learning