Louise Burnham

brillant

Icaching Assistant

What you need to know to be a truly outstanding teaching assistant

Praise for Brilliant Teaching Assistant

'A good introduction to twenty-first-century schools and the varied role of a TA.'

Liz Kidd, teaching assistant

'This is an invaluable reference book for all teaching assistants, covering broad aspects of the role. The practical case studies and further references and resources are particularly helpful.'

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'Brilliant Teaching Assistant – what a brilliant book! Provides the reader with a concise point of reference for all those important questions you need answered – but didn't know who to ask! Appropriate for aspiring teaching assistants, school volunteers and any adult who has the privilege of supporting teaching and learning in our schools.'

Kim O'Rourke, CPD co-ordinator supporting teaching and learning, Wiltshire

'This comprehensive guide covers everything a teaching assistant should know in simplistic, manageable chapters – essential reading for every teaching assistant!'

Tracey Perks, teaching assistant



Managing behaviour

ince the introduction of workforce remodelling in 2003, which set out to clarify the roles of teachers and support staff, there has been an increase in the number of different professionals working in schools, all of whom will need to know how to manage pupils' behaviour effectively. The whole school team will need to be able to understand and implement agreed classroom management strategies alongside colleagues as part of a consistent approach to encourage positive behaviour.

Behaviour management will take place in a variety of contexts, including round the school, during lunchtimes, on school trips and in different learning environments. You should be able to show that you are aware of your school's behaviour policy and are part of this approach to managing behaviour. You should also be able to encourage pupils to take responsibility for their own behaviour within the framework of the school code of conduct and through being part of the wider school community.

The importance of an agreed code of conduct

When pupils first come into a school environment they will need to learn to comply with the school's expectations for behaviour. This may be different from parental expectations — what is acceptable at home may not be acceptable in the school environment or in wider society. All schools will need to have an agreed code of conduct which pupils know and refer to

Maplewood School Rules

- 1) I will walk nicely around the school.
- 2) I will treat other people with respect.
- 3) I will treat other people's property with respect.
- 4) I will play fairly with others.
- 5) I will work hard and always do my best.

Figure 4.1 Maplewood School Rules

regularly. This is important so that pupils know what is expected of them and are aware of consequences before they act rather than afterwards. Behaviour needs to be managed proactively, that is so that all pupils are aware of expectations and conse-

behaviour needs to be managed proactively quences – in this way they will be able to take responsibility for their own behaviour. Although all schools will have 'school rules' (Figure 4.1) it is also likely that individual classes

or subjects will also have their own agreed codes of conduct – for example in a Chemistry lab or an ICT suite. It is helpful if pupils can be involved in devising these rules to draw attention to them and also so that they have more ownership of them.

brilliant case study

Year 2 have been in the class for almost half a term and the class teacher and teaching assistant have devised an agreed set of rules with the children which are displayed on the wall. Ralf has recently started to be spiteful to another child in the class and has said that he does not want to play with him or be his friend. The class teacher says to him, 'Ralf, we agreed as a class that we will always be kind to others.'

- Do you think that Ralf will be more likely to listen to the teacher since he helped devise the rules?
- What else could staff do to try to ensure that this kind of behaviour occurs less frequently?

Working in groups

Pupils will also need to work with adults in groups, sometimes for a series of lessons or on intervention work. If you are the supporting adult in this situation you should always speak to pupils before starting the first session about what kinds of group rules you should have, and record them so that they are available for future sessions. In this way you are making the pupils aware of your expectations, as well as those of their peers. If you find that you have a particular pupil or pupils who are disrupting the rest of the group you will need to apply sanctions straight away so that this does not become the norm each time you take the group.

School policy for rewards and sanctions

Your school's behaviour policy should set out the rewards and sanctions which are available to you to use as a member of staff. It is important that all adults have read and/or had training on the expectations and responsibilities of staff when managing behaviour. This may need to be updated regularly so that all new staff are also aware of the school's policy. If you have any worries or concerns about how to deal with specific behaviour you should always refer to a teacher or your school SENCO.