



# Hazelwood Schools

## Roles for additional adults

Reviewed: September 2009

Next date of review: September  
2010

## **HAZELWOOD INFANT AND JUNIOR SCHOOLS – Roles for additional adults supporting lessons**

Additional adults in the classroom should have a wide role and range of responsibility and should be treated by pupils with the same respect as they do the class teacher. Best practice should include staff changing roles so that sharing the lead becomes a normal occurrence. In order to do this, teachers must:

- Identify in the planning the additional adult's role and objectives for the lesson
- Provide opportunities for the additional adult to feedback to the teacher on the children's response and learning e.g. feedback sheet, notebook, briefing meeting time
- Respond to the feedback
- Use a shared approach to behaviour management and classroom routines

Additional adults in the classroom do not have to spend the entire lesson 'glued to the sides' of identified pupils. There are very few occasions when this is necessary. In fact, this runs counter to the need to encourage pupils to support each other within the inclusive classroom and to be as independent with their learning as possible. Once acquired, 'learned helplessness' is very difficult to overcome and can be a very real barrier to learning.

### **Possible roles for the additional adults**

#### ***Before the lesson***

- Going through the shared text extract in advance of the lesson
- Rehearsing skills, sequences, prompts that will be called upon during the lesson

#### ***During the lesson***

##### **At the front**

- Working collaboratively as a 'double act' with the teacher
- Jointly modelling speaking and listening paired tasks
- Scribing on the board or flip chart
- Setting timer on interactive board
- Signing

##### **From the sidelines**

- Using an observation checklist linked to criteria, targets for participation, or assessment of progress
- Using visual prompts as reminders of work or behaviour
- Note mistakes and misconceptions

##### **Sitting alongside**

- Helping pupils to use equipment, learning resources or visual/tactile aids
- Accessing the lesson: checking that provided equipment facilitates the pupils' learning; scribing on individual whiteboard; rehearsing language; clarifying concepts.
- Reinforcing teaching concepts and drawing attention to relevant features
- Checking that pupils have interpreted instructions and are clear about next steps

- Encouraging participation using questions and prompts suggested by the teacher.
- Rehearsing answers to 'think' or 'explain' questions for plenary sessions and supporting pupil or group in feeding back to the rest of the class.
- Helping make links between skills learned in intervention groups (for example, Learning Challenge) outside the classroom to the learning within it.
- Reminding pupils of targets and helping them to assess their own work and that of their peers

### **In targeted intervention groups, in and out of the classroom**

- Leading a guided group with a specific focus for a small group of pupils within the lesson
- Working on materials to consolidate pupils understanding of key skills or points in targeted interventions, including working on programmes devised by other professionals involved with the child e.g. speech therapist, occupational therapists and physiotherapists.

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