

## Teachers and teaching assistants working together in the classroom

### Why should I do this course?

- As a SENCO, you will discover practical tools to initiate effective information sharing between teachers and TAs.
- Classroom teachers and TAs will be able to implement proven strategies for pupil progress.
- Gain an understanding of how to consider a whole-school approach and ethos around partnership working.
- Improve partnerships between your school and parents and carers through positive communication.

### Who presents and who participates?

- This course is designed so a SENCO can use it to train classroom teachers and TAs in effective partnership working.
- The aim is for teachers and TAs to use their working partnership to better support pupils with SEN, which is why the SENCO should provide the training.
- Units 1-2 are for teachers and TAs to attend together.
- Unit 3 is suitable for the whole school as it looks at a whole-school approach to partnership working.

### How should this course be delivered?

- This course could be delivered as twilight sessions. Ensure you leave adequate time between units to allow implementation and review.
- As the course contains video case studies, make sure you have appropriate equipment set up.
- Make use of the associated reading and resources to supplement and deepen your learning.
- Ensure participants document their progress after units and reflect in later input sessions.

### Unit 1 – 90 minutes

#### Partnership practicalities

- Develop new and more effective ways of planning and record keeping.
- Understand data better and how to share information as part of the learning partnership.
- Consider the Student Passport and how it can directly support learning and understanding within the partnership.
- Learn what steps you can take to continue your professional development in SEN provision.

This works best if you can leave time for implementation and review between units 1 and 2.

### Unit 2 – 70 minutes

#### Strategies for improving pupil learning

- Build on the ideas of the Student Passports.
- Consider what kinds of support are the most effective in helping pupils make progress. In particular, metacognition and self-regulation.
- Discuss what support for individuals and groups looks like in the classroom.
- Understand how you can work in partnership with pupils and teachers.

### Unit 3 – 75 minutes

#### A whole-school approach

- Address the attitudes and ethos that already exist in your school.
- Identify some ideas to improve communications between your school and parents and carers.
- Be inspired by the use of visual supports and consider what you could do in your setting.
- Discuss what change or focus is required to create a whole-school approach to partnership working.



## Reinforce your learning from this training course with these resources from our Knowledge Centre

- Adapt this [TA and teacher formal agreement](#) for your setting to identify information sharing techniques.
- Listen to this webinar to get ideas about [provision management](#).
- Explore [the rationale behind passports](#) in more detail.

- We've got a whole [metacognition toolkit](#) if you want to know more.
- Pupils can start by using this [metacognitive reflection sheet](#).
- Think about how [involving parents and pupils in your SEN support](#) can improve progress.

- Understand how to use the [Pupil Premium to narrow the achievement gap](#).
- Discover how [inclusion is achieved by whole-school partnerships](#).
- When building partnerships with parents, make sure they have all the [information about SEN provision](#).