

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	%
2) Working with a small group (up to 5 pupils)	%
3) Working with a larger group (between 6 and 10 pupils)	%
4) Roving the classroom	%
5) Leading the class	%
6) (TAs only) Listening to teacher talk to the class	%
7) 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	%
2) Supporting average attaining pupils	%
3) Supporting lower attaining pupils	%
4) Supporting pupils defined as having SEN (e.g. those with a statement of SEN)	%
5) Supporting mixed attainment groups	%
Total	100%

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)	%
2) Working with a group of pupils (e.g. leading an intervention)	%
3) Working with pupil(s) in a pastoral/welfare context (e.g. mentoring; physio)	%
4) Preparing, planning and/or assessing pupil work (including for interventions)	%
5) Doing administrative tasks (e.g. photocopying or filing for teachers; display)	%
6) 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	%
2) Supporting average attaining pupils	%
3) Supporting lower attaining pupils	%
4) Supporting pupils defined as having SEN (e.g. those with a statement of SEN)	%
5) Supporting mixed attainment groups	%
Total	100%

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

3. Pre-lesson preparation	
3.1 Opportunity for teacher-TA pre-lesson communication	✓
1) No opportunity/time to communicate before lessons	
2) Communication before lessons is brief and ad hoc	
3) TA comes in early/stays behind after school to meet with teacher for briefing	
4) 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	
2) TA given lesson plan. No specific information about TA role given	
3) TA given lesson plan. Limited information about TA role given (e.g. names of pupils to support)	
4) TA given lesson plan. Specific information about TA role given (e.g. specific objectives/outcomes)	

4. Post-lesson feedback	
4.1 Opportunity for teacher-TA post-lesson communication	✓
1) No opportunity/time to communicate after lessons	
2) Communication after lessons is brief and ad hoc	
3) TA comes in early/stays behind after school to meet with teacher for debriefing	
4) 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	
2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task')	
3) TA feeds back detailed information (e.g. specific problems with/progress toward learning goals)	

5. Interventions	
5.1 Preparation for interventions: guidance from teachers	✓
1) TA plans and prepares interventions, with very little/no input from teachers	
2) TA plans and prepares interventions, with some general guidance from teachers	
3) 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	
2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task')	
3) TA feeds back detailed information (e.g. specific problems with/progress toward learning goals)	

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)	
2) TA gains subject knowledge from lesson plans and/or schemes of work	
3) TA gains subject knowledge via ad hoc communication with teacher	
4) TA gains subject knowledge via substantive briefing/training from teacher	
5) 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)	
2) TA gains instructional knowledge from lesson plans and/or schemes of work	
3) TA gains instructional knowledge via ad hoc communication with teacher	
4) TA gains instructional knowledge via substantive briefing/training from teacher	
5) TA has significant level of instructional knowledge via specific training (e.g. TA has QTS)	