

**An exploration of a complex relationship: Teachers and Teaching
Assistants working together in primary schools.**

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Abstract

There has been a huge increase in the number of Teaching Assistants (TAs) working in UK schools in recent decades, meaning that most teachers now share their classroom with at least one other adult. Despite this, there has been little systematic or structured research into such a key relationship in the education system. This thesis aims to address this by exploring teachers' and TAs' experiences of working together in primary schools.

This is an exploratory piece of research which was conducted from a critical realist perspective. To find out more about the dynamics at play in this working relationship, semi-structured individual interviews were carried out with five teachers and five TAs across two primary schools. The data was subsequently analysed using thematic analysis. This illuminated six themes: 'power dynamic'; 'occupying different spaces'; 'interpersonal and intrapersonal factors'; 'systemic factors'; 'nature of the relationship'; and 'reflection on the relationship'. Each theme is described in detail and presented visually in a thematic map. The relationship between the themes is also discussed. The theme of 'power dynamic' in particular was found to have an effect on the other themes. The results are discussed in relation to previous literature, as well as theoretical frameworks relating to power, psychodynamic theory, and attachment theory.

The strengths and limitations of this research are outlined alongside suggestions for future research. Potential implications for practice are then highlighted. For Educational Psychologists (EPs) this includes having both teachers and TAs present during consultations about students, facilitating

supervision groups for teachers and TAs, and delivering training for these staff members on how to work together effectively. The thesis ends with self-reflections on the research journey.

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Chapter 1. Introduction

1.1 Terminology used

Teaching Assistants (TAs) come under various different job titles. This document, in line with the professional standards for Teaching Assistants (Unison, NAHT, NET & Maximising Teaching Assistants, 2016), refers to Teaching Assistants (TAs) throughout. This includes all staff based in the classroom for learning and support, for example TAs, Higher Level Teaching Assistants (HLTAs), Learning Support Assistants (LSAs), Special Needs Assistants (SNAs), minority ethnic pupils support staff, and bilingual assistants.

1.2. Chapter overview

This chapter aims to outline the background to the current research topic and situate it within the local and national context. It will discuss the role and deployment of TAs as well as highlighting key research and gaps in the existing literature, and will culminate in an outline of the rationale and purpose of the current research.

The purpose of this research is to study the relationship between teachers and TAs. This is necessary because, as will be outlined in this chapter, research in this area has so far focused on the TA role, TA deployment, and the impact of TAs on pupil progress, however there has been little consideration of the relationship TAs have with the teachers they work with. Many non-research based articles, or research studies on other aspects of the TA position, have hinted at possible dynamics that could affect the teacher-TA relationship, such as the increased pedagogical role for TAs that has come about in recent years,

yet this relationship remains largely unexplored. It is particularly relevant to study this now because TA numbers have risen dramatically since 2000 and they continue to rise in UK primary schools. This has led to a certain amount of overlap between teacher-TA roles which could impact the relationship dynamics. It is also relevant to study this now because the professional standards for TAs were published just last year (Unison et al., 2016) and they emphasise TAs' role in working closely with teachers in the classroom.

1.3 National context

While the number of teachers in mainstream schools in England has remained relatively steady, the number of full-time equivalent TAs has more than trebled since 2000 (Sharples, Webster & Blatchford, 2015). The number of TAs is continuing to rise in primary schools, with a five percent increase in the number of full-time equivalent (FTE) TAs in the nursery/primary phase between 2014 and 2015 (Department for Education [DfE], 2016a). In secondary schools however there was a three percent decrease in the number of FTE TAs over this period (DfE, 2016a). TAs currently encompass one quarter of the school workforce in England with two hundred and sixty three thousand TAs employed in state-funded schools in 2015 (DfE, 2016a). This is thirty five percent of the primary workforce and fourteen percent of the secondary workforce in England. The majority of TAs are female; ninety two percent compared with seventy four percent of teachers. Similar to teachers, the majority of TAs in England are white British (eighty six percent of TAs and eighty seven percent of teachers). Eighty five percent of TAs work part time compared to twenty three percent of teachers.

1.4 Local context

The current study was conducted in two primary schools in central London. School A had sixteen full-time teachers and four part-time teachers (five male and fifteen female) and twenty-three TAs. School B had eight full-time teachers and two part-time teachers (one male and nine female) and sixteen TAs.

1.5 Background to the current context of TAs working in schools

As outlined above, the number of TAs working in the England has increased dramatically over the last twenty years, meaning that many teachers now share their classrooms with TAs. Blatchford, Russell and Webster (2012) argue that there are two main reasons for this: 1) concerns over teacher workload and retention leading to the National Agreement which aimed to raise standards and tackle teacher workload, central to which was an increase in support staff; and 2) the increased role for TAs in supporting the inclusion of students with Special Educational Needs (SEN) in mainstream classrooms.

Hancock and Eyres (2004) noted the increased government involvement in educational policy making across international educational literature along with an increased 'performance culture' (a focus on schools' performance in terms of students' results) in primary schools. In the UK this included the introduction of the National Curriculum in 1988, the introduction of Standardised Assessment Tests (SATs) in 1991 and their use in published league tables of school performance in 1992. It also included the formation of the Office for Standards in Education (OFSTED) in 1992 which brought about a new regime of inspections, and the introduction of the national literacy strategy (NLS) (1998) and national numeracy strategy (NNS) (1999). Using evidence from

evaluations by the Ontario Institute in Canada and OFSTED, Hancock and Eyres (2004) found that TAs were substantially involved in the NLS and NNS and that they had a central role in working with twenty five percent of children who found it difficult to meet government and school expectations.

1.5.1 Concerns over teacher workload

The tenth annual report of the School Teachers' Review Body in 2001 reported a major concern with workload pressures in schools and their adverse impact on morale and recruitment. This prompted an independent review by PricewaterhouseCooper (PwC) in 2001 to identify the main factors that contribute to teachers' and head-teachers' workload. The review concluded that rising demands meant that teachers were spending two thirds of their time on non-teaching activities. It recommended an extension of the support staff role to eliminate excessive workload, promote effective use of resources and raise pupil standards. The National Agreement (DfE, 2003) followed, aiming to raise standards and tackle teacher workload in England and Wales. This set out a reform of support staff roles including the introduction of cover supervisors and Higher Level Teaching Assistants (HLTAs) and estimated an increase of fifty thousand support staff in schools.

1.5.2 Effectiveness of TAs

The high number of TAs working with children with SEN led researchers to turn their attention to an examination of their impact, with Peter Blatchford leading the way and dominating research in the area. The Deployment and Impact of Support Staff (DISS) project (Blatchford, Bassett, Brown, Martin, Russell and Webster, 2009a and 2009b) is one of the most comprehensive studies on the

impact of TAs on pupil outcomes and teacher workloads. They conducted a large-scale longitudinal study over a five year period (2003-2008), using a multi-method and multi-informant approach (including surveys, interviews and observations). They found that support staff had a positive effect on teachers' level of job satisfaction. The main reasons given for this were more pupils having their individual needs met, learning and achievement of pupils being improved, the personal qualities and skills of support staff, and increased time being available for teaching. However the data also showed that the more support pupils received, the less individual attention they received from teachers and the less progress they made. However Balshaw (2010) points out that the study did not include HLTAs who she says have increased levels of preparedness, skills and confidence and therefore could have more of an impact on pupil progress. The findings of the DISS project raised serious questions over the way TAs are deployed in schools. Webster, Blatchford, Bassett, Brown, Martin and Russell (2010) argue that the negative impact of TA support on pupil outcomes is due to decisions made *about* TAs and their deployment (by school leaders and teachers) rather than decisions *by* TAs.

Perhaps taking Blatchford et al.'s (2009b) findings into account, the new Special Educational Needs and Disabilities (SEND) code of practice downplayed the role of TAs and highlighted teachers' responsibility for "the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (DfE/Department of Health [DOH], 2015, p. 99).

The findings of the DISS project make it clear that placing a TA in a classroom does not necessarily improve learning for children, but in fact it can lead to them

spending less time with the class teacher. Cremin, Thomas and Vincent (2005, p.415) suggest that this can perhaps be explained by the “complex set of interpersonal and professional uncertainties” which can occur when other adults work alongside the class teacher. Therefore to unpick these findings further, it is necessary to take a closer look at the relationship between teachers and TAs.

1.5.3 TA Role and deployment

There is much ambiguity and variation across schools when it comes to the role and deployment of TAs (Butt & Lance, 2009; Blatchford, Bassett, Brown, Koutsobou, Marting & Russell, 2009a). The perennial question appears to be whether the TA is there to support an individual pupil or group, the whole class, or the teacher. This is partly because governments have repeatedly failed to explicitly set out in policy the role and purpose of TAs relevant to teachers (Radford, Bosanquet, Webster & Blatchford, 2015). They did on the other hand set out twenty four administrative and clerical duties in the National Agreement that should be delegated to support staff to free up teachers to focus on teaching and learning (DfES, 2003). TAs were therefore seen as a means to improving teachers' working conditions rather than as a group that required attention in its own right (Bach, Kessler & Heron, 2006). The National Agreement also introduced a new higher level teaching assistant (HLTA) who it said “will be able to cover classes, and should be able to ensure that pupils can progress with their learning, based on their knowledge of the learning outcomes planned by the classroom/subject teacher” (DfES, 2003, p.7). HLTAs have their own set of professional standards (Training and Development Agency [TDA], 2006).

Balshaw (2010, p.377) divides the role of TAs into four categories; support for teachers, the curriculum, the whole school, and for particular pupils. Kerry (2005) developed a typology of TA roles, identifying eleven different roles ranging from “dogsbody”, representing the classic “washer of paint pots”, to “mobile paraprofessional”. Kerry suggests that the “factotum”, a versatile role carrying out a range of tasks assigned by the teacher, but with a routine requirement to go beyond those roles e.g. by supporting individual pupils, or class visits, supervising the class when the teacher leaves the room or marking work using an answer-book, is probably a typical TA role (Kerry, 2005, p.377).

It is the “mobile paraprofessional”, typified by the HLTA, and the role of “teacher support and partial substitute” that blur the lines between supporting the teacher and the act of teaching itself (Kerry, 2005, p.376). Similarly, Butt and Lance (2009, p.227) noted a blurring of the boundaries between teachers and TAs, with the latter morphing from helper to “associate teacher”. This “upward role stretch” was also identified by Warhurst, Nickson, Commander and Gilbert (2014, p.171). In fact, children can also have great difficulty explaining how teacher and TA roles differ (Eyres, Cable, Hancock & Turner, 2010). Eyres et al. (2010) found that while children could easily differentiate between their class teacher and TAs, they had difficulty explaining how the activities carried out by these two adults differed in practice. This shift reflects the wider pedagogical role being taken up by TAs.

While the evidence base is still developing around TAs, there is a growing picture from the research about how best to deploy, train and support them to improve pupil learning and outcomes (Sharples, Webster & Blatchford, 2015). The professional standards for teaching assistants (Unison et al., 2016) are

non-mandatory and non-statutory guidelines which sit alongside the statutory standards for teachers and head-teachers and contribute towards the definition of the role and purpose of TAs so that schools can use them effectively. These standards were originally commissioned by the DfE, although they were not published by the government. They were subsequently published by a number of organisations interested in promoting the work of TAs with the aim of increasing the status and professionalism of TAs in schools. They set out four themes: personal and professional conduct; knowledge and understanding; teaching and learning; and working with others. Each theme is comprised of several standards expected of TAs. This document states that:

“The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion.” (Unison et al., 2016, p.5).

From this, it is clear that working with teachers is central to the role of a TA. In the teachers’ standards however, there is only one brief mention of TAs, stating that it is a teacher’s responsibility to “deploy support staff effectively” (DfE, 2011, p. 13). It appears as if the role of the teacher set out by the government is still one of “leadership and management”, rather than one of partnership and collaboration, as set out in the National Agreement (Howes, 2003, p.148). While there are brief references to working with colleagues in general, including “developing effective working relationships with colleagues” and “responding to advice and feedback from colleagues” (DfE, 2011, p.13), there is no direct mention of working in partnership with TAs. More clarity is therefore needed on the nature of this working relationship if teachers and TAs are to work together effectively. As stated by Howes (2003, p.152):

“effective teamwork cannot be subsumed into a relationship between leaders and led, managers and managed, when the process is as complex as teaching and learning in mainstream classrooms”.

1.6 Impact on teacher-TA relationships

The increase in TA numbers mean that it is common for most teachers to share their classroom with at least one TA. It is likely that the increase in TA numbers and the changes to their role and deployment, as discussed, has had an impact on the working relationship between teachers and TAs. This has been alluded to in a number of papers.

As noted in the preceding sections, there began to be a certain degree of overlap between the roles of teacher and TA during the last two decades. Bedford, Jackson and Wilson (2008) noted how the standards for HLTA's (TDA, 2006) controversially mirrored teachers' standards. The National Union of Teachers (NUT), the largest union representing primary school teachers, never signed the National Agreement, believing that the expansion of the TA role posed a “looming threat to the teaching profession” (NUT, 2004, p.1).

With teachers feeling that their roles may be under threat, it is no surprise that there may have been some tension in the teacher-TA relationship. Teachers may have felt threatened by the fact that TAs are easier to recruit and could be used as “make-shift teachers” (Kerry, 2005, p.374). As one nursery nurse stated, “I feel classroom assistants are degrading our roles” (Hancock et al., 2002, p. 13). Similarly, a teacher revealed in a Guardian ‘Secret Teacher’ column that “the majority of the time, TAs add nothing to my lessons” (Secret Teacher, 2015).

TAs on the other hand may at times resent the fact that they give up their unpaid time for staff meetings, lesson planning and training sessions (Hancock, Swann, Marr, Turner and Cable, 2002). They are also liable to be taken for granted (Hancock et al., 2002). Coupled with the deficit model of support staff in the National Agreement (Howes, 2003), this could leave TAs feeling undervalued and structurally marginalised (Hancock et al., 2002).

Teachers can take up different roles in relation to their TAs, including that of “gracious host” where they may feel relief at having a TA in their class (Giangreco, 2003, p.50). Dreyer (2014, p.187) calls this the “shifting the responsibility phenomenon” where teachers may not feel confident to support students with SEN and see this as the TA’s responsibility. Teachers may also feel a sense of guilt for not being able to pay more individual attention to the children (Devecchi & Rouse, 2010). Alternatively teachers may take up a management role (Tatum, 2013) and TAs can be placed in a subordinate position based on an identity of deficit (Trent, 2015). Teacher-TA relationships can be “full of tensions, misunderstandings and even antagonism” (McKenzie, 2011, p.70). TAs can be frustrated when feedback they give to teachers is not used or acted upon (Webster, Blatchford, Basset, Brown, Martin & Russel, 2010). They can be ignored, treated like children and made to feel “utterly redundant, infantilised and worthless” (Dix, 2012, p.8). The pay differential between teachers and TAs can also aggravate relationships (Dixon, 2003).

Tatum (2013) asserts that teachers should not play gracious host or manager but instead there needs to be a “collegial” relationship where teachers and TAs work together collaboratively. This does not necessarily mean friendly relationships, but rather bringing together complementary knowledge and skills

(Kain, 2006). Likewise, while there have been many reports of concern that TAs are taking over teachers' roles, Hancock et al. (2002, p.4) point out that there is a lack of acknowledgement of the extent to which teachers and TAs have in fact become "interdependent team colleagues". It is clear that it has been deemed necessary to emphasise that, despite this interdependent relationship, their roles are different. Clarifying the distinction, the TA standards (2016, p.5/6) state that TAs "should add value to what teachers do, not replace them". It adds that they should have "parity of esteem" with fellow education professionals, perhaps trying to raise the profile of a structurally marginalised group that has long been seen as a subordinate profession.

Despite the comments and concerns outlined in this section about the possible impact of the changing TA role on the relationship between teachers and TAs in the classroom, this has not been the focus of UK research. Instead, the preceding ideas about the relationship mainly come from research focused on other aspects of the TA position or non-research based articles. This is because research in this area has been more focused on TA roles, TAs' experiences, and TAs' effectiveness in terms of pupil progress.

Devecchi and Rouse (2010), however, explored the features of effective collaboration between teachers and TAs in secondary schools. They found examples of positive collaboration where TAs supported teachers by sharing knowledge e.g. about a child's emotional state, differentiating resources, being an extra pair of eyes, and taking into account the teacher's personal needs e.g. workload. Teachers supported TAs by sharing knowledge, skills and understanding, and openly acknowledging to children the TA's presence, skills and support. They suggested that this in turn impacts on the students in that

the successful inclusion of students depends on how well school systems are able to include the adults. For this to be possible, numerous studies have pointed out that school systems need to be in place to support teacher-TA collaboration, including joint training and time allocated for planning and feedback (e.g. Blatchford et al., 2009b; Devecchi & Rouse, 2010; Radford et al., 2015).

It is argued here that more research is needed to further explore the teacher-TA relationship, particularly in primary schools where the nature of the relationship is likely to differ because teacher-TA pairs are expected to work more closely together throughout the school day.

1.7 Training for teachers and TAs on working together

Despite the increase in the number of TAs in UK schools and the widening of their role, working with other adults in the classroom remains largely uncovered in initial teacher training. The DfE's statutory guidance titled 'initial teacher training criteria and supporting advice' (2017) does not make any reference to working with support staff within their suggestions on what the content of professional programmes might include. With regard to training for TAs on working with other adults, there is no specific entry pathway or training required to become a TA (however it should be noted that becoming a HLTA requires meeting a specific set of standards and professional skills). The Department for Education and Skills (DfES) has however published documents on supporting TAs and an induction file for TAs (DfES 2000a & 2000b). The professional standards for teaching assistants (Unison et al., 2016, p.6) state that:

“School leaders should not only ensure that teaching assistants have the right knowledge and skills to provide effective teacher and pupil support, via appropriate and timely training and professional development, but also ensure that teachers are informed and equipped to fully capitalise on teaching assistants’ professional learning and expertise”.

However these documents and standards are non-statutory. Therefore it is up to individual schools to ensure that teachers and TAs are appropriately trained in these areas.

1.8 Rationale for the current study

Numerous studies have called for the need to have more collaborative practices between teachers and TAs -including joint training and time allocated for planning and feedback -for TA support to be most effective (e.g. Blatchford et al., 2009b; Butt & Lance, 2009; Devecchi & Rouse, 2010; Radford et al., 2015). Despite this, few studies have focused explicitly on the relationship between teachers and TAs, and therefore it is not known whether simply having more time together is sufficient to improve collaboration. What is known is that TAs’ position has developed over time to take on a wider pedagogical role. As discussed in this chapter, this has led to questions about how teachers and TAs work together and whether tensions arise in this relationship, for example because teachers feel threatened by TAs’ expanding role or because TAs feel marginalised and undervalued. After exploring the construction of TAs’ professional identities in Hong Kong, Trent (2015, p.29) stated that suggestions for creating more collaborative practices between teachers and TAs can have

limitations if “they leave untouched relations of power that position TAs in a subordinate role to teachers”. Therefore, it is argued here that more research is needed to understand the relations between teachers and TAs, so that suggestions for collaborative practices can be grounded in a thorough understanding of the dynamics at play in this relationship.

For this reason, the current study aims to find out more about teacher-TA relationships from the perspectives of both parties involved. It is important to hear from both teachers and TAs to avoid a biased one-sided view, since they may have different perspectives on the relations between them. The aspiration is to shed light on the dynamics at play in this relationship and find out more about the facilitators and barriers to effective collaboration.

This has previously been highlighted as an important area for research; OFSTED (2002) stated that the workforce reform agenda may not have its desired benefits without research on the work between teachers and TAs. The research is particularly relevant at this time since the new TA standards (Unison et al., 2016) emphasise that the primary role of TAs is working with teachers. The standards state that the qualities and skills required for ‘working with others’ are considered to be so important and distinctive to the TA role that they merit their own theme within the standards. TAs currently take up a substantial investment of school funding and therefore it is important that schools are considering their work in relation to teachers carefully.

1.9 Application to Educational Psychologists’ role

Teacher-TA relationships are relevant to the work of EPs in a number of ways. Firstly, a key part of the EP role is promoting effective learning opportunities

and minimising barriers to learning. Facilitating effective collaboration between teachers and TAs may be an important part of this, particularly since TAs often work with pupils who are most in need.

Secondly, Eloquin (2016) argues that EPs are well placed to work at the organisational level in schools. Thinking about teacher-TA collaboration is one way in which EPs can be more involved at this level, an opportunity which Eloquin does not think enough EPs are embracing. Eloquin states that work at the organisational level can improve the outcomes and emotional well-being of the whole school community. Therefore as well as thinking about the impact of teacher-TA collaboration on students' outcomes, the impact of this relationship can be considered in terms of teachers' and TAs' wellbeing. This is particularly relevant because teaching has long been recognised as a 'high stress' profession (Kyriacou, 2001). Kyriacou (2001, p.29) lists "dealing with colleagues" as one of the main sources of stress facing teachers. Therefore, an increased understanding of teacher-TA relations may have implications for reducing stress and improving staff well-being. Given EPs knowledge in the area of promoting positive well-being and mental health, this is a key area for them to be involved in.

EPs also have a key role in delivering training to schools. It has been noted in this chapter that numerous studies have called for joint training opportunities for teachers and TAs to promote collaboration between these two professional groups. Further understanding the facilitators and barriers to effective teacher-TA collaboration is likely to be able to make some contribution to the content of such training opportunities in the future.

Likewise, EPs often facilitate supervision groups such as ‘work discussion’ groups (Jackson, 2002) or reflective practice groups with staff in schools. It is important that the facilitators of these groups attend to the group processes that are being played out (Hulusi & Maggs, 2015). Further understanding the relations between teachers and TAs may be able to support EPs to be more aware of the possible dynamics that may arise during these groups.

The research will also benefit the school communities in which it was carried out by highlighting key themes arising from the experiences of teachers and TAs which could be used to promote positive change.

1.10 Research questions

1. What are teachers and TAs experiences of working together?
2. What processes and dynamics influence the working relationship between teachers and TAs?
3. What are the facilitators and barriers to effective teacher/TA collaboration?

Chapter 2. Literature review

2.1 Chapter overview

The purpose of this literature review is to describe research which is closely related to the field of study and to demonstrate how the current research extends or challenges this or addresses a gap within the existing literature (Ridley, 2012).

The terms 'relationship' and 'collaboration' are both used to refer to teachers and TAs working together. This is because the term 'relationship' refers to the overall connection between these two people and the term 'collaboration' refers to the *process* of teachers and TAs working alongside each other on a daily basis.

A 'systematic approach' was taken towards the literature review, as described by Aveyard (2014). Thus the literature review aims to achieve the qualities associated with a systematic review while not conducting a traditional 'systematic review'. This included:

- a literature review question which was arrived at through the introductory chapter;
- a comprehensive and systematic search strategy;
- clear inclusion and exclusion criteria;
- an outline of how the literature was appraised;
- an appraisal, critique and synthesis of the relevant studies to answer the question asked of the literature review.

The literature discussed in chapter one shows that TA numbers have risen and continue to rise dramatically across primary schools in England, TA roles and deployment varies between schools, and there is a certain amount of perceived overlap between teacher and TA roles. Research has told a mixed story about teacher-TA relationships with evidence of both positive and negative experiences. However the literature is mostly of a descriptive nature and tends to focus on TA experiences rather than specifically examining teacher-TA collaboration. The aim of this chapter is therefore to gain a deeper insight into the relationship between teachers and TAs in UK primary schools by answering the following question:

What does the current research literature tell us about teacher-TA collaboration in UK primary schools?

2.2 Inclusion and exclusion criteria

The literature search aimed to find research into teacher-TA relationships in UK primary schools. This is because education systems and TA roles vary widely between different countries, making it difficult to compare findings. Similarly, TA roles differ substantially across primary, secondary and special schools. TAs in secondary schools tend to work with a number of different teachers throughout the school day whereas in primary schools TAs tend to work mainly with one, or sometimes two, teachers. Research published before 2000 was excluded because there was a significant increase in TA numbers and changes to the TA role after this point (due to the introduction of the national literacy and numeracy strategies in 1999 and 2000 and the SEN code of practice in 2001, a review of the factors contributing to teachers' and head-teachers' workload

[PwC, 2001], and the National Agreement [DfE, 2003]). Lastly, the literature search aimed to find papers specifically related to teacher-TA relationships since this is the focus of the current research. Given the breadth of research that exists around TAs, it was important to keep this narrow focus so that the review could focus on relevant papers only.

2.3 Search strategies

A search of the databases 'Psych INFO', 'PsycARTICLES', 'PEP Archive', 'Education Source', 'ERIC' and 'Psychology and Behavioral Sciences Collection' was carried out using the EBSCOhost online referencing system. The search terms used are outlined below in table 1. Full details on dates, databases, search terms and results generated can be found in Appendix A.

Table 1: search terms

Search terms				
Teacher*	Assistant*	Collaboration	Primary	UK
	Aide*	Communication		Britain
	Support staff	Relationship		England
	Learning support	Teamwork		Scotland
		Partnership		Wales
		Cohesion		Northern Ireland
		Working together		

An initial search using the search terms in Table 1 brought up 187 papers. Examining these, there were a lot unrelated to teacher-TA relationships (including spiritual development, the use of technology in the classroom, social communication disorders, learning and pedagogy, and articles from abroad). A

further search was therefore conducted by searching for the main search terms in the abstract only. This was deemed to be appropriate since looking through the relevant articles in the previous search, the search terms were all located in the abstract. This generated forty one papers. A further search was carried out for the search terms in the title which generated seventeen papers, fourteen of which were new, leaving a total of fifty-five papers. Realising that the initial search terms did not necessarily account for negative reports on the relationship, a further search was carried out using the terms in Table 2.

Table 2: Further search terms

Search terms				
Teacher*	Assistant*	Tension	Primary	UK
	Aide*	Discord		Britain
	Support staff	Difficulty		England
	Learning support			Scotland
				Wales
				Northern Ireland

This generated nineteen new papers which did not come up in the previous searches. Overall seventy-four papers were identified. The seventy-four papers were narrowed down to sixteen based on examining the titles. The majority of the papers excluded at this point focused on supporting children with language and communication disorders in the classroom. A list of the number of papers excluded for different reasons can be found in Appendix B.

From examining the abstracts or entire papers, these sixteen articles were narrowed down to six. The titles of the sixteen papers and the reason for their inclusion or exclusion can be found in Appendix C.

Within these six, four were focused specifically on teacher-TA collaboration. Two sets of papers were very similar as they reported on the same study, as outlined next.

Two research papers focused on 'New Partnerships for Learning', a three year training and research project on different models of effective practice between teachers and TAs. The study by Bedford, Jackson and Wilson (2008, p.7) focused on the first two years of the project and reported on the "relationship between teachers and teaching assistants", as stated in the abstract. The study by Wilson and Bedford (2008) reported on all three years of the project and it also discussed focus group data. However, there was a lot of overlap between the two papers and therefore they are discussed together in the following section of the literature review.

Two papers explored three models of team organisation and planning in relation to teacher-TA collaboration. The articles were very similar and they reported the same findings. Therefore, they are also discussed together in the next section.

The other two papers were not focused specifically on teacher-TA collaboration, however teacher-TA relationships and communication emerged as key themes in both papers so a decision was made to include these studies.

The same search terms were also used in Google Scholar, generating no new articles. The 'snowball technique' which involves searching for papers by going

through the reference lists of the identified papers (Ridley, 2012) was also used. This also generated no further papers.

Given that only six papers were identified for the literature review, further inclusion criteria were considered such as including studies based outside the UK or including research based in secondary schools. However this was deemed to be inappropriate given the differences in the education systems, and the differences in the roles and deployment of TAs, across different countries and across school phases. Including some of the excluded studies around the role of TAs was also considered, but it was decided that this would involve broadening the scope of the literature review out too much and addressing a different research question around role. Table 3 provides an overview of the studies selected for the literature review.

Table 3: Overview of selected studies

Title	Author	Year	Participants	Research Design	Data Analysis
New Partnerships for Learning: teachers' perspectives on their developing relationships with Teaching Assistants in England.	Bedford, Jackson and Wilson	2008	Fifty three teachers involved in the NPfL programme (eighty six percent primary, five percent secondary and nine percent special) completed questionnaires and eighteen of these were interviewed	Mixed methods (questionnaire and interviews)	Not explicitly stated
'New Partnerships for Learning': teachers and	Wilson and Bedford	2008	Eighty one participants from the NPfL programme	Mixed methods (questionnaire, interviews,	Not explicitly stated

teaching assistants working together in schools – the way forward.			completed questionnaires (from this - eighteen were interviewed and thirty one formed five focus groups)	focus groups, and analysis of participants' projects)	
Working with Teaching Assistants: three models evaluated	Cremin, Thomas and Vincett	2005	Six primary classes (year two and three) from six schools and their teacher-TA pair	Mixed methods (semi-structured individual interviews and group interviews with teachers and TAs and structured observations)	Repeated measures design (quantitative) and not explicitly stated (qualitative)
Learning zones: an evaluation of three models for improving learning through teacher/teaching assistant teamwork	Cremin, Thomas and Vincett	2003	Six primary classes (year two and three) from six schools and their teacher-TA pair	Mixed methods (semi-structured individual interviews and group interviews with teachers and TAs, structured observations, and analysis of teachers' and TAs' documentary records)	Repeated measures design (quantitative) and not explicitly stated (qualitative)
Using classroom support in a prim school	Rose	2000	Ten primary teachers and six pupils with a statement of SEN	Qualitative (semi-structured interviews with teachers and observations of the six pupils)	Not explicitly stated
A complete circuit: the role of communication between class teachers and support staff and the planning of effective	Docherty	2014	Six TAs	Qualitative (interviews)	Interpretative Phenomenological Analysis (IPA)

learning opportunities					
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2.4 Framework used to critically review studies

The 'Critical Appraisal Skills Program (CASP): Qualitative Research' (2010) was used to guide the review of qualitative studies. The 'Evaluative Tool for Mixed Method Studies' (Long, 2005) was used to guide the review of mixed methods studies. No studies adopted a purely quantitative design. How these tools were used to guide the review can be seen in Appendix D.

2.5 Literature review findings

2.5.1 Summary and critical review of the literature

This section presents a critical review of the literature identified. It begins by outlining each of the studies, considering their strengths and limitations, before collating the themes of the studies together under six different headings.

2.5.1.1 Direct focus on teacher-TA partnerships

Firstly, the four studies that directly focused on teacher-TA partnerships will be reviewed. Bedford et al. (2008) and Wilson and Bedford (2008) outline the research undertaken during the development and delivery of a training programme to support teachers working with TAs in schools called 'New Partnerships for Learning' (NPFL). They investigated different models of effective practice for teachers and TAs working together in classrooms. The data included questionnaires, interviews, and focus groups with teachers who took part in the NPFL programme.

Pulling all of their findings together, Bedford et al. (2008) proposed a model of effective partnerships which identifies four main elements essential for an effective partnership. These are a supportive organisational culture, effectual systems in place, an appropriate skills set for the teachers, and good personal relationships. The elements and how they inter-relate are shown in the authors' diagram in Figure 1.

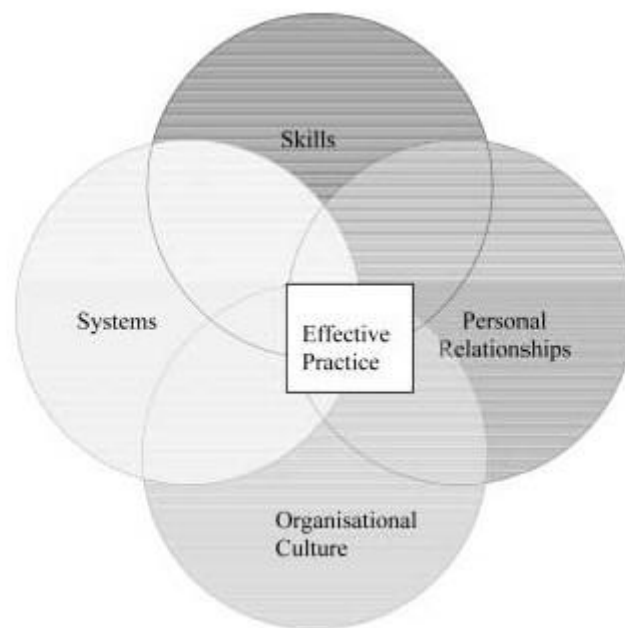


Figure 1: Model of effective partnerships (Bedford, Wilson & Jackson, 2008)

Bedford et al. (2008) identify the underlying theme in these elements as the skills required by teachers and head-teachers, with the emphasis on them taking the initiative rather than TAs. Interestingly, views of the skills required for teachers to work in partnership focused on aspects of their professional role such as effective delegation and enabling autonomy in others, whereas views on the skills required by TAs focused on personal characteristics such as open-mindedness and being proactive (Wilson & Bedford, 2008).

This research has a number of strengths; interview data was used to triangulate questionnaire responses, each theme is outlined in detail, and Bedford et al. (2008) incorporate their findings into a useful model of effective partnerships. However there are also a number of flaws in the study, mostly related to the sample. A fundamental flaw is the lack of TA voices in the study; unfortunately the research therefore presents a one-sided view of this issue. Furthermore, the authors do not outline the ontological and epistemological positions on which the study is based. However, from reading the research, it can be inferred that it takes a positivist stance. In relation to the sample, these teachers cannot necessarily be considered representative of all teachers since they volunteered to take part in the NPFL training programme, suggesting they were interested in developing better teacher-TA relationships in their day to day practice. Finally, the teachers in the questionnaire sample had varying professional statuses; forty three percent were SENCOs; fifteen percent were deputy heads, eleven percent were senior teachers, eight percent were heads of department/stage; three percent were head-teachers and two percent were TAs (Bedford et al., 2008). There are a number of issues with this:

- 1) SENCOs are unlikely to work directly with TAs in the classroom to the same extent as classroom teachers so their perspectives may be different – potentially more related to role and deployment than staff relationships.
- 2) Given that this study is examining teacher-TA relationships and whether they can be considered an ‘equal partnership’, including head-teachers and deputy heads in the sample may confound this as they have a

different role and responsibilities, which is likely to impact the power dynamic.

- 3) One TA attended the course, even though the activity was aimed at teachers who work with TAs, and this TA answered the questionnaire. Perhaps this could have been included as separate data on the TA voice, or not included in the analysis which is presented as teachers' views.

Overall, this leads to the conclusion that this is a potentially useful framework from which to consider what teachers and head-teachers can do to foster effective teacher-TA partnerships with implications for the development of training programmes and self-evaluation tools. However it lacks the crucial voice of TAs about what they would find helpful. Additionally, it does not cover what role TAs have in enabling effective partnerships, with the potential implication that their contribution is not necessary and an effective partnership is something that can be done *to* them rather than *with* them. However the authors do point to the need for further research into the extent to which teachers and TAs can be considered an equal partnership. It is hoped that the current study will be able to contribute to this.

Unlike the previous study, Cremin et al. (2003) and Cremin et al. (2005), carried out an evaluation of different ways of working with TAs. The three models evaluated are outlined in box 1.

1. Room management: a model that identifies and divides teacher tasks and responsibilities and attributes specific roles and activities to people working in the classroom. Room management procedures were first described by Hart and Risley (1976).
2. Zoning: a model for allocating roles of those working in the classroom according to the classroom 'geography' and the groups that exist therein. Zoning arrangements were first discussed by LeLaurin and Risley (1972).
3. Reflective teamwork: a model whereby staff working together (teachers and TAs) discuss thoroughly and develop and advance the ways in which they work together as a team.

Box 1: models evaluation (taken from Cremin et al., 2005)

Six pairs of teachers and TAs, two working on each model, participated in the study. Each teacher/TA pair attended a half day's training on the relevant model, with a follow-up three weeks later to clarify issues and problem-solve any difficulties. The intervention involved implementing the model for one session a week for six weeks.

All three models were found to effect significant improvements in students' engagement levels in the classroom. Room management brought about the most significant increases in students' engagement levels, likely due to involving the most radical change. However it had the most negative feedback from staff in terms of the time involved in planning, which was not felt to be

realistic (Cremin et al., 2005). While one teacher-TA pair felt that they complemented each other more using this model, the TA in the other pair felt uncomfortable “taking charge” and the teacher felt that the TA was given too much responsibility (Cremin et al., 2005, p.423). Zoning was deemed to support inclusion by integrating less able students with the whole class and allowing a more even distribution of input from the teacher and TA (Cremin et al., 2003). It also helped one TA to feel empowered and therefore more effective (Cremin et al., 2003). Reflective teamwork was viewed as the most positive model by participating teachers and TAs. A central benefit of reflective teamwork was that it led to greater levels of equality in the teacher-TA relationship (Cremin et al., 2005) and overall a stronger relationship due to teachers and TAs giving each other quality listening time (Cremin et al., 2003).

A strength of this research is that individual interview data was triangulated with data from group interviews where the pairs of staff using the same models were brought together for discussion. A further strength is the inclusion of the impact of the different models on students (n=36) as well as staff. This involved measuring students’ engagement levels pre and post implementation of the models. This was done through measuring each student’s level of engagement every ten seconds for a ten minute period via videotape observations.

This study has a number of limitations which were acknowledged by the Cremin et al. (2005). Firstly, it is based on a small number of case studies so it is not necessarily generalisable. A second limitation relates to the analysis of students’ engagement levels. Students’ engagement was measured using a repeated measures design; mean engagement levels for each pupil were compared before and at the end of the intervention. While this was achieved

through a rigorous process carried out by an independent research assistant, the authors also acknowledge that inter-judge reliability was not possible due to resource limitations. Cremin et al. (2005) also acknowledge that improvements in engagement could be due to maturation or regression to the mean. A further limitation is that both papers fail to outline their method for analysing the interview data. Taking into account these limitations and the need for caution in generalising the results, the authors may have gone a step too far in their conclusion that the models appear to offer useful frameworks for helping teachers manage TAs and maximise their contribution. Finally, further exploration of the different experiences of room management between the two teacher-TA pairs may have allowed for further interpretation of the results.

2.5.1.2 TA experiences

Docherty (2014) explored how support staff make sense of their experiences of supporting children with additional support needs in mainstream classes in Scotland. This was explored using a qualitative methodology, Interpretative Phenomenological Analysis (IPA), which involved interviews with six TAs from three primary schools.

The paper concluded that “communication and interface with the class teacher” (Docherty, 2014, p.186) was the most important theme emerging from the study. This was deemed to be an overarching theme that linked to all other themes, however the other themes were not outlined in full. Quality of communication impacted on how TAs viewed their working relationship with the teacher, how comfortable they were with decision-making, their feelings around

the amount of impact they could have on learning, as well as their understanding of pedagogy and ways of providing support.

This study has a number of strengths, one of which is the author's transparency in outlining her pre-conceived views - therefore acknowledging her potential bias - both from these views and other unconscious preconceptions. While not using the terms ontology and epistemology, the author outlines a social constructionist view of education; this stance fits with the choice of methodology and analysis. Docherty also gives a detailed description of the analysis process and presents data to support her findings. Unfortunately, this study does not gather teachers' perspectives and the author points to this as an area for future research. Other weaknesses include the lack of information on interview questions and prompts, and the omission of details on how participants were recruited and selected.

Important aspects of the relationship, such as emotional barriers arising in response to hierarchical relationships, have been mentioned but not discussed in greater detail. This raises further questions; what are these emotional barriers? How do they get played out? Who is aware of them? How can they be overcome? It is understandable that this was not elaborated on further as Docherty's study did not aim to explore this particular area in detail, but rather to understand the lived experiences of TAs. It is hoped that the current study may delve further into the emotional experiences of both teachers and TAs in this relationship.

Overall, this study is of high quality and the findings provide a useful insight into the importance teacher-TA communication from TAs' perspectives. It also

suggests that a lack of communication between teachers and TAs could partially explain why TAs have not been found to have a positive impact on pupils' academic progress.

2.5.1.3 How TAs are used in the classroom

Rose (2000) studied the approaches used to provide access to learning for pupils with SEN in a primary school. He conducted semi-structured interviews with ten teachers and carried out observations of six sample pupils who were in year's three to six.

Rose found that all of the teachers interviewed felt that it would be "impossible" to include the sample pupils in their lessons without the support they received from LSAs and that all of the teachers "valued their LSAs as professional colleagues" (Rose, 2000, p.193). Teachers viewed it as important to involve TAs in their lesson planning and Rose found that the TA role was well defined in these plans. Rose concluded that the following three principles may provide indicators for the effective deployment of LSAs in classrooms: 1) Effective management of LSAs can benefit all pupils rather than just those identified as having SEN; 2) Teacher-LSA collaboration in planning, delivery and evaluation of lessons is essential for providing effective support; and 3) It may be more appropriate to allocate LSAs to teachers rather than to pupils.

This was a small scale piece of research and unfortunately the author did not outline the method of analysis used or the epistemological and ontological position of the research. There was also a lack of evidence to support the researcher's claims, for example one quote was given from a teacher who mentioned spending a lot of time having discussions with their TA but no

extracts from the researcher's observations were given to back up Rose's strong emphasis on their use of joint-planning. A strength of the research on the other hand was the researcher's transparency in making all field notes available to the participating pupils and teachers. Another strong point was the triangulation of data by using both interviews and observations. Given the limitations of the research, Rose's tentative offering of principles which "*may* provide indicators for the effective deployment of LSAs" (Rose, 2000, p.195) seems justified.

2.5.2 Themes arising from the literature reviewed

A number of overarching themes were derived from analysing the papers. The review findings will be discussed further under the different theme headings.

2.5.2.1 Systemic factors

Bedford et al. (2008) found that a number of conditions in the school system were needed for effective teacher-TA partnerships. This included agreement about, and communication on, the roles of TAs, as well as the provision of induction and handbooks for TAs. Likewise, Docherty (2014) also found that clarity of roles and expectations was viewed as helpful by the TAs in her study.

Forty-five percent of teachers surveyed in Bedford et al.'s (2008) study said that their most important recommendation was for paid time for planning and liaison between teachers and TAs. Time for teachers and TAs to come together for planning was also an important theme arising in Docherty's study (2014), which found that communication was experienced by TAs as 'ad hoc' because there was no fixed time set aside for this. Participants linked this to negative outcomes for children's learning. The issue of time also arose in Cremin et al's.

(2005) study, which found that the preparation time needed to implement the room management model would not be available under normal circumstances. Together, these findings suggest that it is common for teachers and TAs to experience a lack time for liaison; therefore there is a need for schools to set aside specific time for this. The need for clarity on TA roles and the provision of an induction and handbooks for TAs, to support the development of effective teacher-TA partnerships, were also identified.

2.5.2.2 Communication

The need for communication between teachers and TAs was a common thread in all of the studies reviewed. “Communication and interface” (p.186) with the class teacher was an overarching theme in Docherty’s (2014) findings. Docherty found that a lack of communication contributed to inefficient use of time and wasted learning opportunities, both in relation to teachers not communicating lesson plans to TAs in advance and TAs not feeding back their observations of students’ responses to tasks. This led to a lack of shared understanding amongst the adults in the room. Likewise, Bedford et al. (2008, p.18) found that a “two-way dialogue” was necessary for ideas to be shared and for teachers and TAs to trust each other to say what does or does not work well. However, communication skills were seen as less important for TAs in comparison to teachers (Wilson & Bedford, 2008).

Docherty (2014) also found that there may have been emotional barriers to communication if TAs perceived there to be a hierarchical relationship with the class teacher. However these are not elaborated on, leaving further questions about what the emotional barriers were and how they were played out. Perhaps

this could link to the need for trust in the relationship which was identified by Bedford et al. (2008).

Further reinforcing the importance of communication, the reflective teamwork model was viewed as the most positive model of joint working by teachers and TAs in Cremin et al.'s (2003 & 2005) study. One teacher-TA pair, who used this model, felt that their relationship had been strengthened because they gave each other quality listening time. It also enabled them to problem-solve more effectively and they found that their views were more similar than they had expected.

Docherty (2014) suggested that a lack of communication between class teachers and assistants may provide a partial explanation for research evidence which has found that TAs do not have a positive impact on pupil progress.

Together, these findings suggest that taking time to communicate with each other can improve teacher-TA relationships through facilitating quality listening time, joint problem solving, and a shared understanding. Without this, there can be a lack of trust in the relationship and pupil progress can be impacted through teachers and TAs not giving feedback to each other.

2.5.2.3 Joint planning

The literature review highlighted the positive effects that can result from joint planning. Through the joint planning involved in the room management model in Cremin et al.'s (2003 & 2005) study, one teacher-TA pair felt that they developed greater communication and shared understanding and that they complemented each other more. Joint planning also facilitated a wider role for

TAs in the zoning model. The teachers interviewed in Rose's (2000) study viewed it as essential to involve their TAs in lesson planning. One effect of this was that teachers were rarely observed giving direct instruction to the TAs which Rose suggested showed that the teachers trusted them. Rose proposed that this could only occur within a system of joint planning and evaluation. Another positive effect of joint planning observed by Rose was that LSAs were well prepared for their work with children.

These findings suggest that joint-planning appears to have a range of positive effects, including increased teacher-TA communication, the development of a shared understanding and trust between these adults, a broader role for TAs, and TAs being well prepared for their work with students.

2.5.2.4 Equality in the teacher-TA relationship

The importance of a culture of social inclusion and team working for the development of effective teacher-TA partnerships was mentioned by more than half of the teachers in Bedford et al.'s (2008) study. This included the need for "mutual trust and respect" (Bedford et al., 2008, p.21), a commitment to equality and recognition, and including TAs as full members of staff, giving ample recognition to their role. "Mutual respect" was also deemed an important aspect of developing a trusting relationship in Rose's (2000, p.194) study. Likewise, one TA in Docherty's (2014, p.187) study stated that if teachers "appreciate us for what we are doing" than "everyone works better". Docherty's (2014) finding that there could be emotional barriers to teacher-TA communication if TAs sensed a hierarchical relationship with the teacher reinforces the importance of an equal relationship based on mutual respect and trust in facilitating more

effective teacher-TA partnerships. Bedford et al. (2008, p.21) deemed this aspect of personal relationships the “most important but least tangible issue” identified in their study. Perhaps this relates to relationship qualities such as trust, respect, equality and appreciation being difficult to measure.

Teachers in Bedford et al's (2008) study made comments about possible 'resistance to change' from existing staff members in relation to the widening TA role. Parental concerns about this were also cited in that participants felt that parents wanted their children to be taught by 'professional' teachers (Wilson & Bedford, 2008). Teachers felt that creating an organisational culture that combatted this, and recognised support staff and their role in learning, depended heavily on head-teachers' leadership skills, interest in workforce remodelling, and commitment to embracing change and challenging resistance.

Students respecting and valuing TAs' more is another way of facilitating greater equality in the teacher-TA relationship; Cremin et al. (2005) found that dividing tasks and responsibilities, and attributing specific roles and activities to the different adults in the class, encouraged children to respect the TAs' guidance more.

While importance was placed on equality in the teacher-TA relationship, teachers in Bedford et al.'s (2008) study also emphasised a need for teachers to have leadership skills including effective delegation, organisation and management. This suggests that it may be difficult to depart from the hierarchical nature of the relationship and adopt a totally egalitarian one.

Bedford et al. (2008) called for more research into whether teachers and TAs can be considered an equal partnership.

Combined, these findings suggest that equality in the teacher-TA relationship can promote more effective partnerships. A culture of social inclusion which is embraced by head-teachers, alongside practices which encourage students to respect and value the TA, can help to support this. However, it may be difficult to sustain a fully equal partnership, given the inherent ranking of the two positions.

2.5.2.5 TA empowerment

The studies reviewed uncovered mixed views about empowering TAs through giving them more responsibility. In Cremin et al.'s (2005, p.423) study, one teacher-TA pair viewed an increased role for the TA negatively; the TA felt uncomfortable "taking charge" and the teacher felt that the TA was given "too much responsibility". Other teacher-TA pairs in this study, however, viewed increased TA responsibility and empowerment positively because their relationship was strengthened, or the TA was used more effectively. Similarly, the increased personal agency of TAs was seen as a positive effect of good communication in Docherty's (2014) study. It would be interesting to know more about these different perceptions of TA empowerment. As noted in Bedford et al.'s (2008) research, 'resistance to change' was a concern amongst staff; perhaps this could make it more difficult for some teachers and TAs to accept TAs having more responsibility in the classroom. Wilson and Bedford (2008) also described teachers' concerns that TAs were developing an expertise in relation working with children with SEN that was superior to that of the teacher.

Participants therefore thought that schools were “colluding in a process of de-skilling and devaluing teachers” (Wilson & Bedford, 2008, p.146). This suggests that TAs’ increasing responsibilities may cause teachers to feel that their position is under threat, which could be another reason for negative views on TA empowerment.

2.5.2.6 Inclusion

The literature review findings suggest that good collaboration between teachers and TAs appears to have a positive effect on the inclusion of students in a classroom. Rose (2000) found that all of the teachers interviewed in his study felt that it would be “impossible” to include the sample pupils in their lessons without the support they received from LSAs. Likewise, Cremin et al. (2005, p.424) found that the zoning model in their study was “good for inclusion” because less able students were integrated with the rest of the class rather than being a separate group. Zoning was also found to cause less stress for the adults in the classroom because they were not dealing exclusively with less able children (Cremin et al., 2003 & 2005). Likewise, Rose (2000) found that working with a variety of groups, not just those with a high level of need, gave TAs ‘respite’ from students who posed the greatest challenge. Rose reported that LSAs did not just provide support to individual pupils and that when they did do this it was at key moments in a lesson. Rose concluded that involving LSAs in planning, delivery and feedback may have prevented pupils from becoming overly dependent on LSA support. Rose suggested that it may therefore be better to allocate TAs to teachers rather than named students, both to prevent pupil dependency and to allow teachers and TAs to develop more effective collaboration.

Increased teacher-TA collaboration, through the use of joint-planning, delivery and feedback, therefore appears to facilitate the inclusion of students and prevent pupils becoming dependent on TA support, while also easing stress on the adults in the room by providing respite from working less able students.

2.5.3 Summary

While all of the studies reviewed had a different focus, there were some common themes identified. This included the identification of a lack of time for teachers and TAs to meet together and the importance of communication and equality in the relationship, as well a culture of social inclusion in schools. The possible impact of teacher-TA collaboration on the inclusion of students in the classroom was also identified and mixed views arose on increased responsibilities for TAs.

It is clear from the research that greater communication between teachers and TAs is likely to result in more effective joint working (Bedford et al., 2008; Cremin et al., 2003 & 2005; Docherty, 2014; Rose, 2000; Wilson & Bedford, 2008). Having school systems in place to support this is important. One way for communication to happen is through joint-planning (Rose, 2000), however it is clear from Cremin et al.'s (2005) study that staff felt that there is only so much planning time that is 'realistic'. The importance of a culture of social inclusion which promotes equality rather than hierarchical relationships was also a common thread in five of the studies reviewed (Cremin et al., 2003 & 2005; Bedford et al., 2008; Docherty, 2014; Wilson & Bedford, 2008). However, Cremin et al. (2003 & 2005) identified that some teachers and TAs were more comfortable with this than others, due to one teacher-TA pair having a negative

outlook in relation to TAs taking on more responsibility. Similarly, Bedford et al.'s (2008) study noted some resistance to change amongst teachers in relation to the widening TA role. While equality in the relationship is considered important by teachers and TAs, perhaps this is difficult to sustain given the hierarchical nature of their roles.

The research reviewed is of a rather descriptive nature, describing what teachers and TAs find helpful in creating an effective partnership, including the school ethos and systems that can support joint-working, and the time barriers that often get in the way. Only four of the studies reviewed were specifically related to teacher-TA partnerships, two through evaluating different models of working together (Cremin et al., 2003 & 2005) and two through gaining teachers' perspectives on an effective partnership during the delivery of a CPD programme (Bedford et al., 2008; Wilson & Bedford, 2008).

It is argued here that before different models of working together are evaluated and CPD programmes are designed, more information is needed to really understand teachers' and TAs' experiences of working alongside each other and their perspectives on this partnership. This is because the literature review has unearthed aspects of the teacher-TA relationship which remain unexplored, for example in relation to the emotional barriers to communication that may arise in this relationship, the different feelings that can be held on TAs' having more responsibility, and the questions that arose over whether the teacher-TA relationship can be considered an equal one. Together these leave the question: what are the different dynamics that can get played out in this relationship?

The fact that communication between teachers and TAs arose as a key theme in the two studies which were not explicitly examining this dyad (Rose, 2000; Dochery, 2014) suggests that this relationship is an important topic that warrants exploration in its own right.

The current study hopes to add to the current research by exploring this complex relationship in greater depth from the perspective of *both* teachers and TAs. Four of the six papers reviewed only included either teachers' or TAs' voices (Bedford et al., 2008; Docherty, 2014; Rose, 2000; Wilson & Bedford, 2008). This shows that there is a gap in the literature for research that includes the perspectives of both parties in this relationship, asking the same questions of both of them. It aims to move beyond description and really understand what it means for these people - in two different roles with very different qualifications - to work alongside each other on a daily basis.

It will attempt to explore what they make of this relationship, their experiences of working together and what they think helps or hinders good collaboration. It is hoped that the current study will reveal more about the particular dynamics going on in this relationship. The aspiration is to give a richer view of this relationship, and to give some insight into what is being played out on a daily basis between the adults in the classroom.

Therefore the gap arising out of the literature review which the current research aims to address is to move beyond describing *what* is happening between these two adults in the classroom on a surface level to find out *in what way* this is happening. Therefore it aims to extend the previous research by exploring the psychological processes behind what gets played out in the classroom.

Chapter 3. Methodology

3.1 Chapter overview

The objective of this chapter is to outline the purpose of the research, including the specific research questions to be answered. The ontological and epistemological position of the research will also be described, with details given about how this influenced the choice of research method. Finally, this chapter will describe the research method in detail including an outline of the sample, data collection, and analysis, as well as giving details about the validity of the findings including any potential researcher bias. Robson and McCartan (2016, p.71) call this the “framework for research design”.

3.2 Purpose of the research

The purpose of research is traditionally exploratory, descriptive and/or explanatory; it can also be emancipatory or evaluative. However, a shared purpose of any research is to contribute to knowledge and therefore all research tends to give some type of explanation for their findings, albeit more tentatively for other designs than those with an explicit explanatory purpose (Robson & McCartan, 2016). Robson and McCartan (2016) also emphasise that the purpose of the research may change over the course of the study. This research aims to extend the research on the experience of TAs to explore the experiences of teachers and TAs working together, an area which has not previously been examined in depth and which has not gone much further than description. The proposed research is therefore exploratory i.e. it seeks to find out what is happening, seek new insights, ask questions and access phenomena in a new light (Robson, 1993). In particular, it aims to explore what

is happening in teacher-TA relationships and which processes and dynamics influence how that relationship is played out. More specifically, the proposed research aims to answer the following questions:

1. What are teachers' and TAs' experiences of working together?
2. What processes and dynamics influence the working relationship between teachers and TAs?
3. What are the facilitators and barriers to effective teacher/TA collaboration?

3.3 Owing my perspective

In their guidelines for publishing qualitative research, Elliot, Fischer and Rennie (1999, p.221) emphasise the importance of "owning one's perspective". This includes describing personal experiences relevant to the topic of the research, initial beliefs about the phenomenon under investigation, and theoretical and methodological orientations. I will therefore start by briefly outlining my own personal journey that led to the selection of the current research topic before going on to describe the theoretical orientation of the research and its influence on the choice of methodology.

My interest in this topic stems from my own experiences of working as a TA in a secondary school; I worked alongside various teachers throughout the school day and noticed that my feelings varied from classroom to classroom, depending on the class involved, but also - and perhaps more importantly - depending on the teacher. During this time, I was also privy to the many conversations other TAs would have about the teachers that they were working with, some positive and some negative. Reflecting back, having started the

doctorate in Educational Psychology where I learned more about group dynamics, I felt that this would be an interesting area to explore further. My initial beliefs are that the quality of the relationship between a class teacher and TA will have a wide ranging impact in the classroom, and that variables ranging from their own personal assumptions, experiences, and personality characteristics to historical, societal, and political influences will have an effect on how these two adults interact.

It is important to acknowledge these preconceptions as these will have been present throughout data analysis. As stated by Robson (2011, p.15), the view of researchers as “value-free, totally objective, machine like automata” has been rejected. However my interest in finding out more about the topic and bringing forth new knowledge will help me to bracket these preconceptions so that I can also pay attention to new ideas.

3.4 Conceptual framework

A conceptual framework is the researcher’s theory about what is going on (Robson & McCartan, 2011). This will be outlined below in relation to the ontological and epistemological position of the research.

3.4.1 Ontological and epistemological positions

Ontology concerns beliefs about the basis of reality (McLeod, 2011). It asks the question ‘what is reality?’ Epistemology is the branch of philosophy that concerns the theory of knowledge (Proctor, 1998). It asks the question ‘how do we know something?’ This is an important question in research since research generally seeks to produce some form of knowledge about the world (Green & Thorogood, 2014). Different epistemological traditions hold diverse views on

how knowledge is gained, as well as varied opinions on the merit of this knowledge (Green & Thorogood, 2014). Because of this, they produce different research questions and will have different approaches to answering these questions. It is therefore important to outline some of the main epistemological positions, and their ontological underpinnings, so that a rationale can be given for the position adopted by the current research and the reader can understand the type of knowledge this research aims to bring about. The position adopted also guides the researcher in the selection of the sample, instruments, and methods used in the research (Denzin & Lincoln, 2000).

Ontology can be viewed as a continuum; at one end is realism, the idea that there is a reality out there which can be captured. Relativism, the idea that all reality is constructed in different ways depending on the context and we can only capture people's experiences or perceptions of it, lies at the other end (Guba & Lincoln, 1994). These ontologies are often linked to particular epistemological positions, ranging from positivist to constructionist (Robson & McCartan, 2016).

3.4.1.1 Positivism

Positivist paradigms have their roots in the natural sciences and they are generally associated with a realist ontology. Realist research aims to capture and demonstrate as truthfully as possible something which is happening in the real world and occurs outside of the researcher's and participants' views on it (Willig, 2012). The positivist stance is therefore that only one true reality exists and that it can be understood, identified, and measured (Ponterotto, 2005). Positivism employs measurement and objectivity rather than reconstruction

and interpretation, and research situations are standardized as much as possible (Flick, 2014). It therefore typically makes use of quantitative methods. Quantitative methods usually rely on large samples and the use of statistical procedures to examine group means and variances (Ponterotto & Grieger, 1999). It aims to produce valid and reliable knowledge (Willig, 2012). Positivism has been the dominant research stance in psychology for over one hundred and fifty years (Ponterotto, 2005). However it has come under criticism because it has a number of limitations. These include:

- Stripping other variables in the context from consideration which can limit the relevance of the research in real life;
- Excluding the meaning and purpose behind human behaviour;
- Testing a hypothesis which may have little or no meaning to the individual or group being studied;
- Making generalizations which have no applicability to individual cases;
- Excluding the 'discovery' element of inquiry by focusing on the verification of theoretical hypotheses;
- Separating facts and theories as well as facts and values which are actually interdependent;
- Relying on verification rather than falsification; the classic example is that a million white swans cannot prove definitively that all swans are white but one black swan can falsify the theory.

(Based on Guba & Lincoln, 1994)

The contribution positivism can make to social research is therefore unbalanced and limited (Silverman, 2009). If this research took a positivist

stance, it would likely gather data through questionnaires which would then be analysed using statistical procedures. This would produce, for example, a 'measure' of the quality or characteristics of teacher-TA relationships, such as 'the majority of TAs perceive a power imbalance between themselves and the teacher'. This would give a limited view as there are aspects to social reality which cannot be measured by statistics (Silverman, 2009). The participants' views may not fit neatly into the questions posed by the survey. Using the example given, it would not reveal how this power imbalance plays out. Also, the existing research in the area does not yield enough information for this research to begin with a hypothesis or objective theory to test.

3.4.1.2 Constructionism

At the other end of the continuum lies the idea that reality is constructed and that multiple realities exist. This view is associated with a relativist ontology. A number of different paradigms represent this departure from positivism including constructionist, constructivist, and interpretivist. They all share the view that reality is constructed and are working towards a common goal of understanding the complex world of lived experiences from the perspectives of those living it (Schwandt, 1994). Social constructionism assumes that reality is created in the process of social exchange (Schwandt, 1994) and it is the result of historical, social, and political processes (Green & Thorogood, 2014). Social constructivist refers to a similar approach, but usually focuses on the way in which individuals construct their world rather than group constructions of reality (Robson, 2011). Interpretivist is another term used to describe constructionist approaches, emphasising how people interpret their social world (Schwandt, 1994). Given their similarities and the limited space to go into specific detail,

the term social constructionism will be used here to describe this end of the continuum. Willig (2012) describes social constructionism as a sceptical position in relation to knowledge. Researchers adopting this position disregard the idea that there is an objective reality which can be known (Robson, 2011). You cannot separate the reality from the person who is living, processing and describing it; reality is therefore constructed by the research participant (Ponterotto, 2005).

Social constructionist research is generally qualitative. Qualitative research aims to describe, discover, understand and explain how meaning is co-constructed in relationships and interaction between people (McLeod, 2011). Central to social constructionist research is the interaction between the participant and the researcher (Ponterotto, 2005). Qualitative researchers with a social constructionist orientation generally study discourses with the assumption that all human experience is in some way mediated by language (Willig, 2012). Social constructionist research therefore often uses discourse analysis, which is defined below:

“Discourse analysis is concerned with the ways in which language constructs objects, subjects and experiences, including subjectivity and a sense of self. Discourse analysts conceptualize language as constitutive of experience rather than representational or reflective” (Willig, 1999, p.2).

Here, the researcher is interested in how the participant makes uses of socially available ways of talking about the phenomenon and how this may shape their experiences (Willig, 2012).

There have been five main criticisms of social constructionism:

- There is an over-emphasis on language;
- Feelings, emotions and other bodily states do not exist in their own right;
- The sense of an individual self is undermined;
- It is too relativist; a world in which nothing is certain can make people uneasy;
- Its preoccupation with language and discourse can detract from real-life social problems.

(McLeod, 2011)

If this research took a social constructionist stance, it may ask a question like 'how are teacher-TA relationships constructed in UK primary schools?' Using discourse analysis, it could study the language used in texts such as school policy or guidance about teachers and teaching assistants. It could also interview teachers and TAs, examining the language used by them in the interviews to construct a particular version of the relationship. The limitation of this approach is that it is not about the thoughts and feelings participants' have that bring about the words they say, but rather about the effects of discourse (Willig, 2011).

3.4.1.3 Critical realism

Neither positivism nor social constructionism fit the current research question and purpose. As outlined above, standardised questionnaires associated with a positivist approach are unlikely to capture complex relationship dynamics and processes. A social constructionist approach is also unlikely to capture these since it cannot say that any complex dynamics, processes, or underlying

mechanisms identified by the research are 'real'. A critical realist ontology and epistemology therefore form the basis of the current research.

A critical realist stance lies somewhere between realism and relativism. It was put forward by Roy Bhaskar (1978) as an alternative to these ontologies. McLeod (2011) called for a balance between realism and relativism and gave an example of how this applies in therapy. For example, there is strong realist evidence that CBT is effective in treating panic disorder, however there are individuals who may not respond well to CBT and are more likely to be helped by a different therapeutic approach (relativist evidence) (McLeod, 2011). Similar arguments could be applied here; there may be realist evidence that negative working relationships affect outcomes in the workplace, however the significance of this will depend on the individual circumstances (relativist evidence).

Bhaskar (1998, p.27) criticised positivism and constructionism for what he termed the "epistemic fallacy", where ontology is reduced to epistemology. Critical realism can be seen as both an ontology and an epistemology, with an emphasis on recognising the difference between the two. Positivism limits reality to what can be empirically known (observed in scientific experiments) whereas constructionism does the opposite and views reality as wholly constructed by individuals (Fletcher, 2016). Critical realism on the other hand acknowledges that an objective reality exists (ontology), but is of the view that it can never be fully captured due to limitations and biases (epistemology) (McLeod, 2011). It takes the view that natural objects and humans have underlying structures that are real and possess causal mechanisms that generate events (deSouza, 2014). Critical realism acknowledges that we are

born into a pre-constructed social world, but also recognises human agency and asserts that individuals have the capacity to influence their world (Ayers, 2011). In critical realist ontology, there are three overlapping domains of reality; the empirical, the actual, and the real (deSouza, 2014). The empirical domain consists of events as we experience them, the actual level is events which occur whether or not we experience them, and the real level is where 'causal mechanisms' lie (Fletcher, 2016). This is presented in Fletcher's iceberg metaphor in Figure 2.

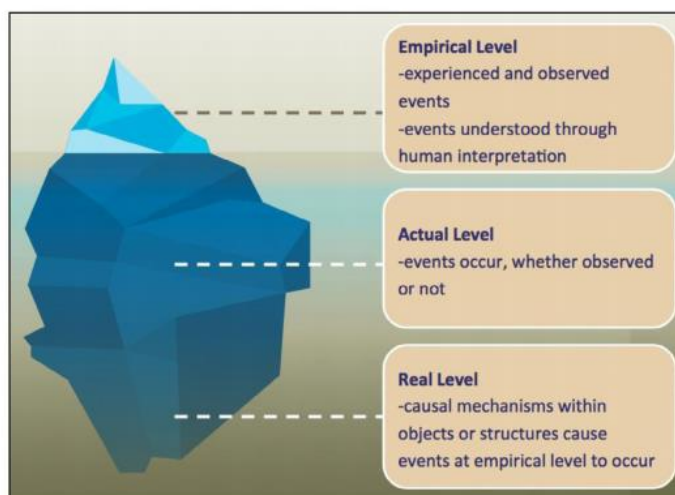


Figure 2: An iceberg metaphor for ontology (Fletcher, 2016)

Critical realism is suited to the current research because of its aims to find out more about the underlying structures, mechanisms, and tendencies that shape the way teacher-TA relationships are experienced. The current research acknowledges that human agency, in this case the acts carried out by individual teachers and TAs, adds to the complexity of studying this relationship. The data cannot be taken at 'face value' because it is not necessarily a direct reflection of what is occurring; instead it needs to be interpreted to broaden our

understanding of the underlying structures that facilitate a particular type of relationship experience (Willig, 2013). The structures identified by the researcher are considered to be 'real' (Willing, 2013). Fletcher (2016) asserted that critical realism helps researchers to understand social events and that it can also contribute towards practical policy recommendations.

3.5 Method

The research method describes what techniques are used to collect the data, how the data is analysed, and the trustworthiness of the data (Robson & McCartan, 2016).

3.5.1 Qualitative research

This research is not concerned with measurement and quantification, but rather it seeks to explore and further understand teachers' and TAs' experiences of working together and the processes and dynamics that underpin this working relationship. The existing research in this area does not yield enough information for this research to begin with a hypothesis or objective theory to test and therefore it is not suited to a quantitative approach. Instead, it is concerned with meaning and acknowledges the complexity of situations, and is therefore more suited to a qualitative approach (Creswell, 2009). The aim of qualitative research is "to understand and represent the experiences and actions of people as they encounter, engage and live through situations" (Elliot et al., 1999, p. 216). It aims to find out more about a phenomenon as opposed to measuring it, generally through 'what', 'how' and 'why' questions (Green & Thorogood, 2014). This fits with the aim of the current research, which is to

understand more about teacher-TA relationships from the perspectives of those involved.

Qualitative research is by its very nature interpretative (Willig, 2013). McLeod (2011) emphasises that qualitative research is always a hermeneutic enterprise, meaning that when interpretations are made about data there are always further competing interpretations that can be made. Thus the 'truth claims' that one can make are lessened (McLeod, 2011). One cannot escape the fact that qualitative research is influenced by the personality, interests, assumptions, preconceptions, and expectations of the researcher (McLeod, 2011). Qualitative researchers therefore aim to 'bracket' their own values so that they can try to understand and represent participants' experiences as accurately as possible (Elliot et al., 2009). It must also be acknowledged that the adoption of a qualitative research design means that the findings of the research will not necessarily be generalizable to all teacher/TA experiences and relationships, and will not be predictive of future outcomes.

3.5.2 Reflexivity

As mentioned above, qualitative research can be influenced by the preconceptions, values and beliefs of the researcher, both conscious and unconscious. Reflexivity requires the researcher to be aware of their own contribution to interpretation and meaning-making throughout the research process and to acknowledge that they cannot be 'outside of' the subject matter (Willig, 2013). As a reflexive researcher, I 'owned my perspective' earlier in the chapter so that my perspectives were clear from the beginning. Using both a research diary and engaging in regular supervision helped me to adopt a

position of self-awareness and continuous reflection throughout the research process.

3.5.3 Thematic analysis

Thematic analysis has been chosen as the methodology for the current research. Thematic analysis is based on the analysis of subjective viewpoints and on data coming from interviews (Flick, 2014). It is best suited to illustrating the specific nature of a group's perception of the phenomenon being researched (Joffe, 2012), in this case teacher/TA relationships. Braun and Clarke (2006, p.79) define thematic analysis as:

“A method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic”.

One of the advantages of thematic analysis is its flexibility. Thematic analysis can lend itself to a variety of theoretical frameworks (Robson, 2011) and it is not tied to a particular epistemological position (Braun & Clarke, 2006). Similarly, it is also the case that a critical realist ontology and epistemology is not tied to a particular methodology. It is therefore important to outline how the two fit together in the current study and why thematic analysis was chosen over other methods.

As outlined above, critical realism acknowledges the influence of social context as well as individual meaning, while also recognising that there are limitations to the extent to which reality can be captured. This research considers teachers and TAs to make their own individual meaning while also being influenced by

society, such as the wider school system and the political landscape, and therefore there are a number of complexities in the data. It is argued here that thematic analysis complements this position well because it can provide a “rich and detailed, yet complex” account of the data (Braun & Clarke, 2006, p. 5). Thematic analysis can reflect reality and also unpick the top layer of this reality (Braun & Clarke, 2006). It does this by interpreting various aspects of the data. Willig (2014) emphasises the importance of this type of ‘digging deeper’ in qualitative research. Braun and Clarke (2006, p.84) distinguish between ‘semantic’ themes which focus on the “explicit or surface meanings of the data” and ‘latent’ themes which “identify or examine the underlying ideas, assumptions, and conceptualisations and ideologies” that lie behind what is said. The proposed research aims to elicit both semantic and latent themes, thereby interpreting various aspects of the teachers’ and TAs’ experiences and not limiting the study to a simple description of what has been said. This is important as Willig (2014, p.136) states that “without interpretation, we cannot make sense of our data”.

Other methods of data analysis that fit with the exploratory purpose of this research and were considered are discourse analysis and interpretative phenomenological analysis (IPA). Discourse analysis was not chosen because, by placing a strong emphasis on language in context, it tends to put aside the wider social and material context (Willig, 2001). Also, as outlined previously under ‘constructionism’, it is limited in the weight that it can give to participants’ thoughts and feelings. IPA was not chosen since it usually demands a homogenous sample derived from one context (Smith, Flowers & Larkin, 2009). The proposed research seeks to gain the perspectives of both teachers and

TAs, and for ethical reasons intends to recruit participants from multiple schools, which would not be in keeping with IPA.

Overall, it is argued that thematic analysis is the approach best suited to eliciting the thoughts and feelings of teachers and TAs, while also acknowledging the wider social context, and on top of this going a step further to interpret various aspects of teachers' and TAs' experiences to find out what may lie behind what has been said.

3.5.4 Criticisms of thematic analysis

Thematic analysis has previously been the subject of criticism and the disadvantages of this methodology will be briefly discussed here. Robson and McCartan (2016, p.470) explain that thematic analysis can be seen as a "generic" method which has "less kudos" than some of the other branded forms of analysis such as discourse analysis, interpretative phenomenological analysis (IPA), or grounded theory, for example. They also point out that often researchers using thematic analysis provide little or no information on the details of the analysis. Furthermore, it has been claimed that thematic analysis is often limited to description or exploration without much interpretation (Robson, 2011). However, both Braun and Clarke (2006) and Joffe (2012) have outlined how thematic analysis can go much further than description through 'latent' thematic analysis, as discussed earlier. Lastly, while considered a strength here, the flexibility provided by thematic analysis can also be considered a limitation because it can mean that the range of themes emerging is very broad (Robson, 2011). Given the lack of previous research into teacher-TA relationships, a broad range of themes is considered to be helpful in this research.

It is important to acknowledge these criticisms because they played on the researcher's mind throughout the decision making process, particularly in terms of how the research would be received by others who are less familiar with Braun and Clarke's (2006) paper. However, many of the criticisms relate to poor quality analysis or ill-fitting research questions as opposed to the actual method itself (Braun & Clarke, 2006). Braun and Clarke (2006) argue that thematic analysis is under-acknowledged in that much of qualitative analysis is actually thematic, but that it is named as something else, or even not named at all. They therefore emphasise the importance of giving enough information on the process and details of analysis and acknowledging the active role played by the researcher in identifying themes and choosing the most salient. Furthermore, to avoid potential pitfalls of thematic analysis, the authors highlight the importance of outlining ontological, epistemological and theoretical positions and being open about decisions made throughout the research process.

The current research agrees with Braun and Clarke (2006) that their paper addressed a gap in which previously there was no paper which adequately outlined the theory, application, and evaluation of thematic analysis. Since their paper was published, researchers have been provided with clear guidelines and a tool to support them in carrying out thematic analysis systematically. Braun and Clarke (2006, p.5) call this a "recipe" for carrying out thematic analysis in a way that is "theoretically and methodologically sound". Joffe (2012) also acknowledges that this paper led to the recognition of thematic analysis as a method in its own right. Therefore, after much consideration, a decision was made in terms of what best suited the research question and the

type of knowledge the research aims to put forward. It is hoped that by acknowledging the criticisms of thematic analysis, and outlining why it was chosen, the decision to use thematic analysis has been justified and any further concerns can be put at bay by the researcher's transparency in detailing the ontological and epistemological position of the research, the theoretical framework employed, and the decisions made throughout the research process.

3.6 Data collection

Face-to face semi-structured individual interviews with five teachers and five TAs was used as the method of data collection in the current research. An interview is a "conversation with a purpose" (Robson, 1993, p.228). Qualitative research interviews aim to "understand the world from the subjects' point of view, to unfold the meaning of their experiences, to uncover their lived world" (Brinkmann & Kvale, 2015, p.3). Interviews therefore fit the purpose of this study which aims to understand teachers' and TAs' experiences of working together from their point of view. In semi-structured interviews, the researcher has a pre-prepared set of questions and they can choose to change the order or wording of the questions, give explanations, or exclude questions that are not deemed appropriate within the context of each individual interview (Robson, 2011). A strength of face-to-face interviews is that they give the researcher the freedom to follow up interesting responses and investigate underlying motives (Robson, 2011). The interviews lasted for between thirty minutes and one hour because anything less than half an hour is unlikely to be valuable, and interviews over one hour make unreasonable demands on participants, and may reduce the number of people prepared to take part in the

research (Robson, 1993). However, one interview was only twenty minutes long because the teacher was called away during the interview and it was not possible to reschedule. Due to this being the final interview of ten, the researcher felt that there was enough data to work with and, despite its shorter length, this interview was nevertheless a valuable data item.

The researcher followed Kvale's (1996) seven interviews stages: thematising, designing, interviewing, transcribing, analysing, verifying and reporting. An interview schedule (see Appendix E) was designed in accordance with Robson and McCartan's (2016) suggested schedule:

1. Introduction
2. Warm-up
3. Main body of the interview
4. Cool-off
5. Closure

The researcher has kept the questions open so as to elicit, as far as possible, subjectively relevant material, rather than content imposed by specific questions. These interview questions were chosen because they fit with the main research question concerning effective teacher/TA collaboration. By having open questions, such as "tell me about your experiences of working with you teacher/TA", the researcher can follow up individual responses to uncover more about the particular processes and dynamics within that relationship. By asking about past experiences of working with different teachers/TAs, the researcher will be able to uncover what participants' feel is unique to this particular relationship and what, if anything, may span across teacher-TA

relationships that they have experienced. By asking if there is anything else that they want to share, the researcher hopes to give participants' the chance to voice what they think is most pertinent to the research question and to their unique experiences.

Before recruiting participants for the current study, the researcher conducted a pilot interview with a teacher who previously worked as a TA to practise their interview skills and modify any questions if necessary. Discussions after the pilot interview suggested that no major modifications were necessary because the questions were broad enough to uncover the relevant information. It was suggested that extra background data could be collected, namely any qualifications held by TAs, as this could potentially be relevant during analysis; this was therefore added to the interview schedule. The interviews were audio-recorded and later transcribed by a family member who signed a confidentiality agreement. Please see Appendix F for a copy of the confidentiality agreement.

3.7 Sampling procedures

Sampling procedures describe who data is sought from and where and when this occurs (Robson & McCartan, 2016).

3.7.1 Participants

This study employed purposive sampling, i.e. the selection of participants who will be able to provide appropriate and useful information (Green & Thorogood, 2014). Teachers and TAs working in primary schools in the Local Authority (LA) in which the researcher is on placement fulfilled this criteria. Primary schools were chosen for the proposed research because teachers and TAs in this

context have a more consistent working relationship and spend more time in the same classroom than teachers and TAs working in secondary schools.

The researcher wished to recruit participants from schools where they were not the link EP so that participants did not feel uncomfortable about participating. Therefore the researcher asked fellow EPs in the team to ask their schools if they would be interested. Three schools were identified through this process. One head-teacher subsequently declined to participate and so the participants came from two schools.

The researcher attended a staff briefing at each of the schools to introduce the research to teachers and TAs and to invite them to participate. Information sheets were given to staff members at this point (see Appendix M). Teachers and TAs who were interested in participating were asked to write down their email address so that the researcher could contact them to arrange an interview. Interviews were arranged via email and took place in a private room in the participants' schools for their convenience. They were also told that it was possible to meet outside of school if this felt more comfortable.

There is no set number of participants required for thematic analysis (Joffe, 2012). Therefore, instead of a power analysis which would be used in quantitative research, the sample size was chosen based on the guiding principles of the research (Joffe, 2012), which in this case was to gain a deeper understanding of teachers' and TAs' experiences of working together. The researcher interviewed five teachers and five TAs in order to elicit a rich and detailed account of their experiences. This number is sufficient to ascertain patterns within the data set as a whole, as well as to illuminate important

differences in participants' experiences. Ten interviews was deemed to be feasible within the timeframe of the current research.

Two teachers from school A and three teachers from school B volunteered to participate. Two TAs from school B and five TAs from school A volunteered to participate. The researcher's supervisor was the link EP for school A and the researcher had therefore been involved in one piece of work there at an early stage in their placement. Therefore three TAs were chosen on the basis that the researcher had not worked with them previously. The email sent to those who were not invited for interview can be seen in Appendix G. Participant details are presented in Table 4.

Table 4: Participant information

Pseudonym	School	Year	Role/title	Age bracket	Gender	Qualifications	Length of experience in role
Clara	A	4	Learning Support Worker	35-44	F	Science, English and Maths GCSE Psychology degree	9 years
Marta	A	1 & 2	Teaching Assistant/ Learning Support Assistant	35-44	F	Teaching qualification Bilingual interpreter Spanish GCSE	13 years
Janelle	A	3/4/5	Teaching Assistant	55-64	F	None	19 years
Tom	A	5	Teacher	25-34	M	Teaching qualification	4 years
Kate	A	4	Teacher	35-44	F	Teaching qualification	11 years
Zara	B	4	Teaching Assistant	45-54	F	GCSEs One O level	14 years
Esme	B	3	Teacher and Maths Coordinator	35-44	F	Teaching qualification	16 years
Nora	B	2	Teacher	25-34	F	Teaching qualification	3.5 years
Indie	B	4	Teacher	25-34	F	Teaching qualification	NQT
Mya	B	2	Teaching Assistant	35-44	F	NVQ Level three in Childcare, Learning and Development	2 years

3.8 Data analysis

The ten transcribed interviews were analysed using thematic analysis. As outlined earlier, thematic analysis involves looking across a data set to find recurring patterns of meaning (Braun & Clarke, 2006). An example interview transcript has been included in Appendix H. All of the interview transcripts are included on the enclosed memory stick.

3.8.1 Decision points

Braun and Clarke (2006) assert that a number of decisions need to be made before data analysis begins. However they also emphasise the need for flexibility and therefore these decisions may be changed throughout the research process, provided the researcher is transparent about the decisions made. Some of these decisions have been outlined earlier; this includes decisions about ontology and epistemology, and semantic versus latent themes. As previously stated, this research aims to elicit both semantic and latent themes.

A key decision point was whether to approach the data from an inductive or deductive standpoint. Inductive thematic analysis is a 'bottom up' approach where the themes are strongly rooted in the data, whereas deductive thematic analysis is a 'top down' approach which is more theory driven (Braun & Clarke, 2006). However, as outlined previously, the researcher can never fully free themselves from their own preconceived views. An inductive approach was chosen for the current study due to the fact that the previous research did not give enough information for a theoretical framework to be applied from the outset. An inductive approach is also likely to elicit a larger variety of themes,

rather than just those wedded to a particular theoretical framework. With an inductive approach, Braun and Clarke (2006) state that the research question can evolve throughout the coding process.

Another decision concerned what counts as a theme. Broadly, “a theme captures something about the data in relation to the research question and represents some level of patterned response or meaning in the data set” (Braun & Clarke, 2006, p.10). However the authors state that researcher judgement is needed to define what a theme is in relation to their research. This is part of the flexibility afforded by thematic analysis. The importance of a theme does not necessarily relate to how often that theme arises in the transcripts, but it may instead concern whether it captures something that is key to the overall research question (Braun & Clarke, 2006). For this study, a theme was defined as something that was relevant to the teacher-TA relationship. It did not necessarily have to appear a certain number of times or be prevalent in each interview.

A final decision related to whether a rich description of the data, or a more detailed account of one particular theme or a group of themes, would be described. This study provides a rich overall description of the data so that the reader gets a sense of the predominant themes (Braun & Clarke, 2006) in what is currently an under researched area.

3.8.2 Procedure

Braun and Clarke (2006) suggest six steps to thematic analysis. These are presented in Table 5.

Table 5: Phases of thematic analysis (Braun & Clarke, 2006)

Phase	Description of the process
1. Familiarising yourself with the data	Data transcription, reading and re-reading transcribed data, jotting down initial ideas
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4. Reviewing themes	Checking the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a 'thematic map' of the analysis
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

More detail on how each phase was carried out in this study is listed below:

- 1) Points of interest were noted down by the researcher following each interview. Following transcription, transcripts were checked against the original interview recordings and any errors were corrected. Interesting points were also noted down during this process and during the following stage of reading the transcripts through several times in an 'active way' (Braun & Clarke, 2006), i.e. by searching for meanings and patterns. A mind map of the initial themes emerging from this process can be seen in Appendix I.

2) Initial codes were produced. “Coding is the widely accepted term for categorising data: taking chunks of text and labelling them as falling into certain categories” (Joffe, 2012, p.222). The computer software package MAX-QDA Plus 12 (Release 12.3.0) was used to aid this process. The interview transcripts were transported to MAX-QDA and were read line by line; meaningful chunks were highlighted and given code names. Following Braun and Clarke’s (2006) advice, as many patterns as possible were identified, extracts were coded ‘inclusively’ i.e. some of the surrounding data was highlighted with the code, and extracts were coded as many times as was relevant. Figure 3 shows a screenshot of the initial coding in MAX-QDA.

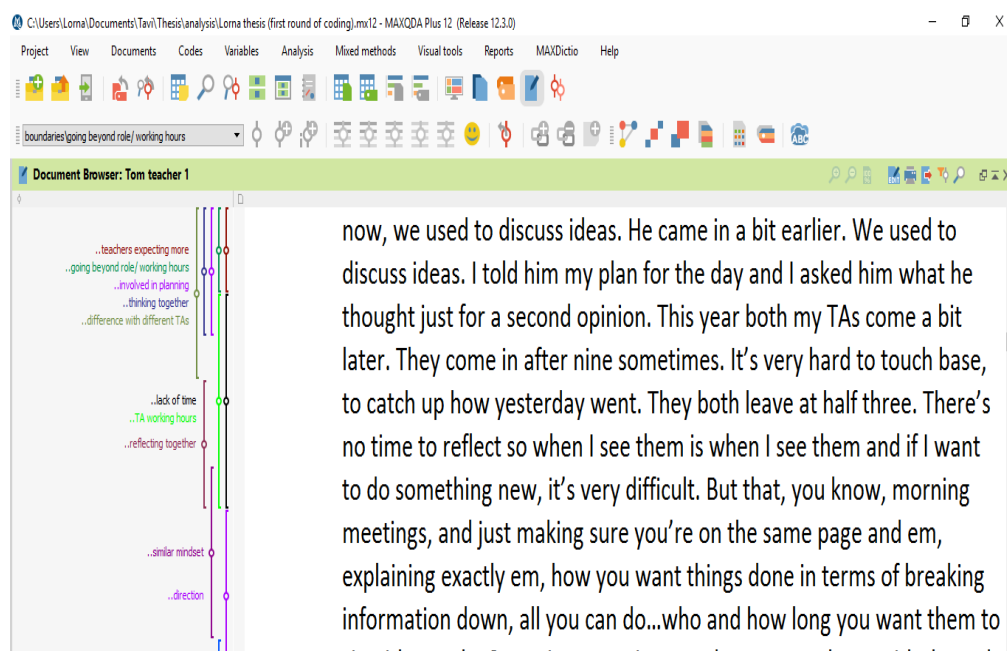


Figure 3: Screenshot of initial coding in MAX-QDA

After reflecting in supervision, it was decided that the researcher could take a dual approach to semantic and latent coding. Boyatzis (1998) asserts that thematic analysis allows for this. In addition, the Educational Psychology doctorate training at the Tavistock and Portman NHS Foundation Trust lends itself to being able to listen to what is said on the surface while keeping hold of deeper meanings and possible interpretations. The researcher does this on a regular basis, for example during consultation. It was decided to code latent themes blue during the initial coding phase so that the researcher was clear on the way in which they were seeing the data at each point. An example of this can be seen in Figure 4.

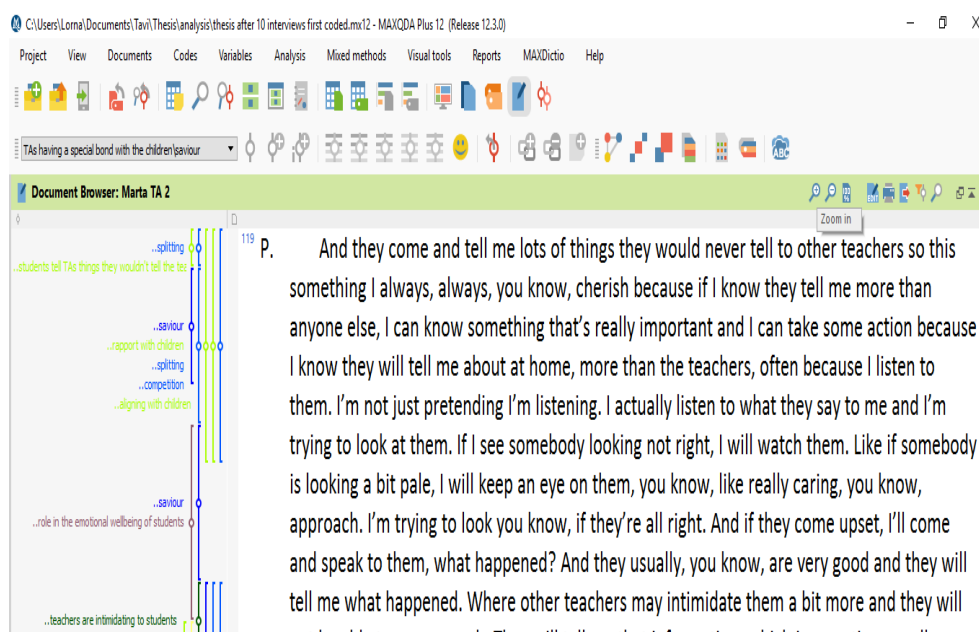


Figure 4: A screenshot of dual semantic and latent coding in MAX-QDA

Screenshots from MAX-QDA at different points during the initial coding process can be found in Appendix J. To check the trustworthiness of the coding at this point, two independent researchers examined a section of the codes. After looking at the eighteen segments of text coded under

'competition' which was later renamed 'rivalry' with a fellow EP trainee, sixteen were considered reasonable and two which were also coded under 'hierarchy' were deemed to fit better there. The thirty-one codes under 'reverse power dynamic' which later was renamed 'power through experience' were deemed to be reasonable by an independent researcher, separate to the Tavistock and Portman NHS Foundation Trust, who is currently undertaking a PhD related to autism and executive function.

- 3) All codes were sorted into potential overarching themes. This involved searching for patterns across the data and combining codes by looking at their possible relationship. Post-it notes were used to aid this process; each code was written on a post-it note and they were organised into different themes. There was significant code refinement at this stage because the data was over-coded in the previous phase, with many extracts given multiple codes. This included some codes which did not turn out to be as relevant to the teacher-TA relationship. At the end of this phase there were seven candidate themes and twenty-three sub-themes. Through the process of organising codes into themes, a 'miscellaneous' theme was also identified for codes which were not relevant to the research area, but which may benefit from further consideration in future research. Appendix K contains a screenshot from MAX-QDA of the themes and sub-themes identified at this point.
- 4) The themes were refined by reviewing them on two levels. Level one involved reading all of the collated extracts for each theme to work out whether they formed a consistent fluid pattern. At this point, some

themes were merged together and others were broken down into separate themes. Level two involved re-reading the entire data set to see if the themes worked in the context of the whole data set. The 'code matrix browser' function in MAX-QDA was also used to check the spread of themes across teachers and TAs and across the two schools (see Appendix L). No significant variations were found.

- 5) The themes were further refined until the researcher arrived at a final name for each theme and sub-theme. A screenshot of the final themes and sub-themes in MAX-QDA can be seen in Figure 5. The themes, and their relation to each other, were considered and the overall 'story' told by the data was formed. This story is presented at the beginning of the next chapter.

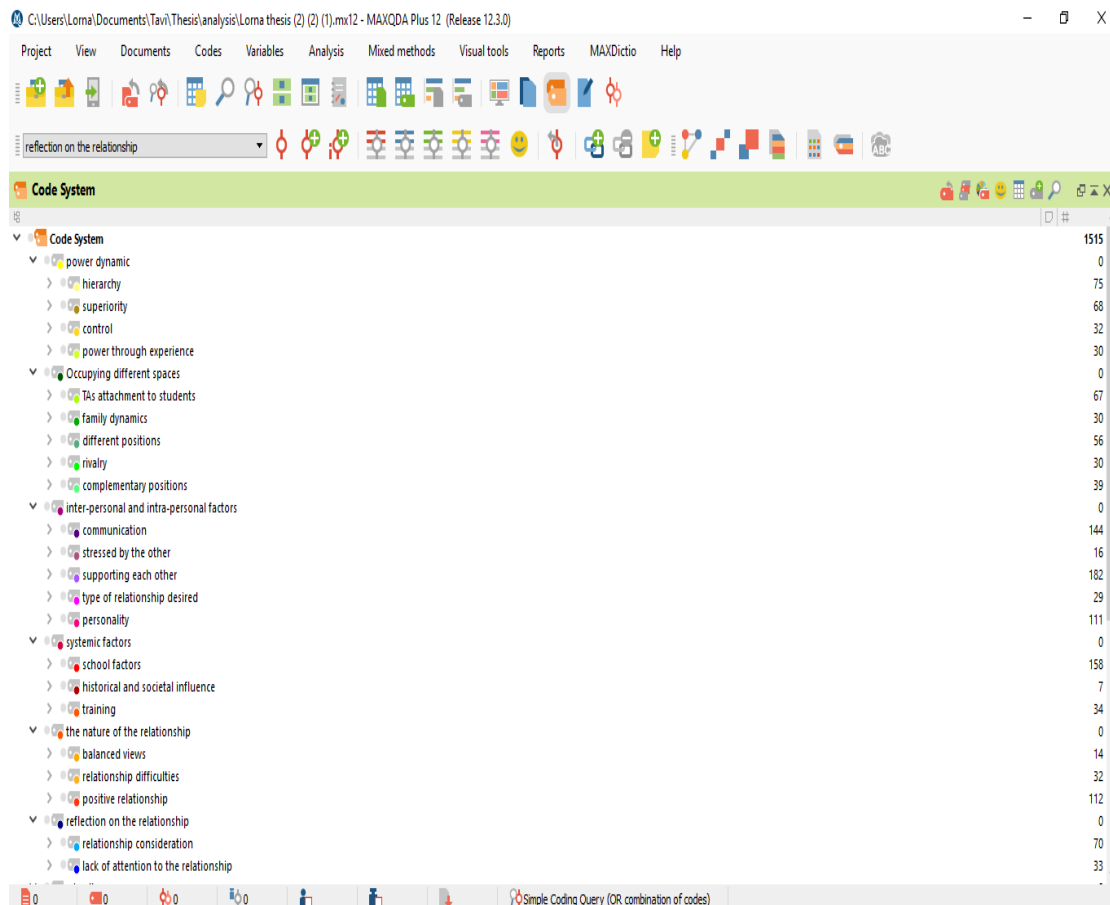


Figure 5: Final themes and sub-themes

6) The results of the thematic analysis were written up for the thesis. Extracts were chosen to illustrate each theme and subtheme. This is found in the next chapter.

3.9 Validity

In qualitative research, validity is concerned with the procedures used to check the accuracy of the findings (Creswell, 2009). Elliot et al. (1999) have proposed a comprehensive set of evolving guidelines for reviewing qualitative research which are listed in Table 6.

Table 6: Evolving guidelines for the publication of qualitative research studies in psychology and related fields

A. Publishability Guidelines for Publication of Qualitative Research Studies in Psychology and Related Fields
<ol style="list-style-type: none"> 1. Explicit scientific context and purpose 2. Appropriate methods 3. Respect for participants 4. Specification of methods 5. Appropriate discussion 6. Clarity of presentation 7. Contribution to knowledge
B. Publishability Guidelines Especially Pertinent to Qualitative Research
<ol style="list-style-type: none"> 1. Owning one's perspective 2. Situating the sample 3. Grounding in examples 4. Providing credibility checks 5. Coherence 6. Accomplishing general vs. specific research tasks 7. Resonating with readers

(Elliot et al., 1999)

Based on these guidelines, the following strategies were employed by the researcher to check the accuracy of the findings:

- The context and purpose of the research is clearly outlined and a rationale is given for the choice of methodology;
- Ethical approval was gained before the research was carried out; a large part of this detailed how to ensure distress for the participants was minimised;
- The potential importance and potential impact of the research is discussed;
- As much detail as possible, whilst retaining anonymity, is given about participants' backgrounds, and included in the analysis;

- The researcher is reflective and comments on how their interpretations could be influenced by their own background, including their own professional experience in the area;
- The written report incorporates detailed extracts from the participants as evidence for the interpretations made;
- The stages of the research process, including the steps used in the analysis of the data, are written up clearly and transparently in the report;
- A research diary was used by the researcher to document thought processes and decisions made throughout the research process;
- Extracts from original transcripts were checked by fellow researchers to check if they agreed or disagreed with the codes identified by the researcher. Creswell (2009) calls this 'inter-coder agreement';
- The software package MAX-QDA was used to aid data analysis.

Whether research is valid also concerns whether it tells us something useful or important (Smith, 2009). The potential impact and importance of the research has been discussed in chapters one and two with regard to the 'purpose' of the research. It is argued that the current research is important because it aims to shed light on the experiences of teachers and TAs working together, an area where there is currently a gap in the research literature.

3.10 Ethical considerations

Research has the potential to cause harm, stress, and anxiety for the participants involved (Robson & McCartan, 2016). Ethical considerations are therefore necessary to protect participants from any adverse consequences. Robson and McCartan (2016) highlighted that ethics is a process as opposed

to an endpoint and therefore ethical issues were considered and reviewed throughout the research process.

Ethical approval for the current research was granted by the Tavistock and Portman NHS Foundation Trust (see Appendix M for the ethical approval letter). Permission was also gained from the Principal Educational Psychologists of the Educational Psychology Service in the Local Authority in which the research was carried out and from the head-teachers of the schools from which participants were recruited.

Participation was voluntary and participants were provided with information sheets detailing the nature and purpose of the study (see Appendix N). Informed consent was gained prior to commencing any interviews i.e. participants knew about the purpose of the research before agreeing to participate (Fox & Rendall, 2002, p.65). A copy of the consent form which participants were asked to sign prior to the interviews can be found in Appendix O. The data was anonymised, with pseudonyms used for personally identifying information such as individual's names, school names, and the name of the Local Authority. Participants were also informed that what they say may be quoted or interpreted in a published report. In this way, what they said was anonymous but not necessarily confidential because the researcher cannot guarantee that nobody will recognise their contribution. Every step was taken to reduce the risk of this, including recruiting participants from multiple schools so that staff members in a school would not be able to easily recognise what another staff member may have said. Participants had the right to withdraw at any point up until the data was anonymised and analysed (two months after the interviews); it was explained to them that this was because their data would be

very difficult to extract after this point. In keeping with the Local Authority guidelines in which the research was conducted, interview recordings and transcripts were kept in a password-protected folder on the researcher's laptop and any paper copies were stored in a locked drawer at the Educational Psychology Service (EPS). All data will be destroyed once the research has been completed and the viva examination passed.

The researcher was conscious that taking part in research can evoke difficult and uncomfortable memories (Fox & Rendall, 2002) and allowed time to debrief with participants after each interview. In line with the British Psychological Society (BPS) code of ethics and conduct, the researcher was prepared to signpost participants to other services that could provide further support and was ready to refer them to the appropriate service if necessary (BPS, 2009, 3.2iv), however this was not needed.

The BPS code of ethics and conduct (2009) also emphasises the need for psychologists and researchers to be aware of possible risks to themselves. Therefore, as well as considering the well-being of participants, the researcher made use of supervision to discuss any emotional issues that arose from their interviews with participants.

Willig (2013) also notes the ethical challenges posed by interpretation as there is a risk of misrepresenting peoples' experiences. The researcher is committed to responsibly interpreting the data in an ethical way. To do this, the researcher has thought carefully about their own position and the implications of this for interpretation. As mentioned earlier, 'inter-coder agreement' was used to ensure participants' experiences were represented as accurately as possible.

It is acknowledged, however, that this is a difficult task and carries some risks. However, not interpreting the data would be missing an opportunity to come to a deeper understanding of the teacher-TA relationship.

3.11 Summary

It was stated at the beginning of this chapter that its purpose was to outline the 'framework for research design'. Figure 6 summarises the research design outlined in this chapter.

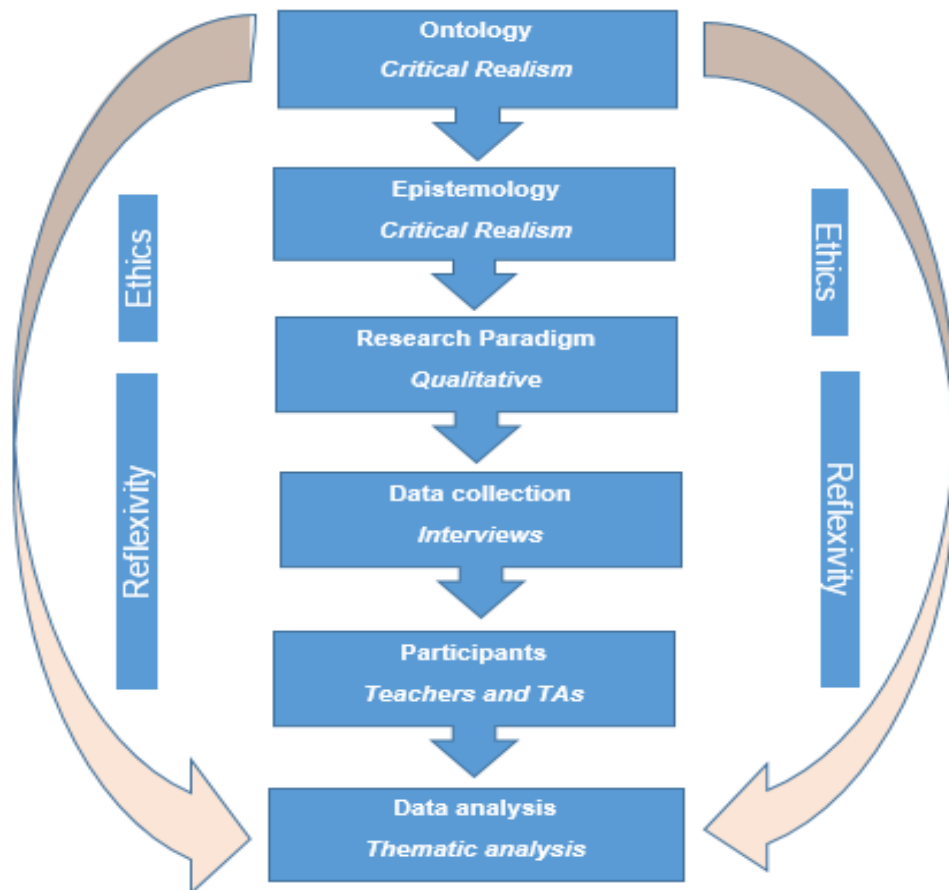


Figure 6: Research Design

Chapter 4. Findings

4.1 Overview of chapter

This chapter describes the research findings that came from the thematic analysis. After coding all of the data, six overarching themes and twenty-two sub-themes were identified. An overview of the themes and how they relate together is presented first. Following this, each theme and sub-theme is described in detail, supported by vignettes from the interviews with teachers and TAs. The full analysis can be found in Appendix P, where the relationship between themes, sub-themes, codes, and segmented text is outlined. Table 7 gives a guide to the meaning of punctuation or codes given in vignettes from the transcribed interviews.

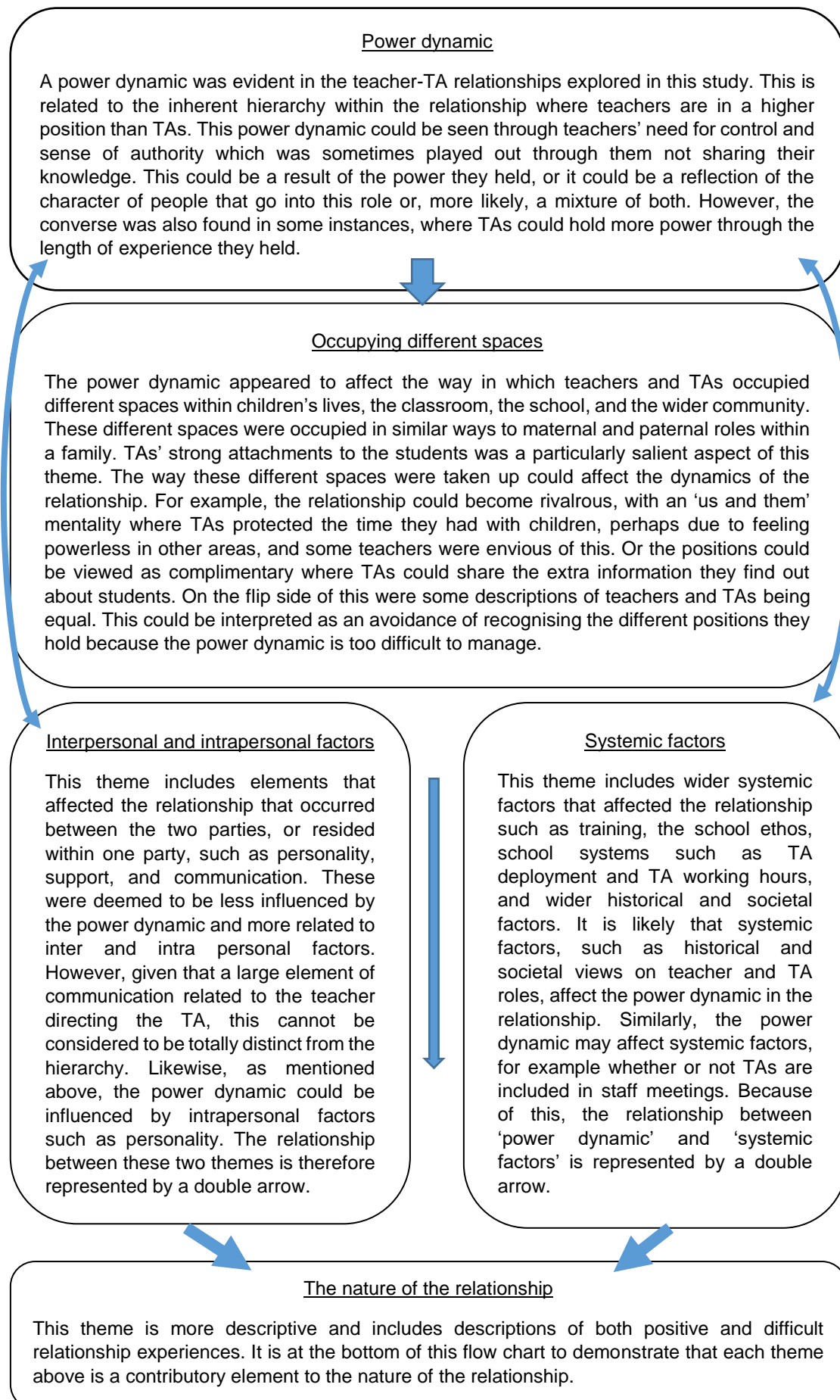
Table 7: Guide to transcription style used

Punctuation/code	Meaning
... (<i>elipses</i>)	Indicates a 'tailing off' of speaking or at the beginning of a person's statement if they are continuing from a previous thought
, (<i>comma</i>)	Slight pause in speech
[laughs]	The participant laughs
[cut]	Some material has been left out from the middle of a quote
[student] or [teacher] or [TA] etc.	The person in brackets was named in the interview but anonymised in the transcript and thus their role is shown within brackets
Small letter at the beginning a quote	The quote does not start from the beginning of a sentence (preceding section cut)

No full stop at the end of a quote	The sentence continued but the end of it was cut for the purpose of including it in the findings section
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4.2 Overview of themes

An overview of the themes that emerged from this study are presented in the flow chart on the following page.



The final theme was 'reflection on the relationship'. This is not included in the flow-chart as it is of a somewhat separate nature. It refers to the degree of thought and attention given to the relationship by teachers and TAs. The participants in this study appeared to mainly think about the relationship in terms of the impact it has on the students, rather than on themselves. The majority of the participants did not seem to stop to consider the relationship much and, for some of them, the interview process appeared to be helpful in prompting reflection on the relationship.

4.3 Themes

4.3.1 Power dynamic

This theme captures the presence of a power dynamic in the teacher-TA relationship, whereby teachers are in a higher position than TAs due to their role. This sometimes gave way to teachers trying to exert control or having a sense of authority. However, on the flip side, there were some descriptions of how the power dynamic may shift towards TAs holding more power due to their length of experience. The thematic map in Figure 7 shows the relationship between the theme 'power dynamic' and the sub-themes 'hierarchy', 'control', 'authority' and 'power through experience' and their corresponding codes. 'Hierarchy' is in large print to demonstrate that it has a big influence on the power dynamic. The triangle in the centre shows how 'hierarchy', 'control' and 'authority' are all inter-related, whereas 'power through experience' is somewhat separate as this arises in a different way.

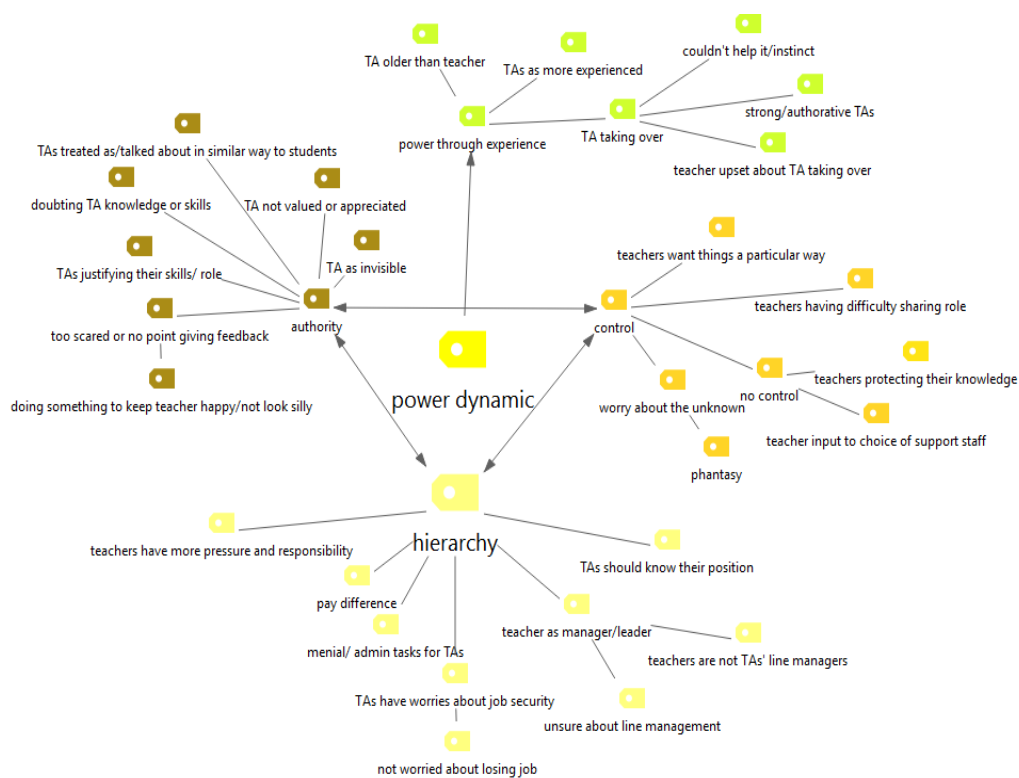


Figure 7: Thematic map of the 'power dynamic' theme

4.3.1.1 Hierarchy

This sub-theme captures the inherent hierarchy present in the teacher-TA relationship. Teachers were often referred to as managers or leaders, despite the fact that most teachers in this study said that they were not responsible for line managing TAs. Many teachers and TAs also emphasised that TAs should not just be doing menial tasks like photocopying or washing paintbrushes, showing that the more traditional view of TAs is still on people's minds and perhaps sometimes a conscious effort has to be made to give them more meaningful work.

“Some teachers think that a TA just cuts paper and sticks things in books or puts displays up or sharpens pencils” (Tom, Teacher)

The pay difference between teachers and TAs also contributed to the hierarchical relationship. The following quote shows that Zara felt that with a higher salary comes more stress and responsibility.

“she gets paid to do all, for all the stress and everything” (Zara, TA)

While teachers had more stress and responsibility due to their position in the hierarchy, TAs' lower position also came with its own worries, namely in relation to job security. Janelle said that many teachers do not need a TA, suggesting a worry that her position as an additional adult in the class could be cut.

“a lot of teachers could do without a TA” (Janelle, TA)

Mya felt that TAs should be aware of their position in the hierarchy and that they have to be ok with this to get on with their job. This shows an awareness of the hierarchy and also links to the idea that perhaps different personality types are attracted to the two different roles.

“if you're a person who doesn't like someone to tell you what to do, I would say you're in the wrong job” (Mya, TA)

4.3.1.2 Authority

The inherent hierarchy in the relationship appeared to lend itself to teachers having a sense of authority at times. For example some teachers referred to TAs in a similar way to the way one may expect them to refer to students. Tom suggested that TAs may try to get out of class by spending longer on a job than necessary.

“if you send them on a job, they will take a long time to do it because they want to be out of class.” (Tom, Teacher)

Some comments from teachers also suggested that they doubted TAs' knowledge or skills.

"I don't think she's very familiar with the condition ASD you know. I think its more em. I'm not entirely sure how long she's been with [student] either, however many years since her diagnosis. I think her knowledge of ASD has come from the teacher, so whatever the teacher's told her to do she's done. But I don't think she really understands it." (Tom, Teacher)

This was also picked up by TAs who were left feeling under-valued and under-appreciated, and at times even invisible. Consequently, some felt a need to justify their skills and their role.

"we have dedication as well, we just don't go into that profession" (Janelle, TA)

For some TAs, this authority also created a situation where they were apprehensive about approaching the teacher because they did not want to "step on anyone's toes" (Janelle, TA). They could be left feeling like their opinion did not matter, which in turn could affect the students' learning through the TA not giving feedback to the teacher or continuing to carry out a task that they knew was not beneficial, as described by Clara.

"you can actually see that it's not effective but then you're having to do exactly what they ask me to do" (Clara, TA)

4.3.1.3 Control

Their position in the hierarchy also seemed to lend itself to teachers wanting things to be done in a particular way and having difficulty relinquishing control over some aspects of classroom life, as described by Nora. This may also relate to personality characteristics, as will be discussed later under the theme of 'interpersonal and intrapersonal factors'.

"Sometimes I can be a bit, yeah a bit of a control freak I suppose and so I find it hard to delegate sometimes" (Nora, Teacher).

Marta also felt like teachers did not always share their knowledge with TAs.

"Because they think 'yeah we know better' but then on the other hand, well explain to us so we know as much as you do." (Marta, TA).

This sub-theme also incorporates how, despite being in a superior position, teachers could feel like they did not have any control at times, including a lack of control over which TAs they worked with or how TAs worked with students. The following quote from Tom shows how being out of control could cause a teacher to have a fantasy about interactions they are not directly involved in.

"you know I don't know if the teaching assistant is guiding them to the correct answer. 'You know, this word here. You know. We did it yesterday.' I'm not too...there's no way of me knowing, to really accurately assess the child" (Tom, Teacher)

Likewise, TAs also worried and had fantasies about what may happen in meetings they are not involved in.

“I really think I should take part in those meetings because they are important in case things are said about children, about you know problems at home, about their situations, you know mental situations or financial.” (Marta, TA)

4.3.1.4 Power through experience

This sub-theme represents a shift in the power dynamic where teachers were not always automatically in a more powerful position. Despite the usual hierarchy, TAs who had been in a school for a long time could hold some authority over teachers. Nora summed this up when she said:

“there can be, em, issues around sort of power em, and eh and experience. If there’s an imbalance and the TAs sort of, if the TA perhaps has more experience than the teacher” (Nora, Teacher)

This was also alluded to more subtly by Indie. This quote shows a Newly Qualified Teacher (NQT) saying that she would get in trouble if she does not communicate with her TA. While she was slightly humorous as she spoke, it illustrates that in this situation the teacher felt obliged to act in the manner expected by her more experienced TA.

“She takes that quite seriously [cut] and I have to, or I go and speak to her as well, otherwise I get in trouble [laughs]” (Indie, Teacher)

The following quote illustrates how the length of a TA’s experience played into this through one TA describing times when she had taken over the teacher as:

“A natural instinct because I’ve worked with children for so many years”
(Mya, TA).

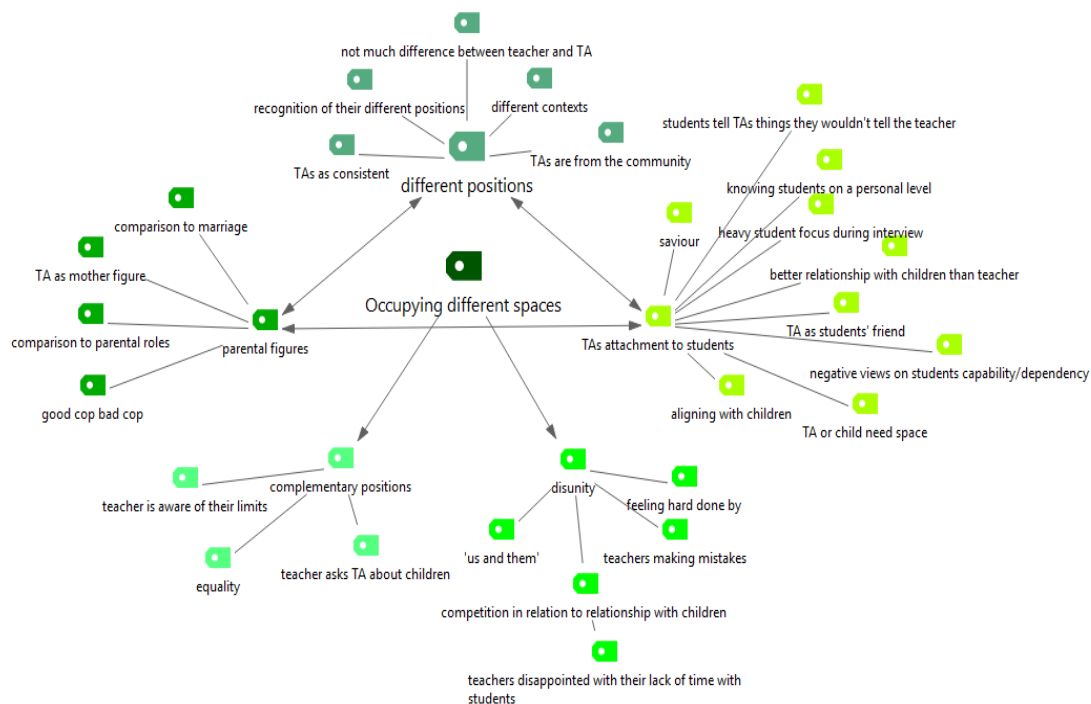
Age is another dynamic which played into this, with one teacher describing how it may be difficult for younger teachers to tell older TAs what to do.

“You know, you’re twenty-one and you’re telling a fifty-year-old what to do. You can’t tell them what to do” (Tom, Teacher)

These vignettes show that while power mainly arose in the context of the teacher holding a higher position to the TA, and therefore having a sense of authority and control, the power dynamic shifted in some instances where experienced TAs were working with less experienced teachers, or older TAs were working with younger teachers.

4.3.2 Occupying different spaces

This theme encapsulates how teachers and TAs occupied different spaces within students’ lives as well as within the classroom, school, and wider community. This is likely to be influenced by the power dynamic discussed previously. The thematic map in Figure 8 shows the relationship between the theme, sub-themes, and codes. ‘Different positions’ is larger and in the centre because the different roles and positions that teachers and TAs have is considered to be the main reason why they occupy different spaces. Double arrows show how this is interwoven with teachers and TAs being likened to ‘parental figures’ and ‘TAs’ attachment to students’. It is likely that the way in which these different positions are taken up, and how the parental roles and attachments are played out, affects whether teachers and TAs can adopt ‘complimentary positions’ or whether there is some ‘disunity’ because both teachers and TAs desire a close relationship with the students.



London

Figure 8: Thematic map of 'occupying different spaces' theme

4.3.2.1 Different positions

Teachers and TAs were generally aware of the fact that they had different roles and therefore different positions within the classroom and children's lives. This was highlighted through descriptions of them working in different contexts, where the teacher works with the whole class and TAs tend to work in one-to-one or small group situations. TAs also tend to see children more outside of the classroom, including in the playground. As a result, they have a different relationship with the students.

"There's only one adult and it's not being seen and it's always helpful and it's always smiling and it's always like, it's a different kind of relationship" (Esme, Teacher)

However there were also some comments that teachers and TAs hold relatively similar positions, as described by Indie. This may be a way of avoiding acknowledging the different positions they hold as the power dynamic is too difficult to manage. Given that Indie was an NQT working with an experienced TA, this may also relate to the power dynamic discussed previously.

“she does a lot of my teaching as well so you know, apart from her sort of taking more smaller groups by herself, there’s not really much difference” (Indie, Teacher)

One of the key differences between teachers and TAs was that TAs could be seen as more consistent members of staff, generally staying in schools for a longer period of time than teachers who may move on more regularly. This affects the relationship dynamic in that the children and parents tend to be more familiar with the TAs.

“he already knew the students way better than me” (Tom, Teacher)

Another difference was that TAs tended to be from the local community. This left Nora potentially feeling less of a sense of belonging than the TAs.

“So, kind of, in some ways the TAs are kind of, the teachers are the outsiders really, that are coming in. It’s the TAs’ home turf” (Nora, Teacher)

4.3.2.2 Parental figures

The way teachers and TAs occupied different spaces was also conceptualised in a similar way to that of parental figures. TAs, for example, were referred to as mother figures who had a role in comforting children, and they were

described as the people that the children would go to for emotional support, for example if they were hurt or upset. This is likely to be due to the different position TAs' hold and how they see the children in different contexts, such as in one-to-one or small group settings and in the playground.

“She’s sort of this more maternal figure for them” (Nora, Teacher)

Teachers and TAs were also described in a way that suggested they took up more traditional maternal and paternal roles within the classroom, where the teacher was the more authoritative father figure and the TA was the less strict mother figure. The hierarchical nature of the relationship probably influences how this gets played out.

“I have to be more strict and, and em raise expectations, while [TA] can be more, well if something’s wrong, you know can give a cuddle or hug”
(Esme, Teacher)

One TA also compared the teacher-TA relationship to a marriage. This shows that for Mya, the teacher-TA relationship is an important one, and it could have significant consequences if you get it ‘wrong’.

“Do you know it’s like being in a, in the wrong marriage” (Mya, TA)

4.3.2.3 TAs' attachment to students

As a result of teachers and TAs occupying different spaces, and perhaps partly due to the type of people who may choose a career as a TA, a salient sub-theme was the type of relationship that TAs had with students and their attachment to them. Sometimes, TAs went on a tangent in the interview, giving lots of details about the children they were working with. Many of the TAs

commented that they 'love' working with children and there was a sense that their relationship with the students was something that they deemed to be special and that they held precious. As well as being a mother figure, TAs could take up the position of children's 'friend'. For Marta, this took the form of getting along better with the students than the teachers.

"So I kind of engage in the conversation with the children more than grown ups in here" (Marta, TA)

The rapport TAs had with children, and the position they held, meant that there was a sense that children were more comfortable talking to TAs than teachers.

"the children will open up a bit more to the TAs because the children view them sometimes in a different role to the teacher" (Kate, Teacher)

Sometimes, this seemed to lead to TAs taking on the role of saviour for the students, perhaps believing that they were the only ones who could solve their problems.

"they tell me more than anyone else, I can know something that's really important and I can take some action" (Marta, TA)

TAs could also be seen to align with students. The following quote from Tom shows that this could involve potentially giving students too much support at times.

"They'll get the student a short cut to it and that's not necessarily a good thing." (Tom, Teacher)

TAs could also be seen to foster a sense of dependency.

"he doesn't have that issue with me always being there." (Clara, TA)

This dependency was also seen in some teachers' descriptions of children not coping without the support of an adult.

"he wouldn't be able to function in the classroom without her support"

(Kate, Teacher)

However, Tom emphasised the need for students to develop independence.

"just you know pop in rather than just Velcro yourself to one particular student for the whole day. I don't think it's very conducive for the learning and increases dependence and you know that social stigma as well."

(Tom, Teacher)

TAs' attachment to students probably relates to the TAs' own needs in relation to the children whereby they are in a helping role and want to feel needed. This may also stem from the power dynamic theme discussed initially. Perhaps, feeling powerless and like they are at the bottom of the rung and could be easily discarded, TAs find a sense of purpose in their relationship with students and their desire to help them, and this in turn can be very powerful. However at times it may become too much and the idea that TAs and students need some space from each other was also mentioned.

"when I had another pupil, after a certain time like sometimes she will need her space...as well as myself, I would need some time away"

(Clara, TA)

4.3.2.4 Disunity

How the positions discussed in the previous sub-themes are taken up can affect the dynamics in the teacher-TA relationship. The following comments

from Marta and Janelle suggest perhaps an unconscious competitive aspect to the relationship in terms of who has the better relationship with students. Perhaps this links to the power dynamic, where teachers hold more knowledge and a higher position, and therefore TAs may have felt the need to have something which they had more power over.

“they will tell me about at home, more than the teachers, often because I listen to them. I’m not just pretending I’m listening.” (Marta, TA)

“I’m not saying the teacher doesn’t love the children but I’m just, I’m just different” (Janelle, TA)

The following quote also suggests that perhaps some teachers were disappointed that they did not have the same opportunities to build as close relationship with the students as TAs.

“What I would really like to do is spend a whole day with [student] and see how she learns and build up a relationship with her, develop a system through my experiences rather than it being vicariously through the eyes of my TA” (Tom, Teacher)

It is worth noting that Tom and Indie, who both expressed a desire to have more time with individual students, had previously worked as TAs. This is likely to have influenced their desire to occupy a similar space to TAs at times.

Descriptions of an ‘us and them’ dynamic in the language used by participants, where there was an obvious split between teachers and TAs, also suggested an element of disunity.

“And then like the teachers, you can always see them talking together, explaining to themselves. But we’re kind of left aside.” (Marta, TA).

Certain descriptions also suggested that each party could feel hard done by because they felt they were were working harder than the other.

“I’m here from seven o’clock. When they come in at nine o’clock or a quarter past nine, I’ve already been here for two hours.” (Tom, Teacher)

“..and you have a new teacher who hasn’t got confidence in herself and then you got a TA that feels like she doesn’t have to do all the work the teacher’s getting paid for” (Mya, TA)

Marta felt that by working with lower ability groups, the TAs work harder than the teachers.

“So you’re really working hard, much harder than if you were working the high ability group because there you don’t really do much work, you just supervise” (Marta, TA)

Combined, these vignettes suggest that the way different spaces are occupied by teachers and TAs, alongside the inherent hierarchy which includes a pay difference and different working hours, could lead to disunity in the relationship whereby each party may partly desire what the other has or they may feel hard done by.

4.3.2.5 Complimentary positions

On the other hand, the different positions teachers and TAs hold could be seen as complimentary rather than competitive. This relies on TAs being comfortable with their position in the hierarchy.

“I’m kind of that back support” (Mya, TA)

Likewise, teachers need to be aware of their limits and the fact that the TA role lends itself more to close relationships with students. For example, for Kate, the TAs’ relationship with students was used to complement her role:

“They will observe things that perhaps I won’t get the opportunity to see within the whole class or at playtimes or other times, they will be aware of certain em skills or talents or interests that the children will have, which can help me to engage them more in the classroom” (Kate, Teacher)

Tom used the metaphor of chess to describe this:

“I am the one who delivers the lesson but you’re equally as important just like in chess, every piece on the board is important” (Tom, Teacher)

Participants also made reference to teachers and TAs being equal. As previously mentioned, this could be interpreted as avoiding acknowledgement of the different positions because the power dynamic is too difficult to manage for some people.

“I see her as totally equal to me” (Indie, Teacher)

4.3.3 Interpersonal and intrapersonal factors

This theme relates to elements of the relationship that occurred between the two parties, or resided within one person, as opposed to factors that were related to wider influences such as the power dynamic or systemic factors.

However, as aforementioned, this cannot be considered to be totally distinct from the power dynamic given the overwhelming influence of that theme, hence its position at the top of the flow chart. The thematic map in Figure 9 shows the relationship between the theme of 'interpersonal and intrapersonal factors', its sub-themes and codes. 'Personality' and 'type of relationship desired' are connected via an arrow because it is likely that a person's personality influences the type of relationships they seek out. 'Supporting each other' and 'stressed by the other' are on the other side because they are considered somewhat opposite to each other. 'Communication' is larger and in the centre because this was a particularly salient sub-theme and was nearly placed as a theme in its own right. However, all of these are considered to be related and therefore they were grouped together under 'interpersonal and intrapersonal factors'. For example, the type of relationship that teachers and TAs have is likely to influence the communication between them. Likewise, personality characteristics may influence stress levels and consequently whether it is a supportive or stressful relationship.

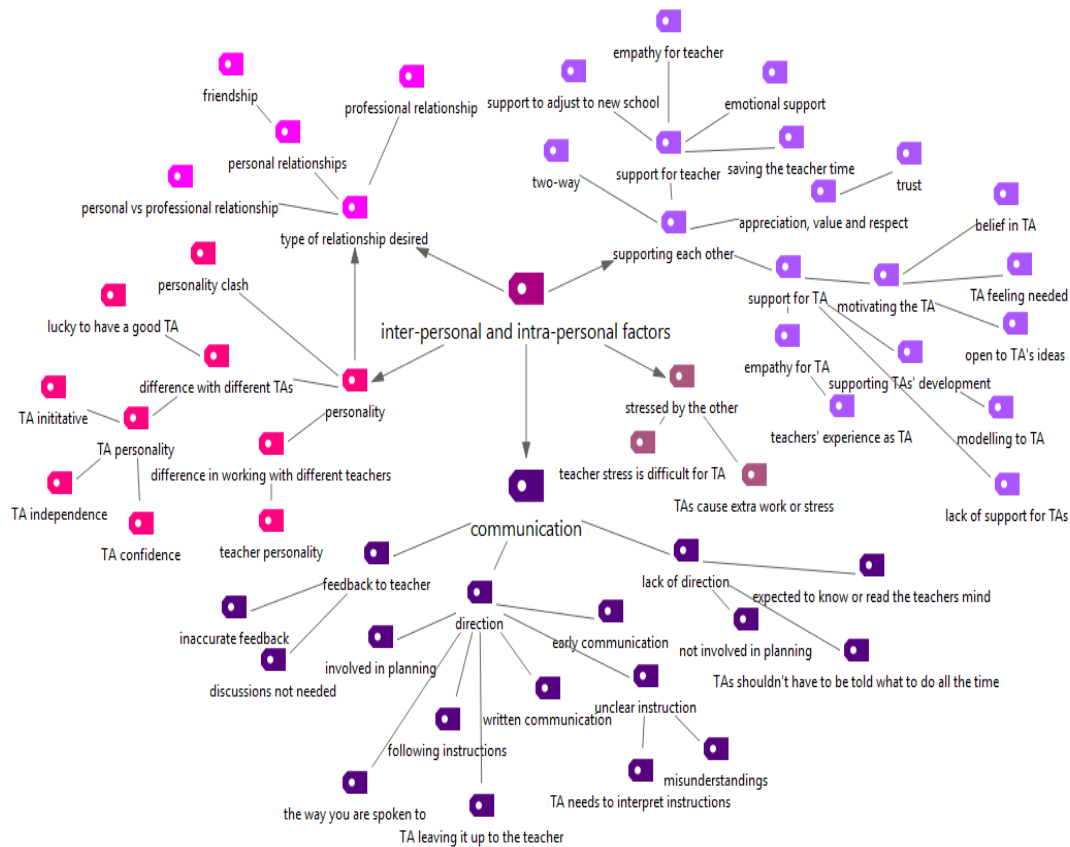


Figure 9: Thematic map of 'interpersonal and intrapersonal factors' theme

4.3.3.1 Personality

This sub-theme reflects the idea that for many of the participants, the quality of the relationship depended on who it was they were working with. They described how, as you would expect, this changed the dynamics of the connection.

“Over the years I’ve met quite a few different teachers and they are different because everyone’s different” (Marta, TA)

Participants also described the different qualities that people can bring to their role and the relationship. Being organised, for example, was a welcome quality in teachers. For TAs, taking initiative and using their own insight was valued by teachers. Many participants mentioned the idea that there could be a

'personality clash' between the two characters. This was normalised by Kate when she said that it is just a part of life.

"people have personality clashes but that happens everywhere in life"

(Kate, Teacher)

Some teachers thought of themselves as 'lucky' to have been paired with the TA they were working with, suggesting that the relationship is not always so positive.

"It's one of the most positive relationships I've had with a TA before.

I'm lucky to have her" (Indie, Teacher)

This also links to the sub-theme of control, as discussed earlier, whereby teachers do not feel like they have any control over the TA they are paired with, and therefore how the relationship turns out. This means that they just end up as 'lucky' or 'unlucky', rather than considering that situations may be able to change.

4.3.3.2 Type of relationship desired

This sub-theme relates to the kind of relationship participants had or desired to have with each other and how this differed from person to person, likely dependent on their personalities. Esme, for example, was pleased to have developed a friendship with the TA who she worked alongside.

"I would describe it as a friendship" (Esme, Teacher)

Nora, on the other hand, was not interested in having a relationship on this level; she deemed it to be a waste of time and she was more focused on the professional side of the relationship.

"I'm not pally with them or anything. I don't really want to be because I think that's just a waste of time, because I don't have time, when I, if I've got any time to talk to them, I need to talk about work" (Nora, Teacher)

Mya did not have a personal relationship with the teacher she was working with currently, however she had experienced this type of relationship previously with a different teacher. Interestingly, she described having a better working relationship when there was no personal relationship involved.

"Funnily enough I still have a good relationship with the other teacher, better, probably we talk more actually than I will talk with the teacher I work with in Year 2 now, in a more close relationship like out of the classroom.....With this one, there isn't that much but because she's very focused, she's more, do you know into what she's doing but then you know, working relationship I've got a better relationship" (Mya, TA)

Marta appeared to be seeking a more personal relationship with the teacher she worked with. The fact that this was lacking led her to believe that teachers are not caring.

"...if they could give us a few minutes in the morning just to have a conversation, you know about anything, just 'how was your weekend?', 'are you all right?', because I don't feel that the teachers are really that caring in the sense of 'are you all right?', 'have you been well?' (Marta, TA)

This suggests that there is the potential for incongruity because each individual may desire something different and this could lead to difficulties if neither party is getting what they need from the relationship.

4.3.3.3 Supporting each other

Participants described supporting each other in various ways; this gave a sense of being 'in it together'. As one might expect, TAs were described as supporting teachers in the classroom. However, as well as this, TAs were also described as providing various other types of support for teachers, such as emotional support and support to adjust to a new school.

“she looks after me a lot I think. She’s quite a calming influence on me. If I’ve had a bad day, she’s very supportive” (Indie, Teacher)

“Being completely new to school [cut] if you don’t have someone inside who will help you, it’s quite difficult to adjust” (Esme, Teacher)

Esme, who developed a friendship with her TA, described how the TA would suggest going out socially after a difficult week.

“she sees like at the end of the week, because we’ve got quite a difficult class, em that I’m drained of energy so she will be like, ‘oh let’s just go out, let’s just you know meet up after school and just have a chat”
(Esme, Teacher)

Part of the reason why TAs were so willing to provide such support may be due to the empathy TAs seemed to have for teachers who they recognised were under pressure and had a very difficult role.

“I think it is a lot more stressful for teachers” (Zara, TA)

Likewise, teachers also showed an understanding of the TA’s position. For Tom and Indie, this was again influenced by their previous experience of working as

TAs themselves. However, other teachers also demonstrated empathy for TAs and the challenges they face.

“often they’re the ones who are day in day out, you know, having to deal with some of the emotional difficulties that some of the children will have”

(Kate, Teacher)

A key way in which teachers could support TAs was through supporting them with their professional development. Both Tom and Nora saw it as part of their role to support TAs in this way. Tom likened it to his role as a teacher and felt that motivating TAs was very important. This sentiment was shared by many other participants. In particular, a positive relationship where teachers appreciated the TA and set a good example to students seemed to be a motivating factor for some TAs.

“Once the children knows that the TA is respected and valued, they will instantly respond in an appropriate way towards the TA, that would encourage the TA to want to be a really effective support to the teacher”

(Clara, TA)

On the other hand, Marta felt unsupported by the teacher who she worked with.

“they think oh you’re there so you’re fine but you’re not actually fine”

(Marta, TA)

4.3.3.4 Stressed by the other

As well as supporting each other, teachers and TAs could find working with the other party stressful. For teachers, working with TAs could be considered to be an extra burden. For example, Nora recalled that it was sometimes easier

working at her previous school where TAs were not employed. This also links back to teachers' desire for control, as Nora described it being easier to do everything by yourself.

“there are times where I sort of think that was so much easier because you could just do everything, you do it yourself” (Nora, Teacher)

However, despite this, Nora recognised that she would not be able to work without a TA in her current school due to the level of the children's needs.

“it just wouldn't have been manageable in this school. It just wouldn't be possible”

Mya and Zara, on the other hand, described how - as a TA - it can be difficult to work with a teacher who is stressed. This seemed to be the case particularly with NQTs. Again, this relates to personality characteristics such as whether a person is prone to stress and how well they cope with somebody else being stressed.

“if the teacher's not stressed, then it's a much more easier working environment” (Zara, TA)

4.3.3.5 Communication

This theme captures the importance of communication in the relationship; this was mentioned in various forms by all participants. Most participants described how the teacher directs the TA. This came in the form of both verbal and written communication. This links to the hierarchical nature of the relationship which was discussed earlier under the theme of 'power dynamic'.

“I need to provide the TA with the instructions and that em, yeah, direct them in what they’re doing” (Nora, Teacher)

The way teachers give these directions, for example being “tactful” (Tom, Teacher) and not “condescending” (Marta, TA) was considered to be important and it made a difference to how TAs’ felt about being given instructions. Given the time constraints and the busy nature of school life, some participants described how TAs need to interpret what the teachers want from a few words they may be given. This involved the ability to be able to read the other, which Nora suggested develops over time.

“you need to be working together for a long time to kind of get that kind of, just intuition, just knowing what, when I say something, very limited, very quickly, very briefly, they know what I mean” (Nora, Teacher)

Some TAs also described not being given enough direction from teachers and not being able to “read minds” (Mya, TA). However, in contrast to the previous descriptions about direction, Mya described how she believes TAs should not need to be told what to do all of the time and they should have some independence. This also relates to the previously mentioned idea of not being an extra burden to the teacher and how teachers appreciated TAs who showed initiative.

“If you are always waiting for someone to tell you what to do, then you can become a pain and you can become hard work.” (Mya, TA)

Some participants also gave examples of a less top-down approach where TAs were involved in the planning stage rather than just given directions over which they had no ownership. Tom’s description of letting TAs “in on the secret”

contrasts with some of the descriptions under power dynamic where Marta felt that teachers did not always share their knowledge with TAs. Joint-planning may therefore be a way to shift the power dynamic somewhat.

“when you’re collaborating and they know your plans, they have an active part [cut]. They’re already in on the story, in on the secret” (Tom, TA)

However, the fact that this was referred to as a “secret”, and having to “read minds” or interpret instructions was also referenced, suggests that there is an element of knowledge not being shared, perhaps relating to teachers being protective over this and also relating to the lack of time that these two adults have for liaison.

Another key aspect to communication which emerged was TAs giving feedback to the teacher on the child or students with whom they were working. This is something that the teachers appeared to value and find helpful.

“she will notice something or tell me that child really struggled or like you know so it’s very, very helpful” (Esme, Teacher)

However, Tom also felt that this feedback was not always accurate. He put this down to TAs wanting to look good in front of the teacher, which again may link back to the power dynamic discussed above.

“ok there’s no point in her doing these worksheets I thought she could do after speaking with you” (Tom, Teacher)

4.3.4 Systemic factors

This theme incorporates elements which impacted on the relationship and related to wider systemic factors out of participants' control. The thematic map in Figure 10 shows the relationship between the sub-themes of 'school factors', 'training', and 'historical and societal influence', and their codes. 'Training' is influenced by both school factors and wider factors in society due to the fact that it can refer to both initial teacher training and training courses for TAs, as well as within-school training.

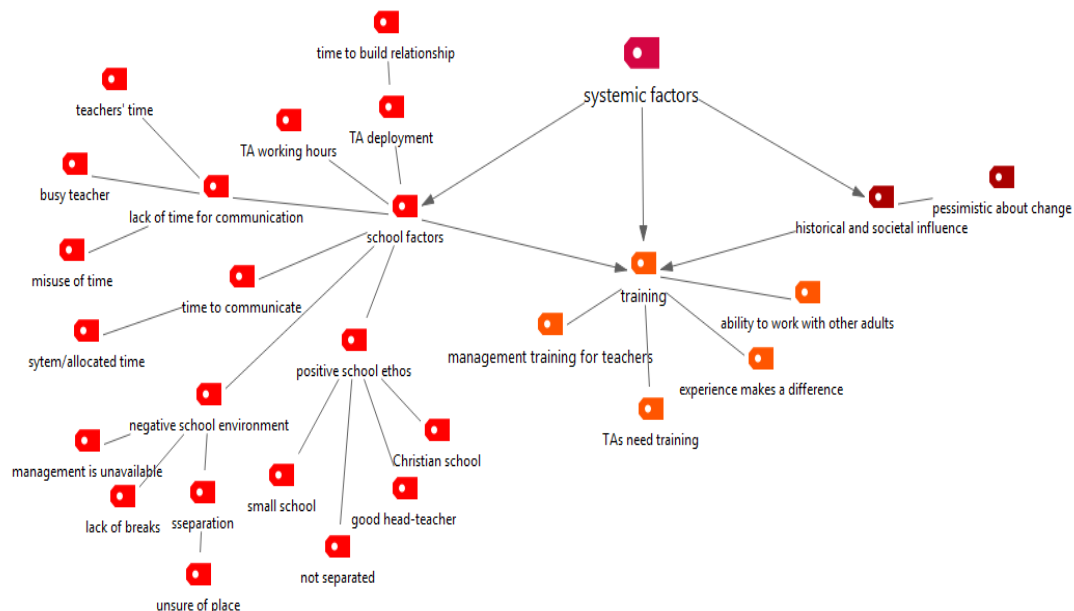


Figure 10: Thematic map of 'systemic factors' theme

4.3.4.1 Training

This sub-theme includes participants' views on the need for training for both teachers and TAs. Training was particularly important for Tom. This included a desire for teachers to have training in management skills.

“teachers should really go on management courses” (Tom, Teacher).

He also felt that it was important for TAs to have more training and had strong views about money being spent on TAs who are not trained:

“if they’re not well trained, if they don’t know what they’re doing, then it’s a waste of money” (Tom, Teacher)

Kate also recognised that TAs do not have much training and therefore require support.

“Sometimes the TAs will be working with children who can be difficult and I think they need support with that because sometimes you know, they’re not trained in those specific needs” (Kate, Teacher)

The fact that TAs receive little training is likely to be linked to teachers’ doubts about their knowledge and skills, as discussed earlier under the theme of ‘power dynamic’. While training was considered to be both important and lacking, this was balanced with the belief that you can’t necessarily train people to work with other adults, but rather it is something that is developed through experience. This relates to descriptions under the sub-theme of ‘communication’ that teachers and TAs need time to develop their working relationship.

“You know you can’t really teach it. You have to develop it.” (Tom, Teacher)

“I think the longer you’re teaching, sort of, the better developed you become at managing other people.” (Kate, Teacher)

The value of experience was also captured through participants' descriptions of preferring to work with a teacher or TA who is more experienced. This was perceived as helpful, less stressful, and a more positive experience.

“working with a teacher who knows what she wants and she knows what she’s doing, I think there’s less stress in the room. If you’re working with a teacher who is new and is not sure what she wants and, and is learning and it can be very, if you haven’t got a very tolerant personality, the relationship can go wrong” (Mya, TA)

“When you’re alone, it’s very hard. With the TAs on board as well, you know like, depending on their experience” (Tom, Teacher)

4.3.4.2 School factors

This sub-theme captures how school systems and school ethos can influence the teacher-TA relationship. Many of the participants worked in classrooms where there was more than one TA in the class. Some TAs also worked across different classrooms. This is likely to influence the relationships developed by TAs and teachers, especially given the acknowledgement from participants that it takes time to build a relationship. For this reason, Nora suggested that it might be good to have the same TA every year, however she was unsure about this. Perhaps, as previously highlighted under ‘interpersonal and intrapersonal factors’, her view depends on which TA she is paired with.

“in some ways it is good to kind of have the same TA. Yeah, in some ways that’s good and that’s useful but in other ways it might not work and in that case it would be bad to have the same TA every year.” (Nora, Teacher)

Another school factor often cited was a lack of time to meet and have discussions with one another. Some teachers and TAs alluded to it being up to the teacher to take time out of their busy schedules to communicate with the TA. However, TAs' working hours also impacted on their ability to meet with one another. In School A, TAs were contracted to come in before the start of the school day, leaving extra time to communicate with teachers.

"I am here by 8.30. Between 8.30 to 9.00 I have that time where I can discuss information with the teacher" (Clara, TA)

Mya, who was in School B, wished this time was allocated for her.

"I always think if I had that extra half an hour in the morning, that it's paid for and that you come in, do you know you could have a better relationship with the teacher." (Mya, TA)

However, even when there was this time to communicate in School A, there were participants who felt that it was not always used effectively.

"Well we always come early before the children come so always have about forty minutes for everything to be explained but usually the teachers just, you know, they prepare the lesson in front of the computer so they don't have time to talk and then they just take the time they need for their work to be prepared but they don't spend extra time speaking with us so we know what to do as well" (Marta, TA)

Many participants also mentioned finding time to communicate in an ad-hoc manner, such as passing each other in the corridor or finding time before and after class. However, often this involved TAs staying beyond their working

hours. While this showed motivation and enthusiasm and was well received by teachers, it also reflected a lack of boundaries and a high expectation of TAs.

“She was staying over time so she was staying very often till five thirty where she finishes at three thirty” (Esme, Teacher)

This is likely to be influenced by the ethos in the school, as well as TAs' own drive and motivation. Other aspects of the school ethos could also facilitate or hinder positive relationships. This was not clearly defined because participants from each school commented on both positive and negative aspects of the school ethos or environment. Both schools are Christian schools and the values associated with this appeared to have a positive effect on people's attitudes towards each other.

“being a Catholic school and caring and talking about loving each other all the time. Em, a lot just filters through just naturally.” (Nora, Teacher)

Teachers and TAs being integrated as much as possible, as opposed to segregated, was also deemed helpful. This included having joint meetings as well as shared space in the staff room and joint social events. The small size of School B in particular seemed to facilitate this.

“it's not like TAs and support staff over here and teachers over here”
(Zara, TA)

Marta, on the other hand, did not always feel welcome in staff meetings. While this is discussed under systemic factors, it is acknowledged that how comfortable or integrated participants felt is not just related to the school ethos, but also other elements such as the power dynamic and intrapersonal factors.

Therefore, the fact that Marta did not feel welcome in a morning briefing is likely to be a complex interaction between each of these factors.

“I didn’t feel welcome in there, if you know what I mean because the place is not big enough for all assistants and not all assistants were there so I wasn’t sure if I was meant to be there or if I’m just in the way” (Marta, TA).

4.3.4.3 Historical and societal influence

There was also brief reference to the influence of systemic factors which were wider than the individual school systems involved. Marta said that in most schools there is not enough time for teachers and TAs to meet together, suggesting that she believes that the origin of the problem stems from beyond the school in which she works. She also referred to a historic view of TAs which she felt may still be on teachers’ minds.

“maybe this stems from the fact that before they didn’t used to have that much knowledge in the class but now they’re actually quite able” (Marta, TA)

Perhaps it is due to this wider influence on their work that some participants felt pessimistic about the possibility for change. For example, Tom did not think that it was likely that teachers would ever get to choose the TAs they worked with, or that TAs would be contracted to an earlier start time.

“The likelihood of that now, I think is quite slim” (Tom, Teacher)

4.3.5 Nature of the relationship

As described in the overview of the themes at the beginning of this chapter, this theme is of a more descriptive nature and it is likely that each of the themes

discussed so far is a contributory factor to this theme. The sub-themes and their codes are therefore outlined in table format, to represent their more descriptive nature.

Table 8: 'Nature of the relationship' theme

Theme	Subtheme	Codes and sub-codes
Nature of the relationship	Positive relationships	<i>Teamwork</i> <ul style="list-style-type: none"> ➤ <i>easier to work well together</i> ➤ <i>enjoyment from joint working</i> <i>Positive comments about TAs</i> <i>Teacher considers TA important</i> <i>Teacher couldn't cope without TA</i> <i>Lucky to have good relationships</i> <i>Similar mind-set</i> <ul style="list-style-type: none"> ➤ <i>common goal</i> <i>Having a laugh</i> <i>Cordial relationship</i>
	Relationship difficulties	<i>Strong negative emotions</i> <i>Relationship breakdown</i> <i>Bullying</i> <i>Disagreements</i> <i>Tension</i>
	Balanced views	<i>Mixed views</i> <i>Fine relationship</i> <ul style="list-style-type: none"> ➤ <i>no problems in the relationship</i>

4.3.5.1 Positive relationships

This sub-theme includes participants' descriptions of the positive relationships they had, along with the various elements that contributed to this. Some

teachers made reference to the fact that they would not be able to cope without the support of their TA.

“I can’t imagine, em you know, having everything organised as I have, without my teaching assistant being there” (Esme, Teacher)

When participants had a good relationship, they seemed to get a lot of enjoyment from joint working.

“We’re bouncing off each other.” (Tom, Teacher)

Humour was an important aspect of positive relationships. The following description shows how important humour was in helping participants cope with the difficult nature of their work.

“You need to be able to laugh about them, at them, about things that happen. Yeah cos otherwise you’d cry.” (Nora, TA)

Having a similar mind-set was also deemed to be helpful. Again, this links back to personality factors.

“I think we’ve just got the same sort of personality [cut] both of us are quite laid back.” (Zara, TA)

4.3.5.2 Difficult relationships

This sub-theme includes descriptions of difficulties in the relationship, including tension and disagreements which can cause a breakdown in the relationship, and the strong feelings this evoked. This was the case for Marta and Clara, in particular, who referred to specific negative experiences they had with teachers.

“I was unwell for a week and a half and I came back and my teacher never asked me how I was. So it was quite upsetting” (Marta, TA)

Clara described being talked down to in front of a class of students.

“because I was spoken to...spoken to that way in front of those children, I will not have their respect anymore. So that’s my...that would have been a breakdown.” (Clara, TA)

Incidents like these evoked feelings of ‘humiliation’, feeling ‘belittled’, ‘anger’, ‘frustration’ and being ‘upset’. It is noteworthy that descriptions of difficulties in the relationship were more prevalent in TAs than teachers. Therefore this may have been representative of their feelings about their position, as well as feelings about the particular relationship they were in.

4.3.5.3 Balanced views

There were also mixed views about the relationship. Tom summed this up when he said this about TAs:

“they can make it heaven or hell for you. They can make your job easier or make your job harder.” (Tom, Teacher)

It is likely that many TAs would have similar views about teachers. However this is a polarised description and, given the intricacies of the themes outlined in this chapter, it is likely that there are many points in between ‘heaven’ and ‘hell’ because it is a complex relationship which cannot simply be drilled down to ‘good’ or ‘bad’. This is seen in descriptions of the relationship as being ‘fine’ or having ‘no problems’, which is perhaps the in-between, more balanced position.

“I think it’s a fine working relationship” (Nora, Teacher)

“We’ve got no problems whatsoever” (Zara, TA)

4.3.6 Reflection on the relationship

The final theme is somewhat separate to the previous themes. It captures participants’ insights into the relationship and their capacity to really think about it. It includes references to the aspects of the relationship which were thought about and those which were avoided, as well as consideration of what may lie behind this. The thematic map in Figure 11 shows the relationship between the theme, sub-themes, and codes. ‘Lack of attention to the relationship’ and ‘relationship consideration’ are two equally important opposite sub-themes.

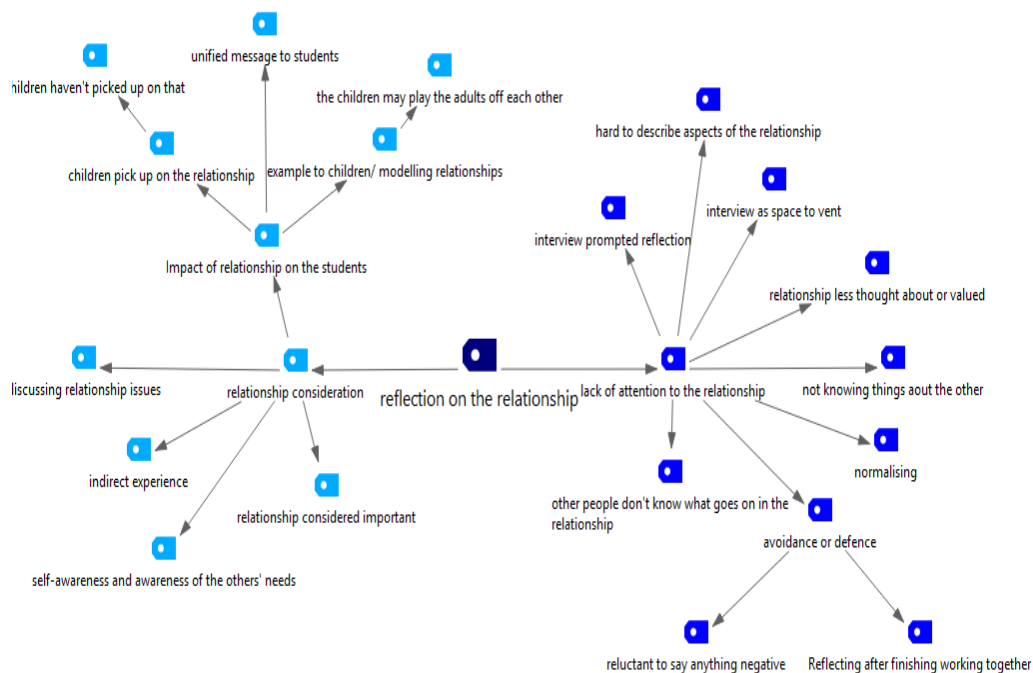


Figure 11: Thematic map of 'reflection on the relationship' theme

4.3.6.1 Lack of attention to the relationship

This sub-theme captures how thoughts and conversations about the relationship may have been avoided by participants, perhaps as a defence mechanism. This arose not only through what participants said, but also through the way they spoke and the insights some of them gained through the interview process. Janelle, for example, who was very positive about her current experiences with her teacher, was reluctant to re-visit aspects of previous relationships with teachers which she found more difficult.

“There’s loads more but I’ll just keep it to myself.” (Janelle, TA)

Perhaps this was too painful for her to revisit. Or perhaps, like Zara, she was resistant to saying anything negative. This may have been because negative comments could evoke feelings of guilt or because of a feeling that a person should not have these feelings.

“...sometimes, if they are stressing or whatever, it is quite hard but luckily enough it’s not every day, you know like, it’s not. I feel like I’m being horrible to the teacher now.” (Zara, TA)

This sub-theme also includes elements of teachers and TAs avoiding discussions with each other about what was going on between them.

“there were times when we knew we kind of upset each other and we just tried to avoid talking to each other” (Mya, TA)

This was also highlighted through participants’ at times having difficulties finding the words to get their point across. This may suggest that the relationship had not previously been considered in much depth and therefore it

was not easy to find the right language to describe their experiences and what these meant.

“it’s quite hard to explain. Sorry if I’m doing a bad job of it.” (Indie, Teacher)

Tom reflected on what he was saying and suggested that he was ‘venting’ during the interview, perhaps indicating that some of his stronger feelings had been building up inside and that he had not had the opportunity to let them out.

“I think I was just venting there.” (Tom, Teacher)

As well as a space to vent, the interview gave pause for reflection. This was something that seemed relatively novel, again suggesting that there is not much space for reflection in participants’ lives.

“it makes me a bit more aware. This is quite useful, to reflect” (Nora, Teacher)

Both Nora and Kate seemed to go away with new insights or questions which they wanted to ask their TA as a result of the process of being asked about the relationship. Nora suggested that teachers and TAs should have a similar conversation to that which took place during the interview, and Kate realised that she was articulating how she thought TAs felt, but that she was not actually sure about these feelings.

“maybe we should have these conversations together. If we had time, to kind of review, at the end of each term, the relationship and how things have gone” (Nora, Teacher)

“I might have to ask them now ‘do you actually feel that?’ because I’m saying that’s what I think they do” (Kate, Teacher)

As well as the above aspects of avoidance, there were also more conscious aspects of not considering the relationship described. For some, this included a lack of knowledge about the other person. Marta has a teaching qualification from Poland which she said many of the teachers in her school are unaware of. This is likely to be a mixture of Marta not sharing that information and teachers not asking about her.

“Most of the teachers don’t even know that I’m a qualified teacher.”

(Marta, TA)

Working alongside other adults the way teachers and TAs do was normalised by some participants. This was done by comparing it to a business setting or other aspects of life, despite the fact that the way teachers and TAs work alongside each other is relatively unique and quite different from other settings. Again, this may reflect an avoidance of giving the relationship the attention that it merits.

“you have to establish relationships wherever you are” (Kate, Teacher)

4.3.6.2 Consideration of the relationship

In contrast with the above, this sub-theme captures aspects of the relationship around which participants showed greater awareness and insight. This included comments about the relationship being important and acknowledgement of how there is almost no getting away from how closely

these two adults work. Tom felt that this was not discussed enough and was an important area for research.

“It is so important. It is, it really is, like. I know you’re doing your research on the relationship between the TAs and the teachers and you’re doing one of the most under, you know, under explored things. As a teacher and a former TA, I know that this is massive.” (Tom, Teacher)

Some participants also reflected on their role in relation to the other, showing that this is held in mind at times.

“You just have to kind of, you just judge, you just see what different people need as they’re coming in each day, respond differently.” (Nora, Teacher)

The majority of reflection about the relationship was in relation to its impact on students. Most participants had considered this in some form. Tom, for example, recognised that teachers can miss out on key information which TAs may possess (if there is a barrier to this being shared).

“If they don’t feel comfortable approaching you, then you miss out on a lot of opportunities to enhance the learning” (Tom, Teacher)

This also included the adults being conscious of setting a good example to students in terms of modelling how to relate to others.

“a role model to them just to sort of get them to sort of see maybe a good model of two people working together.” (Indie, Teacher)

Some participants felt that children can read what is going on in the teacher-TA relationship, and that it is important to present a unified front because the

students can play the adults off against each other. This links with the dynamics discussed previously whereby there is a power dynamic in the relationship, and teachers and TAs take up different positions in the children's lives such as mother/father or good cop/bad cop.

"I will always remind the children 'you listen to any adult in the classroom. It is not just what I say' because sometimes they won't, they'll come to me to either after they've got an answer they don't want from the TA or because they think that they can't tell them what to do." (Kate, Teacher)

Perhaps thinking about the impact of the relationship on the students was easier for participants to consider than thinking about the impact of the relationship on their own lives.

4.4 The findings in relation to the research questions

There are a number of key findings within the themes, sub-themes, and codes that emerged from the thematic analysis which answer the research questions set out at the beginning of this study. These are highlighted in Table 9, alongside the research questions for ease of reference, prior to discussing the findings in more detail in the next chapter.

Table 9: The research questions and their relevant findings

Research question	Relevant findings
What are teachers' and TAs' experiences of working together?	<p>Teachers and TAs had largely positive experiences of working together. When the relationship worked well, they seemed to enjoy working as a team. Many teachers described how they would not be able to do their jobs without TAs. However, to a lesser extent, TAs could also be seen as an extra burden. Negative experiences were more prevalent in TAs' descriptions of their experiences than the reverse. These included feeling under-appreciated and being talked down to by a teacher. Generally, teachers and TAs experienced a lack of time to meet together.</p>
What processes and dynamics influence the working relationship between teachers and TAs?	<p>The working relationship between teachers and TAs in this study was influenced by various processes and dynamics including:</p> <ul style="list-style-type: none"> • A power dynamic • Teachers' and TAs' different positions including different roles, the different contexts they saw children in, and the different relationships they had with the students

	<ul style="list-style-type: none"> • The relationship playing out in a similar way to that of parental figures, with teachers and TAs adopting traditional paternal and maternal roles • TAs' attachment to students • The degree of fit between the type of relationship each party desired (personal vs professional) • Personality factors including a possible 'personality clash' • Systemic factors such as TA deployment, TA working hours, training and historical/societal views
<p>What are the facilitators and barriers to effective teacher/TA collaboration?</p>	<p>Various facilitators and barriers to effective collaboration emerged through this study. Below is a list of common facilitators and barriers to effective collaboration for the participants in this study.</p> <p><u>Facilitators:</u></p> <ul style="list-style-type: none"> • Holding a view of teachers' and TAs' positions as complimenting each other • Supporting each other, for example teachers supporting TAs with their professional development and TAs providing teachers

	<p>with emotional support, as well as support in the classroom</p> <ul style="list-style-type: none">• Humour• Having a similar mind-set• Empathy for the other• Communication• A positive school ethos where teachers and TAs are not separated and have joint meetings• School systems which allow time for teachers and TAs to meet with each other <p><u>Barriers:</u></p> <ul style="list-style-type: none">• Disunity in the relationship• Stress in self and other• A lack of direction from teachers• TAs feeling underappreciated• School factors which do not allow time for meeting with each other, such as shorter working hours for TAs• A negative school ethos, such as one where teachers and TAs are separated and there is a lack of joint meetings
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4.5 Reflections

Getting to the final map of my themes at the beginning of this chapter came after a lot of code refinement because I felt like I over-coded the data initially, making as many different codes as possible. I became quite attached to these codes, making it difficult to refine them. Later, I was also very attached to the quotes which I included from participants which initially made up approximately fifty percent of my findings chapter, and which then had to be cut down due to the overall space available in the thesis. This was partly due to the fact that I tried to include a quote from a teacher and a TA for each sub-theme to ensure that I was giving them equal representation. Eventually, I had to choose the quote which I felt best highlighted each sub-theme, but I have made every effort to represent both teachers' and TAs' voices throughout the chapter. Another difficulty was the inter-relatedness of the themes which I felt I could group in various different ways. Eventually, I settled on the flow chart at the beginning of this chapter; I felt that this best represented the themes and the relationships between them. However, I acknowledge that somebody else may group them differently. Fitting with a critical realist ontology and epistemology, the structures which I have identified such as the 'power dynamic', the way teachers and TAs 'occupy different spaces', the 'interpersonal and intrapersonal factors', and 'systemic factors' are considered to be 'real' from the perspective of this research.

Regular supervision and a research diary were used throughout the research process to help me ensure, as far as possible, that my own experiences were not influencing my analysis of the data. For example, I noted down initial ideas emerging during and after the interview process (see Appendix Q) which

formed the basis of discussions in supervision. These discussions delved into the origins of these ideas; what did participants say that gave rise to that? Could that be seen in both teachers and TAs accounts? Was that my experience as a TA? This process was necessary to prevent any potential biases from my own personal experiences from clouding the analysis process.

Chapter 5. Discussion

5.1 Chapter overview

This chapter discusses the findings of the study in more detail. This is done by reflecting on the findings in the context of previous literature as well as in relation to wider psychological models. These include theoretical frameworks relating to power, psychodynamic theory and attachment theory. Following this, the strengths and limitations of the study are discussed along with their implications for relevant stakeholders and EPs. Directions for future research are also considered. Finally, the chapter closes with my reflections on the research process and what I will take away from this journey, before summarising the conclusions of the study.

5.2 Discussion of findings in relation to previous literature

The findings of this study both compliment and extend previous research findings, which were discussed in the introduction and literature review, as well as departing from them in some ways.

5.2.1 Power

A particularly salient theme identified in this study was the presence of a power dynamic in teacher-TA relationships. This was linked to the inherent hierarchy in the relationship as well as some teachers' need for control and sense of authority. Docherty (2014) also found that some TAs could sense a hierarchical relationship with the teachers they worked with. Both studies found that this could prevent TAs giving feedback to teachers on students' learning,

suggesting that the nature of the teacher-TA relationship could possibly effect pupils' learning in the classroom.

The presence of a power dynamic in the research findings was juxtaposed with descriptions of an 'equal' relationship. In this study, this was interpreted as a possible avoidance of acknowledging the power dynamic because it may be difficult to think about and manage. This juxtaposition is similar to participants in Bedford et al.'s (2008) study placing importance on equality in the relationship while also emphasising the need for teachers to have leadership and management skills. Perhaps equality is difficult to maintain given the inherent hierarchy in the relationship. Therefore a distinction may need to be made between equal value/treatment and having equal status/roles. This links with the TA standards (Unison et al., 2016, p.5) stating that TAs should have "parity of esteem" with fellow education professionals.

The findings in the current study suggest that joint-planning was a potential way of shifting the power dynamic between some teacher-TA pairs, with Tom stating that this let TAs "in on the secret". Likewise, Cremin et al. (2005) found that joint planning could empower TAs by facilitating a wider role for them. Rose's (2000) finding that the use of joint planning meant that teachers were rarely observed to give TAs direct instruction also suggests that joint planning may be a way of mediating the effect of hierarchical relationships.

5.2.2 Relationship qualities

The importance of feeling valued, trusted, and respected was highlighted by TAs in this study. This echoes previous findings that respect and trust are

important elements of effective teacher-TA relationships (Rose, 2000; Bedford et al., 2008).

TAs in this study were found to provide emotional support as well as professional support to teachers. Likewise, Devecchi and Rouse (2010) found that, as well as supporting teaching and learning, TAs provided support on a personal level to teachers in secondary schools.

Bedford et al. (2008, p.21) deemed personal relationships in the school to be the “most important but least tangible issue” identified in their study. By this, they may have meant that this is abstract or difficult to measure, or perhaps this was their way of summing up the complexity of the issue. The current study allowed further exploration of these complexities by outlining how participants varied in their desire for personal or professional relationships, suggesting therefore that the level of congruence between these views may affect the relationship.

5.2.3 Systemic factors

The importance of a culture of social inclusion in promoting effective teacher-TA relations was identified in both this study and Bedford et al.’s (2008) study. This could happen through joint meetings, shared space in the staff room, and joint social events.

Another systemic factor identified in this study was participants’ desire for allocated paid time for planning and liaison, echoing findings from previous research (Cremin et al., 2005; Bedford et al., 2008; Docherty, 2014). However, the current study additionally identified that even where this time was allocated, some participants felt that it was not always used effectively. This emphasises

the importance of recognising that multiple different, yet inter-related, factors can affect this relationship, and therefore they need to be considered together rather than in isolation, as demonstrated by the flow chart of the findings of this study. This study also found that time before and after the school day was used for teachers and TAs to liaise with each other, meaning that TAs stayed beyond their working hours to facilitate this. This was also noted by Hancock et al. (2002).

A further finding of this study was the identification of a lack of training for teachers in relation to working with other adults in the classroom. This was also identified in research carried out by Rose (2000) and Bedford et al. (2008). In the current study, this was particularly important for Tom who mentioned his desire for teachers to go on management courses.

There are therefore a number of systemic factors that warrant consideration by school leaders who are interested in promoting effective teacher-TA relationships.

5.2.4 Communication

Communication was a salient sub-theme within the theme of 'interpersonal and intrapersonal factors' in this study. The importance of communication for effective teacher-TA partnerships is also highlighted in previous research (Rose, 2000; Cremin et al., 2005; Bedford et al., 2008; Docherty, 2014). This study found that, due to a lack of time to communicate with each other, some teachers and TAs knew very little about the other. This links to Cremin et al.'s (2005) findings that one teacher-TA pair found that their views were more similar than they had expected after they were given time to reflect together,

suggesting that they were unaware of each other's views before this. Perhaps having time and space to communicate with each other can help teachers and TAs to find some common ground; this is important in the context of the current study's finding that holding similar views can contribute towards having a more positive relationship.

5.2.5 Deployment

Some participants in the current study felt that TAs needed to be able to 'interpret' what the teacher says in a few words due to the time constraints on their communication. It was suggested that teachers and TAs need to be working together over a long period of time to develop this, something also recognised by Rose (2000), which led him to suggest that it may be more appropriate to allocate TAs to named teachers rather than to students. However, in the current study Nora was unsure whether or not this would be a good idea, perhaps suggesting a fear of being paired with a TA who she does not work well with.

TAs' attachment to students, and pupils' dependency on this support, was highlighted in this study. It was hypothesised that this is likely to be influenced by the maternal role played by TAs, TAs' potential feelings of powerlessness, as well as potential factors from the TAs' own background and experiences that may affect their attachments to students. Rose (2000) suggested that involving TAs at every stage of the planning, delivery and evaluation of lessons was a helpful safeguard against pupil dependency. This makes sense in the context of the present study as a way of mitigating against TAs' potential feelings of

powerlessness which may contribute to overly enmeshed relationships with students.

The TAs in this study appeared to mainly work with lower ability students and the need for both the TAs and these students to have 'space' from each other was mentioned. TAs could also feel hard done by when they were left to work solely with lower ability students. Mya deemed this to be more difficult than teachers' role of 'supervising' higher ability students. This links to Rose's (2000) findings that working with a variety of groups could give teachers and TAs 'respite' from working with challenging students. Likewise, Cremin et al. (2005) found that teachers and TAs experienced less stress when they each worked with a variety of ability groups.

Therefore, how TAs are allocated, and the way teachers and TAs divide up work in the classroom, is an important area for consideration because it appears to impact on the teacher-TA relationship, pupil dependency, and teachers' and TAs' stress levels.

5.2.6 Inclusion

The positive comments from teachers about TAs in the current study, including suggestions that they would find it difficult to cope and to manage the children's needs in the classroom without their support, resonate with findings by Rose (2000). Rose also found that teachers valued TA support and that teachers would find it difficult to include students with SEN in the absence of this.

5.3 Discussion of findings in relation to wider literature and theoretical frameworks

5.3.1 Power

“The laws of social dynamics are laws which can only be stated in terms of power” (Russell, 1938, p.10; cited in Keltner Gruenfeld and Anderson, 2003, p.265)

The power dynamic in the teacher-TA relationship was an overarching theme in this study which appeared to contribute to each of the other themes. Given that this research was focused on relationships, this is to be expected since Keltner et al. (2003, p.265) stated that “power is a basic force in social relationships”.

The inherent hierarchy associated with the teacher-TA relationship in question lends itself even more so to a power dynamic. Magee and Galinsky (2008, p.353) define social hierarchy as “an implicit or explicit rank of order of individuals or groups with respect to a valued social dimension”. Teachers and TAs are ranked explicitly with TAs in a subordinate position, based on the social dimension of their training and knowledge in relation to teaching. However Magee and Galinsky point out that there could be multiple valued dimensions at any one time; which dimension is most important for hierarchical differentiation in any moment will therefore vary depending on the context. In this study, we saw that other valued dimensions were ‘experience’ and ‘relationships with students’. Therefore TAs in this study could shift to a higher position in contexts where they rank higher on these dimensions than teachers.

Achieving a higher rank provides greater opportunity to fulfil desires for autonomy, control and power (Magee and Galinsky, 2008). Hierarchy is thus inextricably linked to power. This could be seen in some teachers' desire for control in this study. Galinsky, Rucker and Magee (2015, p.420) define power as "asymmetric control over valued resources in a social relationship". In a social hierarchy, people are therefore ranked based on the amount of resources they control (Magee and Galinsky, 2008). In this study, resources could be considered as close relationships with the students, knowledge of lesson plans, or knowledge and experience of the school system, for example. Teachers had the most control over resources. They could keep these to themselves, for example lesson plans, or share them by giving them to TAs, or they could go a step further and involve TAs in the initial planning. TAs, on the other hand, could have more control in relation to individual time spent with students, again highlighting the interplay of the positions and the different ways of achieving power.

As well as control over resources, power has been linked to dependency. Galinsky et al. (2015) describe how power exists between two people when one is more dependent on the other. TAs in this study could be seen as dependent on teachers. Without teachers, their role would not exist; they rely on teachers to teach, give them directions, and have a whole class overview so that they can focus more on individual pupils. However, this study also showed that TAs could hold more power, for example when they had more experience. Within the context of dependency, this could be interpreted as teachers being more dependent on their TAs rather than vice versa, such as NQTs relying on their TA's greater experience. Galinsky et al. (2015) described

that where there is no power, two parties are not dependent on each other or they are mutually dependent. This mutual dependency was seen in some teachers' descriptions that they would not be able to cope or meet the needs of the class without their TA; this suggests a more interdependent relationship, which shifts depending on the power balance.

The social distance theory of power asserts that mutual dependence causes people in a relationship to feel closer (Magee & Smith, 2013). This fits with Esme, who stated that she could not imagine having everything organised without the support of her TA, also describing that she had a "friendship" with her TA. This theory asserts the opposite also, that individuals with power have a preference for solitary rather than collaborative activities which is explained by their perceived lack of dependence on the other (Galinsky et al., 2015). Nora described herself as a "control freak" and stated that sometimes working in her previous school where there were no TAs was easier. This fits with the description that powerful individuals prefer solitary activities. Yet Nora also stated that it "wouldn't be possible" to work without a TA in her current school, showing a level of dependency on her TA too. Perhaps Nora's power was diminished somewhat by her level of dependence on her TA.

Despite a certain degree of interdependence, teachers are considered the high-power people in this relationship. Such power has been found to be associated with being more likely to reject the views of others in favour of one's own views (Tost, Gino & Larrick, 2012). This is one way of interpreting descriptions from TAs that their opinions were not always valued or taken on board by teachers.

TAs, on the other hand, can be considered as low-power individuals in this relationship. Interestingly, Langner and Keltner (2008) found that people in low-power positions reported more negative affect than those in high-power positions. This is one way of interpreting the fact that TAs reported more negative relationship experiences than teachers. Such a position can cause people to seek status to compensate for a loss of power or to exit the unpleasant position they are currently in (Rucker & Galinsky, 2008). TAs gaining power through their greater length of experience or through their special relationships with children could therefore be seen as a way of escaping their current position and raising their status.

While serving a number of helpful functions, such as clarifying roles and providing opportunities for people to move to a higher rank, hierarchies can also have inadvertent and dysfunctional effects (Leavitt, 2005). In this study, TAs shying away from giving feedback about students' learning to teachers, an element of disunity entering the relationship, and TAs having an overly enmeshed relationship with students at times, could all be interpreted as negative effects of the hierarchy.

The effects of power depend on how it is conceived, acquired and exercised (Galinsky et al., 2015). Galinsky et al. (2015) emphasise that power is not an individual phenomenon, rather it is contextualised in interpersonal relationships. Therefore, while this section linked the findings of this study to theories on power, the next section will discuss the relationship dynamics in relation to other prominent theories. This is important because the findings of this study suggested bi-directional influences between power and other themes.

5.3.2 Relationships in the classroom

“The only thing that really matters in life are your relationships to other people” (Vaillant, 2012, p.7)

As well as the influence of the power dynamic, this study highlighted various interpersonal and intrapersonal factors that can affect the teacher-TA relationship. This included communication between the two parties, personality factors, empathy, teachers and TAs supporting each other or being stressed by each other, as well as the possibility for disunity. It is argued here that the interpersonal space between teachers and TAs is likely to contribute to the emotional climate in the classroom; Reyes, Brackett, Rivers, White and Salovey (2012) stated that this is created by the quality of social and emotional interactions in the classroom. So far, this has mostly been considered in research in relation to teacher-student interactions and student-student interactions. Positive teacher-student relationships, and therefore a positive emotional climate in the classroom, have been linked to higher academic achievement in pupils (Reyes et al., 2012) and improved teacher wellbeing (Split, Koomen and Thijs, 2011).

Most participants in this study felt that students pick up on the relationships between the adults in the classroom and felt that it is important to model good relationships for them. This adds weight to the suggestion that, as well as teacher-student and student-student relations, the interpersonal interactions between teachers and TAs are likely to contribute to the emotional climate of the classroom. The teacher-TA relationship may therefore be linked to academic achievement in two ways: 1) through its effect on the emotional

climate in the classroom, and 2) through communication between the teacher and TA in relation to students' learning. This second link was also suggested by Docherty (2014).

As with teacher-student relationships, it is argued here that the teacher-TA relationship also affects the wellbeing of both parties. This was evident in this study which found that the relationship can be a supportive one, which is likely to have positive effects on wellbeing, or a stressful one which is likely to have more negative effects on wellbeing.

This means that this relationship is important in terms of its potential links to the emotional climate of the classroom, students' academic achievement, and staff wellbeing. Positively, the importance of relationships and social and emotional aspects of learning in the school environment have been recognized and recently there has been a surge of research relating to teacher-student relationships (e.g. Poulou 2017; Hunter, Brinkworth, King, Hsu, McIntyre & Rogers, 2016). This study argues that this needs to be extended further into other relationships in the school environment, including the relationship between the adults, given the possible effects of this which have just been described. Perhaps this has not been considered important thus far because adults may be expected to be able to work alongside others and manage group dynamics. Youell (2006, p.117) stated that job adverts for teachers make reference to "the ability to work as a member of a team" as standard. However, this should not necessarily be taken for granted. Youell emphasised that the different dynamics in a school environment, including hierarchy, differences in status, salary and responsibility, and the huge pressures from outside such as from the government, mean that there is every reason for anxiety to take hold

of the adults in the school and as a result affect the dynamics. It is these pressures from outside that can cause anxiety in school systems that this chapter examines next.

5.3.3 Psychodynamic theory

“In the rush of activities within an educational institution, there is little time and space to reflect on the interactions that take place (Salzberger-Wittenberg, Henry & Osborne, 1983, p. ix)

Schools are currently facing a myriad of pressures. External pressures such as government funding cuts and high expectations for student achievement put pressure on school systems and the staff within them. Such pressure could be seen in the current study through descriptions of teachers being incredibly busy, descriptions of teachers having a lot of responsibility (which often comes with stress), teachers describing that they lack time to spend with individual students as well as time to communicate with their TAs, and through some TAs sharing that they are worried about losing their jobs. As outlined at the end of the preceding section, such pressure can cause anxiety and therefore the adoption of defence mechanisms to cope with that anxiety. Some of the defence mechanisms that could be interpreted from this study are discussed next.

5.3.3.1 Avoidance

This study found that most participants did not spend much time reflecting on the teacher-TA relationship or discussing it with their partner teacher/TA. This avoidance of thinking about the relationship could be interpreted as an unconscious defence against the anxiety attached to difficult emotions which

are too painful to acknowledge (Hatton, 1994). Perhaps, revisiting difficult experiences was too painful for Janelle who had more to say about previous relationships that she had with teachers, but avoided sharing this, instead saying that she was going to keep it to herself. This may also be why Mya described that she and the teacher who she worked with last year sometimes avoided talking to each other if they were upset with each other. Consequently, this defence against anxiety could prevent relationship issues from being reflected on or resolved. Participants' difficulties in, at times, finding the words to describe their experiences could also be interpreted as a defence. However, given the multitude of pressures which school systems are faced with, this could equally reflect a lack of time for staff to stop and think about or discuss the relationship.

Hatton (1994) described how, just like individuals adopt defence mechanisms, so too do institutions. Social systems as a defence against anxiety were first described by Menzies-Lyth in 1960. She famously described that the anxiety experienced by the nurses she researched could not be accounted for solely by their job, but rather that part of it could be attributed to the techniques used in the hospital to contain and modify anxiety. These socially structured defence mechanisms can be seen in the structure, culture and mode of functioning of an organisation. Some of the systemic factors affecting the relationship could therefore be interpreted as defence mechanisms. Not allocating specific time for teachers and TAs to liaise with each other and not paying for TAs to stay beyond school hours could be interpreted as a defence against having to acknowledge that this is a problem, and having to try to find time and money in a system that is already stretched. Social defences can provide short term relief

(Tucker, 2015), but they can also disable people from thinking (Cardona, 1994), as shown by the theme of 'reflection on the relationship' which emerged in this study.

The anxiety in school systems may also arise from the fact that, in recent years, their remit has extended far beyond teaching and learning to include increased responsibilities for other areas such as mental health (OFSTED, 2016; DfE, 2016b). Cardona (2015, p..259) described schools as being "colonized by a whole series of functions that were previously assigned to other institutions, including families". As well as increasing the anxiety in the system, perhaps this also plays into why teachers and TAs in this study could be seen to adopt traditional paternal and maternal roles in the classroom and why TAs were described as mother figures.

5.3.3.2 Splitting

The use of splitting could also be interpreted from the findings of this study. Splitting seeks to simplify ambivalence and eliminate awareness of hatred (Burgo, 2012). It is one of the earliest defences against anxiety (Klein, 1946). In this study, TAs were often viewed as mother figures who had a role in looking after the emotional well-being of students, whereas teachers were viewed as strict authoritative figures who were less involved in students' emotional lives. This could be interpreted as splitting; instead of seeing that both adults had a role in the emotional wellbeing *and* the learning of students, this was simplified by seeing each adult as responsible for a different aspect of the children's needs. It was as if the students' needs could be separated out into the need to be taught and the need for emotional support, and that these needs could be

met separately rather than being inter-related needs which should be thought about by both adults. This splitting could be a way to defend against the anxiety of the ever increasing remit of adults in schools, as discussed earlier. By assigning different parts of the children to different people to look after, this may seem more manageable. Marta could also be seen to employ splitting through subtle suggestions that TAs care more about the students than the teachers do. This could be interpreted as a defence against the uncomfortable feeling of being in a subordinate position to teachers by thinking of the TA role as a more caring or perhaps more worthwhile position. Tom's comment that TAs can make your life "heaven or hell" could also be interpreted as splitting, where only these two polarised views existed rather than a more ambivalent position where TAs could be viewed as both good and bad at the same time.

5.3.3.3 Projection

Perhaps Marta's thoughts that teachers care less about the students than TAs do, and do not really listen to them, could also be interpreted as projection. Put simply, projection is about "getting rid of something that feels bad" (Burgo, 2012, p.115). It has its origins in Freud's concept of deflecting the Death Instinct outwards (Klein, 1946). It helps us to safely deal with our negative emotions by projecting them outwards onto other people (Bibby, 2011). Perhaps some of the TAs' more negative thoughts about children were projected outwards onto teachers because they were considered too dangerous for TAs to own themselves. Likewise, the 'doubting TAs' knowledge or skills' code could be interpreted as teachers projecting their anxieties about their own knowledge outwards onto TAs, rather than facing up to the idea that they might not know everything or that they too are still learning.

5.3.3.4 Control

Burgo (2012) described that seeking to gain control is a natural response to the experience of helplessness, which is painful and difficult. In this study, TAs' strong attachment to students, which involves students telling TAs more than they tell teachers and turning to them in times of distress, could be seen as a way to gain control over something in their work environment in order to escape painful feelings about their position at the bottom of the hierarchy. Like all defence mechanisms, control is helpful to an extent, but when it becomes too deeply entrenched it can be problematic (Burgo, 2012). Having control over something may be helpful for TAs to feel motivated in their work and to feel needed, however it could become problematic if they take this control too far and do not share helpful information about students with teachers. Burgo (2012) also described that some people exert control to the extent that they try to ensure that they never feel needy or dependent. Descriptions of teachers wanting things done in a particular way and having difficulty relinquishing control could therefore also be interpreted as a defence mechanism. This links to the idea of mutual dependency being helpful, as discussed previously in relation to power.

5.3.3.5 The need for containment

Defence mechanisms like splitting and projection are more likely to occur if people are feeling uncontained (Dunning, James & Jones, 2005). Containment is about having difficult feelings transformed into more bearable ones so that anxiety is diminished and thinking can occur. Bion's theory of the container-contained originates in the mother-child relationship; the emotional security

provided by the mother allows the infant to develop the capacity to manage their own feelings of anxiety, paving the way for the infant to develop psychically and engage in learning (Hulusi & Maggs, 2015). Feeling uncontained in the mother's mind can cause a child to adopt a range of defence mechanisms which can affect their personality, often leaving the child with no sense of a world where experiences of self and other can be engaged with and found meaningful (Waddell, 1998). Similarly, feeling uncontained can cause staff to adopt defence mechanisms like avoidance, splitting, projection and control. Only when staff have a sense of security themselves will they be able to provide containment for students (Hulusi & Maggs, 2015). This containment needs to come from school leaders and supportive systems in the school. Alongside this, staff also need to be given a space to reflect on the feelings and anxieties arising in them from their work and their place in the team (Mawson, 1994). Therefore Dennison, McBay and Shaldon (2006) emphasised the need for psychologists to provide supervision for people who do not have supervision as an inbuilt mechanism in their work, such as teachers. This study showed that where teachers were provided with a space to think in the interview, they used this well and appeared to benefit from the reflection. Tom used the space to 'vent' and Nora and Kate realised that they were not sure how their TA felt about the relationship and the interview prompted them to consider having a similar discussion with their TA.

5.3.3.6 Adaptive coping mechanisms

As well as these unhelpful coping mechanisms, the findings of this study also suggest that some participants used more adaptive defences. Vaillant (2000)

lists some of these mature defence mechanisms as seeking social support, anticipation, altruism, humour, sublimation, and suppression.

Examples of seeking social support could be seen in the sub-theme of 'supporting each other'. This included TAs providing emotional support for teachers, and teachers providing support for TAs' professional development. This was particularly salient for Esme who developed a friendship with her TA and described how after a difficult week at work, her TA might invite her out socially. As such, this social support was a way of coping with the stresses and anxieties of work. The use of humour was also seen in descriptions under 'the nature of the relationship'. The interpretation of this as a defence is highlighted by Nora describing how if you did not laugh "you'd cry". This shows how important humour was in the teacher-TA relationship in coping with the often difficult nature of working with children. As Freud (1960) stated, "humour can be regarded as the highest of these defensive processes" (cited in Vaillant, 2000, p.95). Vaillant (2000) states that this is because humour allows emotion to be expressed without discomfort or unpleasant effects. In this way, laughing allows Nora and her TA to express the emotions they are feeling in a safe way.

The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) states that the use of adaptive defences results in "optimal adaptation in the handling of stressors" because they tend to "maximise gratification and allow the conscious awareness of feelings, ideas, and their consequences" (APA, 2000, p.808). These adaptive defences appeared to be an important contributor to the development of positive, supportive relationships in this study.

5.3.4 Attachment theory

“We all need a secure base in order to be able to trust and put our trust in others” (Ford, 2010, p. 206).

TAs' strong and somewhat enmeshed relationships with students could be interpreted in the context of attachment theory. Bowlby's (1969) attachment theory emphasises humanity's basic need for relatedness. It provides us with a framework for considering how a child's early relationship with their primary caregiver influences their relationships with others throughout life; this takes place through the development of internal working models (IWMs). Attachments in the school environment are very important for children because their attachments with adults in school can help them to develop more positive IWMs and therefore a more secure attachment style (Bibby, 2011). However, the results of this study suggest that, alongside helping students, TAs' strong bonds with the children who they work with may also lead to personal gains. Davis (2006) explains this using the context of 'dual relationships', where school staff use their relationships with students to meet their own psychological needs. It was beyond the scope of this study to explore TAs' own attachment styles and reasons from their own background that may contribute to their desire for close relationships with students, however future research may benefit from exploring this further.

Scharf and Scharf (2011) assert that attachment to the parental couple is as important as attachment to any one parent to develop a child's mental and emotional potential. Taking the teacher and TA as maternal and paternal figures as described previously, perhaps there needs to be more of an

emphasis on children developing attachments to them as a pair rather than very strong bonds with one member.

5.3.5. A note on interpretation

The interpretation of the data in relation to the theoretical frameworks discussed in the preceding sections is just that – an interpretation. As stated by Willig (2013), data needs to be interpreted to broaden our understanding of it, and this chapter discusses my interpretation of the data. However, there are other possible interpretations that could also be made. My interpretation will have been influenced by my studies at the Tavistock and Portman NHS Foundation Trust which is deeply rooted in psychoanalytic traditions. Fitting with a critical realist ontology and epistemology, the structures which I have identified such as the ‘power dynamic’, the way teachers and TAs ‘occupy different spaces’, the ‘interpersonal and intrapersonal factors’, and ‘systemic factors’, are considered to be ‘real’. However their relation to psychodynamic theory, attachment theory, and theories relating to power are understood through human interpretation. The relationship between these different levels of real events, actual events, and events understood through human interpretation was outlined in Chapter three in Fletcher’s (2016) iceberg metaphor for a critical realist stance.

5.4 Strengths and limitations of the study

A number of considerations were taken into account over the course of this study to improve the trustworthiness of the findings. A reflexive approach was taken whereby the researcher ‘owned their perspective’ through outlining personal experiences of the research topic and initial preconceptions about the

area of study in Chapter three. The possibility that the researcher's experiences at the Tavistock and Portman NHS Foundation Trust may have influenced the interpretation of the data was also discussed. To minimise the possibility of researcher bias, a number of codes were cross-checked by two independent researchers, as outlined in Chapters three and four. This study also strived to overcome the traditional limitations associated with thematic analysis. In line with Braun and Clarke's (2006) guidelines, researcher transparency has been ensured by describing each of the steps taken during data analysis in Table 5, clearly describing the ontological and epistemological position of the research, and providing all of the coding in Appendix P for a clear audit trail. Furthermore, by interpreting various aspects of the data, it has not been limited to description (Robson, 2011). Finally, the use of the computer programme MAX-QDA was beneficial in helping to code, organize and sort the data. It also facilitated the comparison of codes across participant groups and across schools. Furthermore, it allowed codes to be moved around so that they could be explored within the context of different themes, therefore finding their best match. Another strength of this study is the inclusion of both teachers' and TAs' perspectives.

Despite these steps, a number of limitations should be acknowledged in relation to this research. As discussed in Chapter three, this study is limited in its transferability. The study design and small number of participants mean that the findings of this study are not generalisable to all teacher-TA relationships or predictive of future outcomes. However this was not the intention of this study. The aim was instead to explore teachers' and TAs' experiences of

working together and to find out more about the processes and dynamics at play in these relationships.

There are also inherent limitations associated with the method of data collection used. Like any self-report measure, interviews are subject to bias in that participants may say what they think the interviewer wants to hear or they may be motivated not to tell the truth (Breakwell, 2012). In this study, one participant explicitly stated that there were thoughts and feelings which she did not wish to share during the interview. The adherence to clear interview guidelines, including consistent semi-structured interview questions and the same interviewer will have overcome some of these difficulties. Further triangulation of data through observations would have been another way to improve the reliability of interview data however this was beyond the scope and aims of this research.

Another limitation is the challenge posed by the interpretation of the findings. As with issues of generalisability and self-report, this is inherent in the adoption of a qualitative research design due to qualitative research being by its nature interpretative (Willig, 2012). With interpretation comes the possibility for misrepresentation (Willig, 2012). It is hoped that the steps outlined in relation to the strengths of this study, along with the use of a research diary, continued self-reflection and reflection in supervision, have minimised the potential for misrepresentation of participants' experiences in this study.

A further limitation of this study lies in the selection of participants. For ethical and practical reasons, teacher-TA pairs were not recruited for this research. As a result, the study has explored multiple teacher-TA relationships from the

perspective of one party in the relationship rather than five specific relationship case studies, which could have explored similarities and differences in how each member perceived the relationship. Incidentally, there was one teacher-TA pair in this study, noted because they both said that they worked in the same year group of a one form entry school. It was beyond the aim and scope of this study to analyse this as a specific case study, however this would be a useful area for further research.

5.5 Implications of the research for stakeholders

While the results of this study are not necessarily generalisable, they still highlight a number of key areas for education professionals to consider. This includes teachers, TAs, school leaders, and policy makers.

Teachers and TAs in this study cited a lack of time for communication, with TAs' limited working hours often seen as one of the barriers to this. The findings of this study therefore echo previous calls for more collaborative practices for teachers and TAs, including joint training and time allocated for planning and feedback (e.g. Blatchford et al., 2009b; Butt & Lance, 2009; Devecchi & Rouse, 2010; Radford et al., 2015). For school leaders, this means considering the provision of protected time for teachers and TAs to liaise; this may include extending TAs' working hours to beyond the school day. It is acknowledged that this is difficult in the current climate of cuts to school funding.

With these budget constraints, schools may be considering the option of reducing the numbers of support staff they employ. Comments from teachers in this study that they would find it difficult to meet the needs of all of the children in their class without a TA suggest that this could have a negative impact on

students' learning and teachers' wellbeing. Such decisions therefore need careful consideration, thinking holistically about the effect of reducing staff numbers.

Some participants in this study stated that even when TAs had an earlier start time, and therefore there was time in the morning for collaboration, this was not always used effectively. As such, in addition to providing time, perhaps guidance and training on how to make use of this is needed. For example this time could be used for joint-planning, and the possible mediating effect of joint-planning on the power dynamic, could be emphasised. The level of pressure currently facing teachers may impact on how this time is used. As outlined in Chapter one, part of the reason for the increase in TAs and an expansion of their remit was to tackle teacher workload (DfE, 2003). However, comments from teachers and TAs in this study suggest that teachers are still facing a considerable amount of pressure and stress. Therefore, policy makers and school leaders need to consider how they can promote positive mental health in their staff.

This research also highlights the importance of relationships, both in the workplace and in relation to students' learning. This implies that school leaders should create a positive school ethos where all staff feel included in staff meetings, training, and other events. Teachers and TAs also need to recognise the importance of these relationships and how they may be affected by factors such as a power dynamic, interpersonal and intrapersonal factors, and systemic factors. Treating and valuing TAs equally should be emphasised. As outlined previously, this can still occur in hierarchical relationships as it is distinguished from considering teachers and TAs to have equal roles. It is also

important for teachers and TAs to be aware of the possible missed learning opportunities that can result from TAs feeling undervalued and underappreciated, and as a consequence prevented from giving feedback to teachers about students. Time and space for reflection through reflective practice groups or supervision is one way of facilitating this.

The importance of promoting mental health in schools has been recognised at a government level. Their guidance on 'mental health and behaviour in schools' (2016b) for school staff highlights 'secure attachment' relationships as a protective factor for students. With increased pressure on teachers, this study suggests that their time to form attachments with individual students is being reduced and this is being left to TAs. While TAs can also provide an important secure base for children at school, as discussed earlier in this chapter an attachment to both adults in the classroom is important. Therefore, for the government's mental health agenda to be realised, this study suggests that we need to re-focus on the importance of relationships in schools. Ensuring that teachers and TAs work with a variety of groups in the class could be one way of facilitating students' attachment to both of the adults in the room and reducing the likelihood of some students developing overly enmeshed relationships with TAs. This could also lessen the likelihood of TAs feeling hard done by because they are left solely to work with the lower ability students.

Another way in which schools could foster effective working relationships between teachers and TAs is through scheduling an initial meeting between allocated teacher-TA pairs; this could take place at the beginning of the school year and include jointly forming a 'contract'. This could be viewed in a similar way to a 'supervision contract', as recommended for use in the supervision of

psychologists (BPS, 2014). However it is a contract for a different type of relationship, so a teacher-TA contract would contain different information. Given that this study found that teachers and TAs desired different kinds of relationships, it would be helpful to discuss their ideas and hopes at the beginning so that they are aware of the other's expectations. This fits with the importance of having a similar mind-set, as described under 'the nature of the relationship' theme. Nora's comment that she should have a similar conversation to the one we had in the interview with her TA suggests that some teachers would find this beneficial. Some other suggestions for what could be included in the contract, based on the research findings, can be found in Appendix R. Reviewing the contract and their working relationship at multiple points throughout the year could help to combat teachers' and TAs' potential 'avoidance' of reflecting on the relationship and discussing issues in the relationship, which was discussed previously.

A final implication of this study relates to training for teachers and TAs. As discussed in Chapter one, teacher training courses do not tend to cover working with other adults in the classroom, and therefore this is something that teachers are thrown into handling on the job. The findings of this study suggest that it would be beneficial to include 'working with TAs' as part of initial teacher training courses. This would emphasise that this is an important area to consider rather than one that should be taken for granted. The participants in this study also highlighted that, as well as needing training on working with other adults, this is something that is developed over time through experience. As such, ongoing development days in schools, as well as supervision or reflective practice groups for teachers, are also necessary to facilitate teachers'

ongoing learning and development in this area. As well as training for teachers, this study suggests that clearer guidance on TA training would be beneficial. This could happen through a national training course for TAs or clear guidance for schools on the training which they need to provide. The findings of this study suggest that some of teachers' doubts about TAs' knowledge or skills may relate to TAs' lack of training. Therefore, as well as adding to TAs' knowledge and skill base, formalising TA training could also improve teachers' confidence in them.

5.6. Implications of the research for EP practice

As well as implications for school staff and policy makers, the findings of this study have implications for EP practice. Firstly, the findings suggest that it may be beneficial for EPs to include both teachers and TAs in their consultations that they have about children in schools. The findings of this study suggest that teachers and TAs may hold different knowledge about children, and that TAs, who are often left out of teacher consultations, may have been told important information which the child has not shared with the teacher. As well as giving a more holistic view of the child, including TAs in consultations could make them feel more included and valued in their role, which could also potentially alleviate the effects of the power dynamic. Sometimes the converse is true, with EPs having consultations with TAs about children due to difficulties releasing teachers from class. Given the emphasis on relationships and having time and space to reflect in this study, it is argued here that EPs need to try to facilitate reflection between *all* of the adults working with a child rather than fall into the same trap of succumbing to time constraints and pressures and therefore gathering information from whichever adult is available.

Secondly, EPs can help to facilitate the implementation of some of the suggestions in the preceding section in schools. One of these suggestions was that both teachers and TAs would benefit from supervision or the provision of reflective practice groups. Dennison et al. (2006) suggested that EPs are well placed to provide supervision for teachers and other professionals who do not receive supervision as part of their role. One way of doing this is through the provision of work discussion groups (WDGs). WDGs are supervisory groups for school staff which pay particular attention to psychodynamic aspects of the group process (Hulusi & Maggs, 2015). This could therefore be a space to think about defences against anxiety which were discussed in this chapter, such as avoidance, splitting, projection, control, and containment. Alongside thinking about other emotional factors associated with teaching and learning, WDGs could help teachers and TAs to think about their relationship and the effects of this on their wellbeing and job satisfaction, as well as students learning. WDGs could also provide a space to reflect on the power dynamic in the relationship, how it can shift, and the possible effects of this. TAs could be helped to think about their relationships with students, including what they are bringing from their own lives which might influence the formation of strong attachment to students. The last chapter discussed how the adults in schools need to feel contained in order to provide containment for the students. WDGs can therefore be thought of as a process of “containing the containers” (Hulusi & Maggs, 2015, p.30).

EPs could also provide training for teachers and TAs on how to work with other adults in the classroom, which could incorporate elements from the themes identified in this study. This could include an emphasis on the importance of

communication and promoting awareness of the possible effects of a power dynamic and disunity in the relationship. The use of joint planning could be encouraged as a possible way of mediating the effect of the power dynamic in the relationship. The use of adaptive coping mechanisms, such as supporting each other, could also be encouraged with the aim of reducing the likelihood of teachers and TAs employing less adaptive coping mechanisms such as avoidance, splitting, and projection.

As well as working with individuals or groups of staff members, Roffey (2015, p.26) stated that EPs can be “change agents” by working at the systems level in schools. As such, EPs can work with school leaders at an organisational level to consider issues such as TA deployment, TA working hours, staff training, policy documents, and the provision of allocated time for teacher-TA collaboration. Work at this level could also include helping school leaders to think about organisational defences against anxiety, as well as the need to provide containment for their staff, i.e. using a systems-psychodynamics approach, which Eloquin (2016, p.175) defines as “an approach that recognises anxiety and the defences against it, has the ability to make sense of, and alleviate, some of the causes of systemic stress and dysfunction in schools”.

Lastly, EPs could use the findings of this study to consider the importance of relationships in their own work. EP services, like most organisations, involve working as part of a team in a hierarchical system. In this way, power dynamics, interpersonal and intrapersonal factors, and systemic factors are likely to influence working relationships in EP teams also. This may be the case in particular for EPs who are working in multi-agency teams. Like teachers and

TAs in this study, EPs may not always take the time to reflect on the dynamics within their team. Therefore, this study echoes Dennison et al.'s (2006) conclusion that being reflective as individuals and as a team is a crucial part of effective teamwork and that the relational aspect between team members is very important.

5.7 Dissemination of findings

The research findings will be disseminated via a presentation to the EPS at a service development day in September 2017. This will help EPs to consider the ways in which they can work with schools to support the development of effective teacher-TA relationships. As discussed, this study has implications for EP work at the individual, group, and organisational level. As agreed at the beginning of the research project, the findings will also be presented to the staff of the two participating schools. This will be done sensitively, without including any quotes from participants in case this may identify them. Instead, an overview of the themes will be presented alongside practical advice based on the findings. It will be important to have school leaders at these presentations so that they can consider the impact of systemic factors on the teacher-TA relationship. These presentations are planned for the autumn term in 2017. The researcher also hopes to develop 'Guidance for schools' on teachers and TAs working together which could be disseminated to primary schools across the UK. To disseminate the findings to a wider audience, the researcher also intends to present at conferences such as the annual 'Division of Educational and Child Psychology' (DECP) and 'International School Psychology Association' (ISPA) conferences, as well as publishing the research in journals such as 'Educational Psychology in Practice'. The intention of this is to raise

awareness amongst psychology and education professionals of the importance of teacher-TA relationships. Alongside these formal dissemination routes, the researcher will hold these findings in mind throughout their work as an EP and therefore they are likely to be discussed in future work with schools and the local authority to help inform practice, training, and policy making.

5.8 Directions for future research

As well as implications for EPs and other educational professionals, the findings of this study pose a number of implications for future research in this area. As discussed in relation to the limitations of this study, future research would benefit from interviewing pairs of teachers and TAs about their relationship. As well as interviewing them separately, an interesting idea for future research would be to conduct joint teacher-TA interviews to explore how they reflect on the relationship as a pair. Nora's suggestion that teachers and TAs need to have a conversation about the relationship together emphasises that this may be beneficial not just for research, but also for the teachers and TAs involved. Future studies could also include observations of teachers and TAs working together in the classroom to add an extra layer of analysis to research in this area. Likewise, data from teachers and TAs' could be triangulated with students' thoughts on the teacher-TA relationship. Most participants in this study believed that students picked up on the relationship between the adults in their class and they sought to model good working relationships to them; it would therefore be interesting to gain students' perspectives on this.

A salient sub-theme of this research related to TAs' attachment to students. It was beyond the scope of this project to explore this further, but it is considered a worthwhile topic for future research. This could perhaps explore TAs' own attachment styles and how this influences their relationships with students.

Future research would also benefit from studying how teachers and TAs conceptualise power. Galinsky et al. (2015) described that the effects of power depend on how it is conceived and conceptualised by individuals. Therefore gaining teachers and TAs thoughts on the power dynamic in the relationship may help to further understand the effects of this.

Lastly, the miscellaneous themes in this study highlight possible directions for future research. This includes an exploration of the dynamics between support staff in a classroom, TAs' experiences of working with supply teachers, and teachers' experiences of working in schools without TAs.

5.9 Self reflection

Throughout this project I have reflected on the process of conducting research through supervision and keeping a research diary. The journey has been a challenging one, but with this challenge has come opportunities for deeper learning. This learning has not just been about the research topic but also about the process of conducting research and about myself as a practitioner and researcher.

I outlined my initial beliefs about the topic in Chapter three before embarking on my interviews with participants. These were that the quality of the relationship between a class teacher and TA will have a wide ranging impact in the classroom and that variables - ranging from their own personal

assumptions, experiences and personality characteristics to historical, societal and political influences - will have an effect on how these two adults interact. Having completed the research, I can see that some of these beliefs do reflect the findings of this study, but in addition to this is the overwhelming influence of the power dynamic on the relationship. Reflecting back on my experiences as a TA, I can see how this power dynamic may have impacted on my relationship with teachers, for example there were times when I was afraid to share my thoughts with teachers and I felt that my views were not important. Going forward, I will be more aware of power imbalances and the effect that these can have on interpersonal dynamics. This is particularly important to hold in mind in my future career as an EP where a power imbalance may affect my work with children, families, and school staff. This is recognised by the Health Care Professionals Council (HCPC) in their standards of proficiency for practitioner psychologists, which state that psychologists need to “understand the power imbalance between practitioners and service users and how this can be managed appropriately” (HCPC, 2015, 2.9, p.7).

Some aspects of the research journey stand out in my mind as particularly positive experiences. The fact that Tom said that he felt the teacher-TA relationship was an important area for research reminded me that this research was worthwhile during some of the more challenging times along the journey. Likewise, Nora’s and Kate’s comments suggesting that the interview process had facilitated reflection on their relationships and questions which they might ask their TAs helped me to feel that the research process may have already contributed something positive to the area.

I noted during the process of conducting the interviews that the participants were mostly positive about their experiences of working together. However, once I coded and analysed the data, there were many examples that could be considered more negative. I reflected on whether my reading of the data had been biased towards inferring negative experiences. However, using the code matrix browser enabled me to see the spread of codes across the sample and I spent significant time re-reading coded extracts and checking that they fit in the context of the overall study. Therefore I reflected that perhaps some of these more difficult dynamics in the relationship were not immediately obvious at the outset, but they were more apparent on deeper examination. Again, this links to my role as a psychologist and the importance of digging deeper and looking beyond surface appearances.

Reflecting on my feelings at the end of the research process, I noticed some trepidation over feeding back the findings to schools. I think this anxiety centres around feeding back aspects of school systems or power dynamics which may have a negative effect on the relationship. Perhaps I am worried about how schools and staff will receive this and whether it will feel persecutory. Therefore my feedback to schools will warrant careful consideration and continuous reflection to ensure that the findings are fed back to them in a safe way but also in a transparent way where I am not hiding anything from them. Again, this links to my practice as a trainee EP where I also experience anxiety over communicating sensitive and difficult to hear information.

A final consideration during my analysis and write up of my results was whether a grounded theory approach may have been more appropriate to my findings. I was concerned that the flow chart that I presented in Chapter four was starting

to creep into an explanatory model. I therefore remembered what I had read in Robson and McCartan's (2016) book that all research tends to give some explanation for their findings no matter what the purpose is. This dissipated my anxieties that I had drifted from my exploratory stance, reminding me that the flow chart tells the story of my data, but there is still much research to do in the area and we may never know the full story on teacher-TA relationships.

I have learned a lot from this research that I will take forward into my future career and my personal life. In particular, the importance of relationships and letting people know that they are appreciated and valued is something that I will hold on to.

5.10 Conclusion

This research aimed to explore the teacher-TA relationship to find out more about teachers' and TAs' experiences of working together, the processes and dynamics that affect this relationship and facilitators and barriers to effective collaboration. To do this, semi-structured interviews were conducted with five teachers and five TAs from two primary schools. The research was conducted within a critical realist ontology and epistemology and the interview data was analysed using thematic analysis. This gave rise to six themes: 'power dynamic'; 'occupying different spaces', 'interpersonal and intrapersonal factors', 'systemic factors', 'the nature of the relationship' and 'reflection on the relationship'. Thematic maps were created to show the relationship between each theme and their respective sub-themes. The themes were found to be inter-related and the power dynamic had a strong influence over the other

themes. 'Reflection on the relationship' was somewhat separate and referred to the degree of thought participants gave to the relationship.

In terms of previous literature, this study supports findings that communication, a supportive organisational culture, and training on working with other adults for teachers are important. It also echoes previous suggestions that working with a wider variety of pupils may be beneficial for both teachers and TAs, that a lack of communication may result in wasted learning opportunities, and that teachers and TAs are likely to benefit from time and space from reflection. The results of this study were also discussed in relation to wider theoretical frameworks relating to power, psychodynamic theory, and attachment theory. In particular, the findings were considered in relation to participants' and schools' use of adaptive and maladaptive defence mechanisms.

The strengths of this study are the reflexive approach adopted by the researcher, the inclusion of both teachers' and TAs' perspectives, and the steps taken to overcome the traditional limitations associated with thematic analysis. Limitations include the selection of participants, the challenges posed by interpretation, the limitations associated with self-report measures, and the lack of generalisability of the findings.

Implications for EPs include the importance of having the perspectives of both teachers and TAs in consultations about students due to the fact that both parties may have a unique perspective to offer because they may 'occupy different spaces' within children's lives. Further implications centre on the importance of providing a reflective space for teachers and TAs in schools and how EPs are well placed to provide this. Implications for schools include the

importance of providing time for teachers and TAs to communicate, which may include an extension of TA working hours, the idea of having a 'contract' for teachers and TAs working alongside each other, and the importance of a school ethos which promotes staff inclusion. There are also further implications for policy makers and training providers such as incorporating 'working with other adults' into teacher training programmes and formalising TA training.

Suggestions for future research include researching the relationship amongst teacher-TA pairs, further exploring TAs' attachment to students, and exploring how teachers' and TAs' conceptualize power.

Finally, reflections were made on the research journey as a whole which included both rewards and challenges. The takeaway message from this research is that relationships are important, as is people's reflection on the relationships in their lives.

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Appendices























Appendix A: Search terms, databases and results

Date	Databases	Inclusion criteria	Search terms	No. of results
02/09/16	Psych INFO PsycARTICLES PEP Archive Education Source ERIC Psychology and Behavioral Sciences Collection	Peer reviewd English language 2000-2017	Teacher* AND assistant* OR aide* OR support staff AND collaboration OR relationship OR teamwork OR partnership OR communication OR cohesion AND primary AND UK OR England OR Wales OR Britain OR Scotland OR Northern Ireland	187
09/10/16	Psych INFO PsycARTICLES PEP Archive Education Source ERIC Psychology and Behavioral Sciences Collection	Peer reviewd English language 2000-2017	Teacher* AND assistant* OR aide* OR support staff OR learning support AND collaboration OR relationship OR teamwork OR partnership OR communication OR cohesion OR working together <i>(in abstract)</i> AND primary AND UK OR England OR Wales OR Britain OR Scotland OR Northern Ireland	41





























09/10/16	Psych INFO PsycARTICLES PEP Archive Education Source ERIC Psychology and Behavioral Sciences Collection	Peer reviewd English language 2000-2017	Teacher* AND assistant* OR aide* OR support AND collaboration OR relationship OR team* OR partner* OR communication OR cohesion OR working together <i>(in title)</i> AND primary AND UK OR England OR Wales OR Britain OR Scotland OR Northern Ireland	17 (14 new)
02/01/17	Psych INFO PsycARTICLES PEP Archive Education Source ERIC Psychology and Behavioral Sciences Collection	Peer reviewd English language 2000-2017	Teacher* AND assistant* OR aide* OR support staff OR learning support AND tension OR difficulty OR discord <i>(in abstract)</i> AND primary AND UK OR England OR Wales OR Britain OR Scotland OR Northern Ireland	32 (17 new)
02/01/17	Psych INFO PsycARTICLES PEP Archive Education Source ERIC Psychology and Behavioral Sciences Collection	Peer reviewd English language 2000-2017	Teacher* AND assistant* OR aide* OR support staff OR learning support AND tension OR difficulty OR discord <i>(in title)</i> AND primary	2

			AND UK OR England OR Wales OR Britain OR Scotland OR Northern Ireland	
Total (new)				74





























Search 1

Search ID#	Search Terms	Search Options	Actions
S7	 S4 AND S5 AND S6	Limiters - Published Date: 20000101-20161231; Peer Reviewed Narrow by Language: - english Search modes - Boolean/Phrase	 View Results (187)  View Details 
S6	 primary	Search modes - Boolean/Phrase	 View Results (471,426)  View Details
S5	 UK OR Britain OR England OR Scotland OR Wales OR Northern Ireland	Search modes - Boolean/Phrase	 View Results (974,789)  View Details
S4	 S1 AND S2 AND S3	Search modes - Boolean/Phrase	 View Results (15,551)  View Details
S3	 collaboration OR communication OR relationship OR partnership OR cohesion	Search modes - Boolean/Phrase	 View Results (2,089,031)  View Details
S2	 assistant* OR aide* OR support staff	Search modes - Boolean/Phrase	 View Results (186,562)  View Details
S1	 teacher*	Search modes - Boolean/Phrase	 View Results (1,435,177)  View Details















Search 2

Search ID#	Search Terms	Search Options	Actions
S7	 S4 AND S5 AND S6	Limiters - Published Date: 20000101-20161231; Peer Reviewed Narrow by Language: - english Search modes - Boolean/Phrase	 View Results (41)  View Details  Edit
S6	 S1 AND S2 AND S3	Search modes - Boolean/Phrase	 View Results (2,725)  View Details  Edit
S5	 UK OR Britain OR England OR Wales OR Scotland OR Northern Ireland	Limiters - Peer Reviewed Search modes - Boolean/Phrase	 View Results (619,025)  View Details  Edit
S4	 primary	Limiters - Peer Reviewed Search modes - Boolean/Phrase	 View Results (330,139)  View Details  Edit
S3	 AB collaboration OR AB communication OR AB relationship OR AB partnership OR AB teamwork OR AB cohesion OR AB working together	Search modes - Boolean/Phrase	 View Results (1,281,926)  View Details  Edit
S2	 AB assistant* OR AB aide* OR AB support staff OR learning support	Search modes - Boolean/Phrase	 View Results (65,547)  View Details  Edit
S1	 AB teacher*	Search modes - Boolean/Phrase	 View Results (884,859)  View Details  Edit








Search 3

Search ID#	Search Terms	Search Options	Actions
S7	 S4 AND S5 AND S6	Limiters - Published Date: 20010101-20151231; Peer Reviewed Narrow by Language: - english Search modes - Boolean/Phrase	 View Results (17)  View Details  Edit
S6	 S1 AND S2 AND S3	Search modes - Boolean/Phrase	 View Results (407)  View Details  Edit
S5	 TX UK OR TX Britain OR TX England OR TX Wales OR TX Scotland OR TX Northern Ireland	Search modes - Boolean/Phrase	 View Results (2,345,137)  View Details  Edit
S4	 TX primary	Search modes - Boolean/Phrase	 View Results (1,101,116)  View Details  Edit
S3	 TI collaboration OR TI communication OR TI relationship OR TI team* OR TI partner* OR TI cohesion OR working together	Search modes - Boolean/Phrase	 View Results (368,911)  View Details  Edit
S2	 TI assistant* OR TI aide* OR TI support	Search modes - Boolean/Phrase	 View Results (94,046)  View Details  Edit
S1	 TI teacher*	Search modes - Boolean/Phrase	 View Results (315,897)  View Details  Edit

Search 4

Search ID#	Search Terms	Search Options	Actions
S6	 S1 AND S2 AND S3 AND S4 AND S5	Limiters - Peer Reviewed Narrow by Language: - english Search modes - Boolean/Phrase	 View Results (32)  Vi
S5	 primary	Limiters - Published Date: 20000101-20161231; Peer Reviewed Search modes - Boolean/Phrase	 View Results (250,908)
S4	 AB tension OR AB discord OR AB difficulty	Limiters - Peer Reviewed Search modes - Boolean/Phrase	 View Results (197,901)
S3	 UK OR Britain OR wales OR Scotland OR Northern Ireland	Search modes - Boolean/Phrase	 View Results (792,809)
S2	 AB assistant* OR AB aide* OR AB support staff OR AB learning support	Search modes - Boolean/Phrase	 View Results (66,883) 
S1	 AB teacher*	Search modes - Boolean/Phrase	 View Results (909,865)

Search 5

Search Terms	Search Options	Actions
 S1 AND S3 AND S4 AND S5 AND S6	Search modes - Boolean/Phrase	View Results (0) View Details Edit
 TI tention OR TI discord OR TI difficulty	Limiters - Peer Reviewed Search modes - Boolean/Phrase	View Results (23,070) View Details Edit
 TI assistant* OR TI aide* OR TI support staff OR TI learning support	Limiters - Peer Reviewed Search modes - Boolean/Phrase	View Results (7,215) View Details Edit
 TI teacher*	Limiters - Peer Reviewed Search modes - Boolean/Phrase	View Results (186,518) View Details Edit
 primary	Limiters - Published Date: 20000101-20161231; Peer Reviewed Search modes - Boolean/Phrase	View Results (250,908) View Details Edit
 TI tention OR TI discord OR TI difficulty	Limiters - Peer Reviewed Search modes - Boolean/Phrase	View Results (23,070) View Details Edit
 UK OR Britain OR wales OR Scotland OR Northern Ireland	Search modes - Boolean/Phrase	View Results (792,809) View Details Edit

Appendix B: Justification for narrowing papers down from 74 to 16

Reason	Number excluded
Related to multilingual classrooms, speech and language difficulties or social communication	16
SEND and learning support	11
Teacher experiences/ views of an unrelated topic	5
Research based outside the UK	4
Focused on early years, secondary school or further education	4
Mental health or emotional wellbeing	4
TA role, deployment, training or qualifications	3
outdoor exploration	2
Transition	2
Spiritual development	2
Therapeutic support for children (CBT)	2
Occupational therapy	1
Collaboration between teachers	1
Therapeutic support for children (CBT)	1
Total excluded	58

Appendix C: Further justification for exclusion of papers

Research paper	Search	Decision	Used in introduction?
Mulholland, M. & O'Connor, U. (2016). Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers. <i>International Journal of Inclusive Education</i> , 20(10), 1070-1083	2	Not used – research based in Ireland	No
Houssart, J. (2013). 'Give me a lesson and I'll deliver it': Teaching assistants' experiences of leading primary mathematics lessons in England. <i>Journal of Education</i> , 43(1), 1-16.	2	Not used – more focused on TA's views of their pedagogic role in relation to covering maths lessons	No
Bedford, D., Jackson, C.R. & Wilson, E. (2008). New Partnerships for Learning: teachers' perspectives on their developing relationships with teaching assistants in England. <i>Journal of In-service Education</i> , 34(1), 7-25.	3	Used – directly related to teacher-TA collaboration	No
Wilson, E. & Bedford, D. (2008). 'New Partnerships for Learning': teachers and teaching assistants working together in schools – the way forward. <i>Journal of Education for Teaching</i> , 34(2), 137-150.	2	used – reports on the same study as above	Yes
Cremin, H., Thomas, G. & Vincett, K. (2005). Working with teaching assistants: three models evaluated. <i>Research Papers in Education</i> , 20(4), 413-432.	2	Used – related to teachers and TAs working together	No
Cremin, H., Thomas, G. & Vincett, K. (2003). Learning zones: an evaluation of three models for improving learning	3	used – reports on the same study as above	No

through teacher/teaching assistant teamwork. <i>Support for Learning</i> , 18(4), 154-161.			
Eyres, I., Cable, C., Hancock, H. & Turner, J. (2010). 'Whoops, I forgot David': children's perceptions of the adults who work in their classrooms. <i>Early Years</i> , 24(2), 149-162.	2	Not used – more focused on teacher-TA roles and the overlap involved in these rather than on teacher-TA relationships	yes
Glashan, L., Mackay, G. & Grieve, A. (2004). Teachers' Experience of Support in the Mainstream Education of Pupils with Autism, <i>Improving Schools</i> , 7(1), 49-60.	2	Not used – focused on teacher's views of outreach support for students with autism rather than teacher-TA relationships	No
Miller, C. (2002). Learning from each other: Practitioners in school-based support for children with language and communication needs. <i>Support for Learning</i> , 17(4), 187-192.	2	Not used – focused on teachers and speech and language therapists working together	No
Logan, A. (2001). Collaboration between Teachers and Special Needs Assistants in Mainstream Primary Schools. <i>REACH Journal of special needs education in Ireland</i> , 15(1), 33-42.	2	Not used - review of UK research rather than a research study	No
Rose, R. (2000). Using Classroom Support in a Primary School: A Single School Case Study. <i>British Journal of Special Education</i> , 27(4), 191-196.	2	Used – although not directly researching teacher-TA collaboration,	No

		the findings relate mostly to teacher-TA collaboration	
Docherty, R. (2014). A complete circuit: the role of communication between class teachers and support staff and the planning of effective learning opportunities. <i>Educational Psychology in Practice</i> , 30(2), 181-191.	3	Used – the findings relate to teacher-TA communication	No
Dreyer, L.M. (2014). Exploring collaboration between mainstream and learning support teachers. <i>Education As Change, Volume 18, (1)</i> , 179-190.	3	Not used – research based in South Africa	Yes
Tatum, E. (2013). Teacher aides - The overlooked partner in teaching: their potential for middle years of schooling classrooms and your role as teacher. <i>Australian Journal of Middle Schooling</i> , 13(1), 22-25.	3	Not used – research based in Australia	Yes
Calder, I. & Greive, A. (2004). Working with other adults: what teachers need to know. <i>Educational Studies</i> , 30(2), 113-126.	4	Not used – not a research study. It discusses the way teachers in Scotland work with other adults in the classroom.	No
Hammersley-Fletcher, L. & Lowe, M. (2011). From general dogsbody to whole-class delivery - the role of the primary school teaching assistant within a moral maze. <i>Management in Education</i> 25(2), 78-81.	4	Not used – more related to education policy and TA deployment	No

Appendix D: Frameworks for critiquing the literature

Critical Appraisal Skills Programme (CASP) Qualitative Research Checklist

Docherty, R. (2014). A complete circuit: the role of communication between class teachers and support staff and the planning of effective learning opportunities. *Educational Psychology in Practice*, 30(2), 181-191.

1. Was there a clear statement of the aims of the research?	Yes – “to explore the perspectives of education auxiliaries in Scotland in the expectation that those elucidated views might inform revisions to practice guidelines with regard to additional adult support”
2. Is a qualitative methodology appropriate?	Yes – the research seeks to explore how support staff make sense of their experiences
3. Was the research design appropriate to address the aims of the research?	Yes – the researcher seeks to explore the lived experiences of auxiliaries
4. Was the recruitment strategy appropriate to the aims of the research?	Can't tell – no information given on how the 6 participants and three primary schools were selected
5. Was the data collected in a way that addressed the research issue?	Can't tell – data were collected through interviews which were audio recorded and transcribed. Participants were given the opportunity to talk freely about their experiences first but no further detail is given about interview prompts, questions or guides.
6. Has the relationship between researcher and participants been adequately considered?	Yes – the researcher acknowledged their pre-conceived views and how they, along with further unconscious preconceptions, would have been present throughout interpretation.

7. Have ethical issues been taken into consideration?	No – no information given on issues such as seeking approval from an ethics committee, how the research was explained to participants, consent or confidentiality.
8. Was the data analysis sufficiently rigorous?	Yes – detailed description of the analysis process with data presented to support findings and the researcher acknowledging their own bias.
9. Is there a clear statement of findings?	No – one overarching theme is discussed however each of the superordinate themes are not listed. Credibility of findings is not discussed e.g. triangulation, respondent validation or having a second analyst
10. How valuable is the research?	Valuable – the findings were subsequently used for the basis of an authority-wide questionnaire, implications for EP practice were discussed e.g. in terms of training for teachers and support staff, and areas for further research were noted.

Rose, R. (2000). Using Classroom Support in a Primary School: A Single School Case Study. *British Journal of Special Education*, 27(4), 191-196.

1. Was there a clear statement of the aims of the research?	Yes – an examination of the use of classroom support in a primary school with a high proportion of SEN pupils. This was relevant at the time due to a lack of investigation into the most effective use of classroom support or its impact on learning.
2. Is a qualitative methodology appropriate?	Yes - semi-structured interviews were appropriate to gain information from teachers about the strategies they had adopted to ensure access to their pupils with SEN. Observations were also carried out however there was a lack of detail on the aim and analysis of these.
3. Was the research design appropriate to address the aims of the research?	Can't tell – interviews justified but not enough information on the observations
4. Was the recruitment strategy	Yes – justification for why teachers and pupils were included and how they were selected e.g. teachers who had been teaching for a minimum

appropriate to the aims of the research?	of three years to ensure they had some experiences of teaching students with SEN and pupil who currently had a statement of SEN, would previously have been likely candidates for special school and were being taught by the participating teachers
5. Was the data collected in a way that addressed the research issue?	Can't tell - data were collected through semi-structured interviews which were audio recorded and transcribed. However no further detail is given about interview prompts, questions or guides. Details about the observations are clearer. They were carried out over 3 weeks during which the researcher shadowed each pupil for a full day with some additional short observations over the following two weeks. The researcher adopted a 'marginal participant' role during observations
6. Has the relationship between researcher and participants been adequately considered?	No – potential bias not discussed
7. Have ethical issues been taken into consideration?	No - no information given on issues such as seeking approval from an ethics committee, how the research was explained to participants, consent or confidentiality.
8. Was the data analysis sufficiently rigorous?	No - Method of analysis not stated and insufficient data presented to support findings
9. Is there a clear statement of findings?	Yes – triangulation between observations and interviews evident and field notes were made available to participant teachers and pupils.
10. How valuable is the research?	Valuable – some indicators for the effective deployment of LSAs and propositions made for further research and the establishment of guiding principles.

Evaluative Tool for Mixed Method Studies

Review Area	Key Questions
(1) STUDY EVALUATIVE OVERVIEW	
Bibliographic details	Cremin, H., Thomas, G. & Vincett, K. (2005). Working with teaching assistants: three models evaluated. <i>Research Papers in Education</i> , 20(4), 413-432.
purpose	To evaluate three models of team organisation and planning for the work of teaching assistants
Key findings	All three models led to significant improvements in engagement in the classroom and each model was evaluated positively by participants
Evaluative summary	<p><i>Strengths</i> – group interviews were used as well as individual interviews to triangulate data, action research framework taking on board adaptations and improvements to the models, threats to validity acknowledged</p> <p><i>Weaknesses</i> – no inter-judge reliability for ratings of students’ engagement levels,</p> <p><i>Policy and practice implications</i>- employing the most effective components of all 3 models and using them together in the training of teachers and TAs</p>
(2) STUDY AND CONTEXT (SETTING, SAMPLE AND OUTCOME MEASUREMENT)	
The study	Mixed methods study evaluating 3 models of team organisation and planning – ‘room management’, ‘zoning’ and ‘reflective teamwork’ using a repeated measures design for their effects on children’s engagement and interview feedback from teachers and TAs. Sufficient detail is given on the intervention.
Context I: setting	6 primary schools were identified by the LA’s Inclusive Schools Project because they were given extra DfES funding to look at an aspect of inclusive practice within their school. The exact LA is not mentioned. The intervention was carried out over a 6 week period, following 2 half days of training.

Context II: sample	The participants were six pairs of teachers and TAs. These were selected by schools (each school was asked to select a class to be involved – no details given as to why the sample was chosen this way). The students in these 6 classes were also part of the sample (n=136). This sample is appropriate to the aims of the study and sufficient to warrant the conclusions drawn.
Context III: Outcome Measurement	Repeated measures studies evaluated baseline and post-intervention engagement levels in the pupils. 6 teachers and 5 TAs (one was unavailable due to illness) also took part in individual and group interviews on their perceptions of joint planning, teamwork and role clarity and how the intervention was different to their previous practice. Perspectives from 2 schools are given about each model; there is depth of insight from each school.
(3) ETHICS	
Ethics	No information given
(4) GROUP COMPARABILITY	
Comparable groups	No information to determine whether the class groups were comparable (except that they were all yr 2 or 3). No information on how confounding variables were controlled for. The researchers acknowledge threats to internal validity such as maturation and regression to the mean.
(5) QUALITATIVE DATA COLLECTION AND ANALYSIS	
Data collection methods	<p>-Observation - Engagement levels were determined by an independent research assistant who watched taped observations and focused on each pupil in turn to determine their engagement every 10 secs for 10 mins.</p> <p>-Interviews – semi-structured and group interviews were conducted at the end of the period of intervention. Four bullet points for the foci of the interviews are listed. The group interviews brought together the teachers and TAs operating each model therefore there were 3 groups. No detail is given on the length of the interviews.</p>

Data analysis	No details are given on how the interviews were analysed. The observations were analysed using a repeated measures design for children's pre and post intervention engagement levels. Quotes are given to support analysis. The findings are discussed in relation to future research and there is a link to national concern over TAs increasing pedagogic role.
Researcher's potential bias	The researchers' own positions, assumptions and biases are not outlined.
(6) POLICY AND PRACTICE IMPLICATIONS	
Implications	The conclusions are justifiable given that they caution about generalisability due to the idiographic nature of the research. There are implications for the way teachers and TAs work together in yr 2 and 3 classrooms in the UK and for further research – taking the most effective elements of each model and using them for training with teachers and TAs.
(7) OTHER COMMENTS	
Other comments	31 references
Reviewer	Lorna McDermott 13.10.16

Review Area	Key Questions
(1) STUDY EVALUATIVE OVERVIEW	
Bibliographic details	Bedford, D., Jackson, C.R. & Wilson, E. (2008). New Partnerships for Learning: teachers' perspectives on their developing relationships with teaching assistants in England. <i>Journal of In-service Education</i> , 34(1), 7-25.
purpose	The paper is centred on a 3 year training and research project to investigate different models of effective practice between teachers and TAs. It focuses on the first 2 years, reporting on the relationship between teachers and TAs.

Key findings	<p>Two main themes emerged in relation to personal attributes needed by teachers and TAs: 'relationships needed for team working' and 'communication skills'.</p> <p>Four main themes emerged in relation to conditions in the school system necessary for effective partnerships; communication, school culture, training & resources.</p>
Evaluative summary	<p><i>Strengths</i> – triangulation of data (questionnaires, & interviews)</p> <p><i>Weaknesses</i> – lack of TA voice, methods of analysis not outlined, no links to existing theory</p> <p><i>Policy and practice implications</i>- the four elements of the model of effective partnerships (organisational culture, systems, personal relationships and skills) could inform the elements required in the design of an effective training programme for teachers and TAs</p>
(2) STUDY AND CONTEXT (SETTING, SAMPLE AND OUTCOME MEASUREMENT)	
The study	<p>This study is centred around a project, supported by the European Social Fund, titled 'New Partnerships for Learning' (NPfL), which was centred on teacher skills to support TAs. The research is a collaboration between Roehampton University in London and VT Four S (business unit of Surrey LA). It had 2 parts: 1) the delivery of a professional development programme; 2) research to expose the impact of the programme on working partnerships and the identification of new modes of working</p>
Context I: setting	<p>The research was carried out over a 3 year period in Surrey because they were commissioning the project; this study reports on the first 2 years</p>
Context II: sample	<p>The majority of the research sample was made up of primary school teachers. The teachers who took part in the NPfL programme formed the research sample for the questionnaires and interviews. Of the 53 teachers who completed questionnaires their professional status was as follows: 43% Special Educational Needs Coordinators, 18% class teachers, 15% deputy heads, 11% senior teachers, 8% head of stage/departments, 3% head teachers, 2% TAs. 86% were from a primary background, with 5% from a secondary background and 9% from</p>

	special schools. 18 participants representing all school phases from this group agreed to be interviewed.
Context III: Outcome Measurement	-No outcome measurement (not the purpose of this study) -Lack of TA voices
(3) ETHICS	
Ethics	No information given
(4) GROUP COMPARABILITY	
Comparable groups	The background of the teachers was mixed (majority primary). Their professional status was also variable with the majority being class teachers. The teachers interviewed were a representative sample of all school phases.
(5) QUALITATIVE DATA COLLECTION AND ANALYSIS	
Data collection methods	<p><i>Questionnaires</i> were issued during the first training session to gather information on the current organisational policies and practices in using TAs in Surrey schools. They had 5 sections containing structured questions that required open ended responses. The 5 topic areas covered were outlined (without giving the exact questions or a copy of the questionnaire)</p> <p><i>Interviews</i> – “to follow up issues that were indicated on the questionnaires and gather more in-depth qualitative data relating to the working partnership between teachers and TAs”. The two key areas the interviews focused on were reported with no specific questions outlined.</p>
Data analysis	<p>Exact methods of analysis are not outlined. For the questionnaires the analysis seemed to consist of collecting the responses and outlining the proportion of people who responded in a certain way.</p> <p>The interviews were one-to-one interviews with a member of the research team; no information is given on how they were recorded. Key themes were those mentioned by 50% or more of the teachers.</p>

	<p>Data are interpreted within the context of other studies but not in relation to pre-existing theory.</p> <p>A model of effective partnerships is proposed.</p>
Researcher's potential bias	<p>It was a research partnership between Roehampton University in London & VT Four S Ltd, providers of school support services in Surrey. The researchers' own positions, assumptions and biases are not outlined.</p>
(6) POLICY AND PRACTICE IMPLICATIONS	
Implications	<p>The study has implications for the development of training programmes for teachers and TAs. The research also points to the need for further research on the extent to which teachers and TAs may be considered an equal partnership</p>
(7) OTHER COMMENTS	
Other comments	<p>The paper has 43 references</p> <p>A separate study reports on the same project, including the focus groups included in the third year of the project:</p> <p>Wilson, E. & Bedford, D. (2008). 'New Partnerships for Learning': teachers and teaching assistants working together in schools – the way forward. <i>Journal of Education for Teaching</i>, 34(2), 137-150.</p>
Reviewer	Lorna McDermott, 25.10.16

Appendix E: Interview schedule

Introduction

Thank you for agreeing to be interviewed as part of my research study on teachers' and TAs' experiences of working together and their views on effective collaboration. As stated on the information sheet which you read, this interview will be audio recorded and transcribed. Your name and identity and the school details will be anonymised so you will not be personally identifiable in any part of the study. I want to reiterate that participation in the study is completely voluntary and you will be free to withdraw at any point during, and up to one month after the interview. This is because after this point, the data will have been anonymised, analysed and grouped into themes so individual contributions would be very difficult to extract. Can I check that you are happy to be interviewed and for the interview to be audio recorded and transcribed?

Warm-up

Before beginning the interview, I would like to get some personal details from you if that's ok. This is so that I can get a picture of the profile of participants.

1. Which age bracket do you fall into: 16-24; 25-34; 35-44; 45-54; 55-64?
2. How long have you been a teacher/TA?
3. How long have you been working in this school?
4. TAs only: What is your job title?

Main body

I have a list of roughly twelve questions to ask. These are open ended so I hope they allow you to discuss your thoughts and feelings around the teacher-TA relationship. My hope is that through this we will be able to understand more about this relationship and the facilitators and barriers to effective collaboration which will hopefully help us to improve teacher-TA collaboration.

1. How do you view your role?
2. How do you view the teachers'/TAs' role?
3. Tell me about your experience of working with teachers/ TAs
4. What does effective collaboration mean to you?
5. What enables effective collaboration between the two of you?
6. What are some of the barriers to effective collaboration?
7. What do you think would enhance effective collaboration?
8. How are your relationships with the students in the class similar and/or different?

9. Do you think the quality of your relationship has an effect on the learning of the students in the class?
10. How do you think the wider school system influences your working relationship?
11. Is there anything else you want to share about your experiences of working with teachers/TAs?

Cool off

Thank you, that's all my questions. Do you have any questions?

Closure

Thank you so much for participating in the interview today. Your participation will contribute to our knowledge about teacher-TA relationships in primary schools. Have a good day.

Appendix F: Confidentiality agreement**Confidentiality Agreement for the Transcription of Qualitative Data****Study title: An exploration of a complex relationship: Teachers and Teaching Assistants working together**

As a transcriber of this research, I understand that recordings of confidential interviews will be shared with me. The information on these recordings has been shared by participants who agreed to take part in this research based on the knowledge that their data would remain anonymous, in accordance with the Ethics Committee at the Tavistock and Portman NHS Foundation Trust. I understand that I have a responsibility to honour this confidentiality agreement.

By signing this document, I am agreeing:

- to keep the content of the audio material provided to you in strictest confidence, not discussing the content with anyone other than the researcher;
- to not make copies of any of the files provided to you, unless requested to do so by the researcher;
- to store all audio and transcribed files in a secure password protected folder which cannot be accessed by any third parties;
- to return transcribed material to the researcher securely;
- to return or delete any files associated with the current study from your computer or back up devices once you have provided the researcher with the transcripts.

Your name (block capitals) _____

Your signature _____

Date _____

Appendix G: Email to participants who were not invited to an interview

The Tavistock and Portman 
NHS Foundation Trust

Dear X,

Thank you for volunteering to participate in the research study about the experiences of teachers and TAs working together.

As stated in the information sheet, everybody who volunteered to participate may not be interviewed if more people than is feasible to interview volunteered or if the teacher/TA working opposite you did not volunteer. Unfortunately for these reasons you will not be invited for an interview as part of this study.

Thanks for your time.

Best Wishes,

Lorna McDermott

Trainee Educational Psychologist

Appendix H: Interview transcript (interview with Marta [TA])

- I. OK. So my first question is: Can I check your job title actually? Is your job title a Teaching Assistant?
- P. It's Teaching Assistant and Learning Support Assistant as well but I also do speech and language therapy so I'm actually involved in a quite a few roles, which wasn't specified in the actual contract but they kind of came as I went along so they kind of added on more as I was...because the speech and language therapy was you know just something which I didn't actually expect to be taking part in but yeah.
- I. Ok, so can you tell me a bit about your role then? And how you view your role in the school or in the classroom?
- P. Well, initially my role was to support a boy with Asperger's Syndrome, so it was a one to one role and I was leading that boy throughout his reception, Year 1 and Year 2 and then eh my role changed to supporting, it was actually always supporting a boy, in the beginning it wasn't but then it was actually in his table with other children so he wasn't actually by himself later on. He was in the beginning because he was really, really difficult. And then eh my role is to support the table of children, usually six children with em the boys of special needs. So really it was more than just one child. It was never really one to one. It was just virtually everything, so maths, science, literacy. It was everything, PE, you know taking part in PE, supporting the children in every activity they did, so it was just quite a few roles if you know what I mean.
- I. So you're supporting at the moment, what Year group are you in?
- P. I'm actually in Year 1 and Year 2 and in Year 2 I'm supporting a boy who is probably a bit hyper. He's not statemented in any way but he is em yeah he's kind of difficult to keep still and he also can't stop talking. So basically what he does, he distracts the whole table of children and the whole class as well. But he has some autistic or Asperger's you know features in him which you could probably say he is kind of special needs but he's not statemented.
- I. Ok. And so are you working in two different classrooms at the moment, in Year 1 and Year 2?
- P. Yes.
- I. And how much time do you spend in each?
- P. Half a day in Year 2 in the morning and half a day in Year 1 in the afternoon so I'm split in half.
- I. Ok, and in both are you supporting a table of students or in one are you supporting that one particular?

- P. In Year 1, it's a similar situation, I'm supporting a table of students em kind of the lower group, but I have a girl with em, she's autistic and I have a boy who has...well he has a range of problems, also not stated but very off topic. If you talk to him about anything, he will not you know be able to concentrate on the actual questions, he will just be talking completely you know off so he's also very hard, especially as he misses quite a lot of school so each time he comes to this school he thinks it's just a playground he can play with so he's distracting the teacher, he's just talking loud in the middle of her talking so he's basically getting yeah on her nerves a lot I think.
- I. Ok, so you're across two classrooms? And then you mentioned doing speech and language support as well?
- P. Yes, I'm doing speech and language support with one of the boys in Year 1, that I just mentioned, who is quite needy and difficult and then I'm doing speech and language in Year 2 with one boy who is quite advanced. He needs to expand his vocabulary and just, you know, just needs to improve on his skills but he's not stated either. It's just something he needs additional help with.
- I. Ok and how long have you been working in this school?
- P. Em it will be em over four years now.
- I. Ok and have you worked in other schools before that as well?
- P. Yes I have worked in lots of schools before. I have been working in the profession for about eight years now.
- I. Ok.
- P. And when I was working for the agency, I worked in quite a lot of schools, probably about eight or nine altogether.
- I. Ok so you have experience of lots of different schools.
- P. Yes and usually it was usually the special needs children within the normal class environment, the mainstream. But there were a range of problems, learning difficulties and global delay and autistic and Asperger's, quite a few in my time.
- I. Yes. When you're in the Year 1 and 2 classrooms, how do you view your role in there in relation to the teacher's role?
- P. Well I think my role is really important because I'm doing...I'm doing my teaching at the table so it might not be like the whole classroom teaching but still whatever I say to the children is really important because they'll you know they'll rely to it. So I think the role of eh Teaching Assistants are really really...is a big role especially that what you're trying to do, you're trying to, you know, to level the lowest groups as much as possible to the ones that are, you know, top or middle. So you're really working hard, much harder than if you were working the high ability group because there you don't

really do much work, you just supervise. But with them it's actually, really, really hard work and it's important, very important, what we do, yes.

- I. So your work is with the lower ability group and then the teacher is working with the more, kind of, supervising the high and middle ability group?
- P. Yes, the teacher usually works with the middle group and the high ability group usually is kind of left on their own because, you know, everyone thinks they can manage and only occasionally they get you know checked out if they are doing fine. But yes as I said, the lowest group is the hardest one and they always kind of, you know, this is the group that we always have to do and it's actually the most challenging group because you not only have to deal with lower ability, you have to deal with behaviour problems, quite often you know, very severe. So you need a lot of patience and you need, you know, high ability to be able to deal with those children. Especially they usually have more than one in that group as well.
- I. So that comes under your role as well, so it's the teaching but also managing behaviour?
- P. Yes exactly because what you need to do, you need to make those children concentrate. And if you want to do that you need to control their behaviour, otherwise they will not be able to concentrate on the task. So behaviour you need to actually tackle first. Then you need to do the you know actual scientific side, which is teaching.
- I. And how do you view the teacher's role then in relation to your role as a teaching assistant? How do you view the teacher's role in the classroom?
- P. Well I think the teacher's role is also very important but the teachers... I think they rely more on us than our bit and they don't really do as much help as possible in a sense that sometimes which I find difficult, they do not tell us exactly what they want of us. Like they expect us to know and this is the hardest bit of working with teachers because we don't actually know what to do because if like me, I'm switching from class to class. I'm not there every day. I don't know what they've done yesterday in the morning because I'm not there but they expect me to know and sometimes they will not tell me exactly what she expects of me in the case of some tasks. So I think that they need to be more involved in the lower group because that they think oh you're there so you're fine but you're not actually fine. You also need to be able to, you know, to be able to know what you're doing and exactly how do you want me to do it and often and that ends in resulting mistakes of some sort of you know misunderstandings, like 'Oh I didn't want it that way, I want it that way', well I was never told.
- I. Yes, so it kind of comes afterwards rather than before?
- P. Like you know there's this expectation of us to know everything but you can't be expected to read minds but that's what they expect you to do. Because I know what to do once you tell me 'this is the task and that's how

I want it done' but sometimes the tasks aren't even clear when you read them so you know you will need certain explanations to them. But yes, I would expect teachers to be a bit more involved in us...in our... you know in the process of teaching, kind of more cooperation I would call it.

I. Yes. So it sounds like there's a task and you can read it and work out what's going on but there's no kind of instruction from the teacher of exactly, what specifically they would like you to do or to be working on?

P. Like they expect us to know and sometimes you are just not able to know everything, so, this extra help, extra explanations would be very welcome...which is not coming sometimes (laughs)!

I. Yes, ok.

P. And also when you come back from your break and you kind of like, you're thrown into it, you also don't know what to do. There's never this time you know for the teacher to come and explain things to us. That's the way it is. I've noticed in most schools it's exactly the same so its something that needs to be maybe worked on.

I. Yes the kind of collaboration side?

P. Yes, much closer collaboration than it is now.

I. And so you've kind of touched on, because the next question is just asking about your experiences of working with teachers because you've had quite a few over the years. So is there any particular experiences that come to mind that you think kind of illustrate maybe what you've been talking about?

P. Well over the years I've met quite a few different teachers and they are different because everyone's different but some of them, maybe they could appreciate us a bit more, in the sense of em they think that we can't really know much so if they make a mistake they are quite difficult to admit it because they think 'oh I'm right, I'm right. You cannot be right. I'm right because I'm the teacher. You're only a helper, you can't know as much as I do' but actually in a way I do because I'm a teacher too. I'm a qualified teacher. I don't teach but I am a qualified teacher. But you know the actual teachers, they think because they're qualified as the teachers, they're always right and I've found the teachers to make quite a lot of mistakes on the board and you know in different tasks. They give the student the task, which cannot be done because the task, from the beginning It just doesn't make sense. There's quite a lot of that going on in schools unfortunately. I'm quite picky I have to say so I pick up all the mistakes. I had a situation with a teacher once, she was arguing that can't be right because she was right but she was actually wrong in the end and she apologised. But I think these things just shouldn't happen. The teachers can't assume they're always right because they think they are better than us sometimes if I can word it that way. It doesn't sound right but yeah they think they're better than us and then we can't know better than them so you get that

conversation when she's insisting she's right and she's right and then I'm not going to get into arguments because it's going to get a bit nasty, but I know I'm actually right so I back off because the conversation's getting to the point where it's unpleasant if I can say it that way and I back off and go away but I know I was right so the situation is just not very nice for us.

- I. Not really hearing your voice or something you have to say if you would like to point something out, that's not always taken on board or heard?
- P. No it's not. So I think the relations between teachers and helpers and like assistants should be improved as well.
- I. Yeah...and so you mentioned that you're a qualified teacher.
- P. Yes.
- I. Ok and did you get your qualifications in Poland?
- P. Yes, I got it in [Town/University name]. I've had it for thirteen years.
- I. And have you worked as a teacher then as well, before working as a teaching assistant?
- P. I have yes. I was a teacher back home. I've never actually taught in here but I'm planning to go back.
- I. Ok so you're hoping to go back to being a teacher? Good luck with that.
- P. Yes. I hope it will work out. Because I had a long break from teaching so I don't know how it's going to work out. But I'm hoping to get back, yes.
- I. Sounds good.
- P. Thank you.
- I. So you mentioned that you think the relationship needs improving. So can you tell me what effective collaboration between teachers and teaching assistants would mean to you, what that would look like? I suppose like to have a good relationship and good collaboration, how would that be?
- P. Well I think good collaboration between teachers and children can only result in good teaching in general, so most teachers and students will benefit from our collaboration because then there's less misunderstandings between us and then everything gets done properly and the results, you know, of the pupils will be much better. So I think that cooperation is the key factor. It's the most important, good collaboration. So maybe believing a bit more in your helper, that she knows what she's talking about and then explaining to her what we're doing, taking this extra five minutes to explain exactly what we're doing not just giving her something 'yeah go and do this' [flicks paper] which often looks that way. Yeah they're not taking I think enough time to be actually, to build the relationship between, you know, teacher and assistant, so if they did, I think you know our life would be much nicer and probably everything would be just better. In an ideal world [laughs]

- I. So taking the time to have those conversations?
- P. Yes.
- I. And then you think that would have an impact on the students and their results?
- P. Yes.
- I. So what do you think enables effective collaboration then? What do you think enables that to happen?
- P. I think it's just good will really, just trying to do your best in everything you do because that's me. I'm trying to do my best in everything I do. I'm not teaching now but if I see myself as a teacher, I see it exactly as I said, come in the morning, see my staff and explain exactly what we're trying to do like we're equals and just trying to you know to take this extra time and say yeah 'we're going to this and this. If you could do this and this for me,' not trying to be you know em condescending or anything but just try to explain in more detail because that's what I'm lacking now. I don't get enough detail and maybe if I make a mistake, then I can't say well it wasn't because I want...you know there was no good will on my part, maybe something was not explained to me or was not you know relayed in much detail. It often happens so I think communication is key. You need to talk to your staff. You can't expect them to know but the teachers do it all the time. They expect you to know. You can't know, you've got to be told.
- I. And is there any time in the day, so built into, you know in the mornings or is there a particular time set free to meet with the teachers or how is that?
- P. Well we always come early before the children come so always have about forty minutes for everything to be explained but usually the teachers just, you know, they prepare the lesson in front of the computer so they don't have time to talk and then they just take the time they need for their work to be prepared but they don't spend extra time speaking with us so we know what to do as well. And then you get an instruction, that is like a one sentence instruction, it's not really clear, it's just kind of thrown at you at some point when the children are already there, which shouldn't happen because I should know before they come to the class - what we're going to do when, what she expects me to do. But that's not how it looks. It's like yeah "Can you do this for me" or "can you do this for me?", just quickly, like you know. And you find out everything at the last moment. This is also not good.
- I. Yes.
- P. You're not told in advance. No you just find out five minutes before that you're going to do this and you're like "oh wow, I didn't know that".
- I. So although there's that time in the morning, that's not always used effectively?

- P. No, it's not, it's not. Hardly ever it's used effectively.
- I. OK.
- P. Or you kind of find out from other people in the next class, next door class what we're going to do because your teacher is too busy to speak to you. Also you really don't want to distract the teacher when she's working so you don't want to poke her and say "excuse me, what are we doing?" But I think it's her time and you know her good will to actually come up to me and say "we're going to do this and this", not me trying you know to get it out of her which you know can come across as a bit rude when you're trying to disturb her which I'm not going to do it so I basically wait for the instructions which, as I said, come a bit later and not in as much detail as I would like to. That's my complaint, if I can say it that way because that should be, you know that should be fixed in the long run.
- I. And are there any of your other experiences working with teachers in the past where you think there have been things that enabled you know good collaboration between the two of you?
- P. Yes, there are teachers that are taking more time to talk to them you know. They are kind of more caring. They look after you a bit more, like they are caring about what you know. Do you know what to do? Do you know how to do it? Do you want me to explain to you? Yes, I've met teachers like this. But this was I think a long time ago. In this school, I don't think I've met a teacher like that. I haven't been working with too many either but yeah the experiences I had in that school are not really that positive with the teachers.
- I. Ok.
- P. I had more trouble than less trouble here in that corporation.
- I. And why do you think that is?
- P. Just people being really busy you know, maybe because of the curriculum. It's really stretched so they are working, you know, they are working on deadlines so they are always trying to be rushing things. They don't have enough time for preparation and they are just you know really really encompassed in their work. So they don't give much thought... 'maybe I should speak to my assistant and explain to her' because she just thinks.... They think it's obvious maybe. I don't know but they're just too busy.
- I. Yes.
- P. I think they have quite a lot of work but....
- I. The time pressures.
- P. They still have to take, you know, us into account, that we need to work together. Because we are together in the class, we need to actually you know cooperate. We're not separate from each other. We're kind of bound

together. But that doesn't happen and then when something goes wrong, "oh well, I didn't want it that way". And it's really upsetting for me as well because if I knew I would do it right, because this is my...my intention is to do everything right if I can. But when some misunderstanding arises, then I'm like a bit upset that it happened because I know it shouldn't have happened, because it affects everyone's work, the children's learning. If I made a mistake because I wasn't explained exactly what to do in certain tasks, it might be a little detail but you know, then I'm thinking yeah maybe I explained it to them wrong because I wasn't explained in the first place so then the mistake, you know the actual misunderstanding kind of, goes to children which shouldn't get there.

- I. And you feel like it could have been avoided at the beginning?
- P. Oh yes, definitely. Loads of times, loads of times. Loads of times I wasn't explained what to do and then, then expected to know, really.
- I. Yes.
- P. Not right. It doesn't feel right. When I say that. It just doesn't feel right.
- I. And what do you think are some of the barriers to effective collaboration then? You've mentioned maybe time demands and pressures with the curriculum on teachers, not using that time in the morning effectively and then you feeling like you can't kind of disturb them when they are teaching and asking questions. Do you think there's any other barriers?
- P. Well the one that I mentioned in the beginning, because they think, they don't treat us equally I would say. They think that they're a little bit better so unequal treatment really. Because they think 'yeah we know better' but then on the other hand, well explain to us so we know as much as you do. Maybe then it's going to work better. Yeah I'd say this one is the...They feel a bit superior. They feel you know less spirit towards us. So I would say equal treatment really.
- I. Yes. So you feel like there's a power dynamic there where there's almost low expectations of teaching assistants? They're not treated at the same level?
- P. Yes, yes, yes. It's like oh you're only in the system, why would I explain to you when you'll not understanding anyway? Maybe not literally but yeah sometimes you feel that way. And then like the teachers, you can always see them talking together, explaining to themselves. But we're kind of left aside. Like we should be in that conversation if it's regarding you know whatever is going to happen during the day we should be in it but we're kind of left out...quite a lot of times we are left out of the conversation.
- I. So is that kind of a wider school thing where teachers might discuss stuff together and then teaching assistants are left separate to those conversations?

- P. I think you know it's a wider thing. I think it does happen a lot in the schools. It's happened before in other schools. Like the teachers kind of...it's a close knit, you know, kind of relationship they have together and us we're just, kind of, you know. We find out mostly from other assistants what to do so this collaboration between teachers and assistants is not really properly developed.
- I. Yes. And in terms of kind of school meetings then, are there times that's set out for teachers to meet together or for teaching assistants to meet together or for you know whole school meetings or year group meetings with teachers or how is that kind of planning done?
- P. Yes, this is a bit of a contradiction actually. Because we have a meeting at nine o'clock, every day, but the actual...
- I. Is that a whole staff meeting?
- P. Yes, that's what I'm not really sure. Because I was never told whether I could take part in those meetings or not. I took about...I went there for about you know two or three times I've been there and I've seen teachers and assistants as well but there's never all assistants there so I wasn't sure if I'm really supposed to be there and the other thing is at the same time, at nine o'clock, I'm supposed to be outside and get the children from the playground so I can't be you know in those places at different times as well. I'm either there or there but you know I really think I should take part in those meetings because they are important in case things are said about children, about you know problems at home, about their situations, you know mental situations or financial. Anything is discussed there and I think we should be taking part in it. But I haven't really felt, I didn't feel welcome in there, if you know what I mean because the place is not big enough for all assistants and not all assistants were there so I wasn't sure if I was meant to be there or if I'm just in the way or maybe it's just the teachers or the assistants that were there, they've been in the school for like twenty years, so they are kind of part of you know...they are part of more teachers than assistants. So that kind of felt awkward. I went a few times and I said no I don't really think its eh....Maybe I shouldn't be there. Nobody said you can't be there but as I said, at the same time, I have to be out in the playground.
- I. Yes.
- P. The meeting's only five or ten minutes. It's only short but...It would be good for integration I think. I think everyone should definitely be there but they're not.
- I. So that's a time when important things are relayed about children or key things going on but then
- P. But not everybody takes part.

- I. and it hasn't been communicated clearly whether you should be there and it's also at a time when you can't actually be there because you're on duty.
- P. We don't get any breaks in the day so this is the only time we can actually you know interact with teachers, with heads, because the head teacher is there and sometimes If you don't go to these meetings, you never get to see the head teacher. So even if you want to have a word with her you kind of have to try and catch her but in the day there is never a time when you are actually free to go and speak to her. So sometimes certain important decisions, you know, important questions get you know...you have to wait three or four weeks to be able to even see the head teacher.
- I. Ok.
- P. And even some of the teachers complain that they were supposed to meet the head teacher and four months it took them to actually get the meeting with her. So can you imagine waiting four months to see the head teacher and ask her a question? That's not right isn't it but that's where it's really busy and we don't get any tea breaks so it's not like I can just pop out and wait for her because she's got meetings, she's busy so it's not like I can just wait outside because I've got to be in class. So yes, we don't get any, any tea breaks, just half an hour lunch, lunchtime and that's it. And this is my complaint as well because I've been to other schools and I've always had tea breaks so that gives you like you know breath, fresh breath. You can you know sometimes when the class is noisy, you just need those ten minutes for yourself just you know
- I. There's no kind of formal or informal time really where you get to meet with those staff members.
- P. So also, because you don't get any breaks, formal or informal meetings, you don't get the time to speak to other assistants that much because you never ever really have time to speak to them and speaking to them in the playground is you know, we're kind of not allowed to...you know we have to spread and you know so if you can't speak in the playground and you don't have time in school, when do you have time to socialise? In a sense of you know, there's no time to socialise in here. It's just work, work, work. It's also really hard but that's the way it is in here.
- I. It sounds difficult, very busy.
- P. A very busy school, yes, always so much to do.
- I. What do you think then would be kind of a solution or what do you think would be able to enhance better collaboration between teachers and teaching assistants here?
- P. Well definitely a meeting in the morning would be a good one and also if they could give us a few minutes in the morning just to have a conversation, you know about anything, just "how was your weekend?", "are you all

right?”, because I don’t feel that the teachers are really that caring in the sense of “are you all right?”, “have you been well?”. I think that needs to be, that kind of relationship has to be improved. Just you know a bit more caring towards your staff.

- I. So kind of on a personal level, like asking questions about your weekend or just how you’re doing? Those kind of, that kind of a relationship?
- P. Like I was unwell for a week and a half and I came back and my teacher never asked me how I was. So it was quite upsetting because I was like...Yeah, I was off for ten days. It wasn’t because I was on holiday, I was not well but she never asked me how I was. So yeah it does happen but I don’t agree with it. I don’t think it should happen. There should be a more personal...because if you, if you want to make a good team, you kind of have to, you know, collaborate on all levels. There has to be some personal interaction as well, you know, it would help, but it doesn’t always happen.
- I. So not just that working relationship but like you said being caring and asking those kind of questions if you’ve been unwell would also improve the relationship
- P. Oh yeah that would help. It would just make our life nicer I think, more pleasant and you would, you know, we would be much happier coming to work if you knew that people you work with were caring. But that doesn’t always happen, yes. That’s the way it is. I’m hoping it’s not in all the schools. That’s my only hope, you know, it’s not like this everywhere. You can find it here at the minute. I think it’s because people are just so, you know, encompassed in their own lives, their own life problems. But yes, when you’re working with people, you have to make sure that you, you know, you treat them right and you are caring for them as well.
- I. Yes, it’s important.
- P. Cos you want to make them feel welcome and wanted.
- I. Yes, absolutely. And how do you think then, do you think that the relationship you have with the students and the relationship the teacher has with the students, how do you think those relationships might be similar or different? Or do you think they are?
- P. Oh the relationship I have with the students is different to the teacher’s because the teachers always be more formal, maybe a bit more strict. I’m trying to be a little bit more informal with children and because I have a really good rapport with the children, I do love them, and they like me, I hope, as well. So I kind of engage in the conversation with the children more than grown ups in here at least because in other schools it wasn’t the same but in here I have noticed that the children of aged seven can be really, really quite grown up and you can get involved in really, really, good kind of conversations with some of them, not all of them but some of them are much more mentally able than, you know, than you would think for their age.

- I. Yes.
- P. They're quite capable and you can actually have a really, really, good conversation with them. And I do like those conversations you know. I'm not just you know...the teacher who just stands there and doesn't even, you know, get engaged. I do engage in a lot of conversations with them. And yes, I think they're really precious moments when I have that time with them.
- I. Oh that's lovely.
- P. And they come and tell me lots of things they would never tell to other teachers so this something I always, always, you know, cherish because if I know they tell me more than anyone else, I can know something that's really important and I can take some action because I know they will tell me about at home, more than the teachers, often because I listen to them. I'm not just pretending I'm listening. I actually listen to what they say to me and I'm trying to look at them. If I see somebody looking not right, I will watch them. Like if somebody is looking a bit pale, I will keep an eye on them, you know, like really caring, you know, approach. I'm trying to look you know, if they're all right. And if they come upset, I'll come and speak to them, what happened? And they usually, you know, are very good and they will tell me what happened. Where other teachers may intimidate them a bit more and they will not be able to say as much. They will tell me that information, which is sometimes really important information, because there might be something going on at home and I can pick it up from the conversation which they will not tell the teachers. Like some of them, they get beaten up, like they have this corporal punishment, especially the children from Africa so this is something that, you know, is a really delicate subject. They will not tell that to everybody but you know, they will tell me, what happens at home, more than the teachers. So teachers are often not aware of the personal life of those little children but I know quite a lot about them. This is something that I find is different from the teachers' position. And all the teachers, because they don't come out at playtime, they also don't interact with the children as much, so they have this time on the carpet, it's like a strict time, a teaching time. They don't have time to listen to the children because there is no time listen to every and each child and then they go to the tables. There is also no time to listen to the children because they have to do their work.
- I. Yes.
- P. And then they go for lunch. The teachers are usually; you know they don't have lunch together. Well, sometimes we do, but then it's our time in the playground. It's like our time we spend with them and we talk with them and they come and tell us stories and you know, they tell us what they did in the weekend, where they're going. So this is like a special time, we have a special bond we can develop with them.
- I. Yes.

- P. Which I don't think teachers can do it because they just don't have the time and I don't think they would really want to engage in those conversations that much because they have other things to do obviously but yeah. We do know a lot about the children that the teachers mightn't know.
- I. It sounds like that's a part of your role you that really value as well – is knowing them on that broader level and being able to kind of hear that important information and to take action if you need to.
- P. Exactly, yes. So I feel I need to get to know them on a personal level because it's important because sometimes they come upset, if you want to know what happened and they will tell you what happened at home and the sort of things that you know you need to help them, explain to them that maybe what happened, try and, sometimes you have to defend the parents, maybe she had to do that, maybe you know, she just did it because of something. So yes, speaking to the children is I think very important on yeah a personal level as well.
- I. And then how do you think then? Oh do you think that the quality of the teacher/teaching assistant relationship, you kind of mentioned this at the beginning, but do you think that that has an effect on the learning of the students in the classroom?
- P. Yes, it's got a big, big, huge effect on the learning of them because I think they need to get a clear message that's what we're doing, that needs to be done this way or that way and there can't be any misunderstandings because this is really important. Otherwise they will get confused. Also with things like, if you are with Year 1 and Year 2, it's important to get all the spellings right which sometimes does not happen at school. Sometimes, teachers have a lot to do, but because of the rushing, sometimes the spelling on the board or in the work, is misspelled so I'm trying to be the one that will strive to say yes, this is not right, can we maybe correct it so they don't copy it in the books wrong because this is the time when they will actually remember how to spell it and they will remember wrong.
- I. Yes.
- P. So I think whatever the teacher's do, if they could em come and relate whatever we're going to do, before the children came, maybe at this point, say yes this doesn't look right, maybe we could correct it before we print it out for all of them and stick it in their books but because they never engage in that conversation beforehand, you only notice the mistake later when it's actually too late to do anything with it.
- I. Yes.
- P. So I think yes the collaboration is so important, before the children come to class and before they actually look in the book. Everything has to be, at least in my opinion, has to be perfect because whatever you teach, they will remember so you mustn't teach them things that are not correct and that

happens sometimes as well, especially spelling mistakes or in maths, sometimes you have just tasks that are not feasible or just plain mistakes in the instructions or just inside the text.

- I. So collaboration to make sure that, you know, whatever's going out to them is correct? And when you say some of the work is not feasible, do you mean it needs to be differentiated maybe correctly?
- P. Because then I'm saying to the teacher 'oh but this isn't like...this sum...you can't really do this sum' and she goes 'yeah yeah I know', that was a mistake'. But yeah it shouldn't be there because you're making those kids work hard and think of the actual answer and the answer will never be able to be given. So how can you do that? It's not fair on them because they are spending their time working out the answer and they won't be able to actually do it in the end. So how can you do this? I don't agree with this. I deeply disagree, you know, but this just happens. This just happens. So I think the work you give to the children has to be checked and it's not always checked. It's always just printed out because someone else will give me a PowerPoint presentation and I printed it out, but yes it's got some mistakes in it. Even if it's, you know, if someone gave it to you, if it's been like, readymade maybe you shouldn't give it to them if it's got mistakes in it. But it did have mistakes in it, spelling mistakes, quite serious ones and the teacher said oh I didn't write that. Yes, but is that an explanation?
- I. Yes.
- P. If a student would copy that in the book wrong, especially the lower group, will never be detect the mistake
- I. So more collaboration in that planning phase, before the children are in the room? And you said, so that they're getting a clear message, so that both of you are giving out the same message in the room?
- P. Yes, everything that you're doing, everything I'm giving to you to do work on, it's correct. And you know, if I give you a maths sheet, it's going to, all the answers, you know, I'm expecting to be right because all the sums have been done correctly but that's not the way it is sometimes. So maybe check the work more or maybe just you know believe in us a bit more so we can actually do the, you know, before you print it out, we can have a look if it's right but yes that would be something they do because they think they know it all.
- I. Yes. Having a little faith in you to check the work.
- P. We also have skills. We're not here, you know, just by accident or by chance. We know what we're doing and we're actually good at it. But I know some, you know, some teaching assistants they have no qualifications so maybe the system what happened over here, before I came to the profession they were allowed to have teaching assistants, that never had any qualification. So maybe this stems from the fact that before they didn't

used to have that much knowledge in the class but now they're actually quite able and they're mostly qualified because you have to be by requirement for the profession but in the past it was just anyone could become a teaching assistant so maybe that stems from that, that time in the past and the teacher is there for the teaching for twenty years they had this kind of approach, that they had twenty years ago.

I. Yes.

P. This kind of you know unlevelled kind of cooperation that I'm the one that knows best and you will not be able to correct me but this isn't actually cooperation because we should be working on an equal level even though we might not have the same qualifications. We're all experienced to one degree. We have to cooperate for the best of the children.

I. Yes, absolutely. And then, my last question is how you think the wider school system, so I think this has been spoken about a little bit as well, but how you think the wider school has an influence over the teacher/TA relationship?

P. In the wider school system?

I. Yes. So in this school do you think that there's anything that kind of facilitates or puts a barrier to good teacher/TA collaboration?

P. Like I said in the beginning, I think in this school, there is not much, collaboration in the sense of, you know, collaboration in terms of meeting together. If we had meetings, formal or informal, I think that would result in better cooperation in general between students, children, teachers and teaching assistants and also the head teachers. Because really we do get, you know like, we are getting told what to do but really sometimes there is no time to actually speak to a head or a infant supervisor will not have time to speak to me to relay exactly what he expects of me. And then this is also the time they should take to be able to speak to us and tell us what we are doing, exactly more detail. I'm expecting this and this from you and you just find out from, you know, from the other teaching assistants or the other class and you don't get this direct conversation with them. We don't get the time to actually meet them. So you kind of miss out on a lot of things as well and you get missed out because you know, you're not that visible if you know what I mwan. You are there but you are not there. Sometimes that is how you get treated.

I. Yes.

P. They should take the time to be able to you know spend time with you, just appreciate your work. We don't get much appreciation for our work. This is also on what I find you know, upsetting because I think what we do is hard work and we should get more appreciation for it. Especially that we put our heart in it, and our soul, but we just don't get much you know appreciation from the actual heads. It's like 'yeah its your job, you get paid for it', yeah I

know but still you could appreciate what we do and that we do care and we do love those children a lot.

I. It would be nice to get some recognition.

P. Exactly yeah. Or even if it's a nice word.

I. Yes.

P. But we don't really get that. So a lot of improvement to be done in that area as well. But I don't it's ever going to happen. It's just something that is, you know, going around. Maybe I'm wrong. I hope I'm wrong.

I. I hope so.

P. And that's not only my opinion, I think. Most of the teaching assistants will find they will not be, you know, appreciated enough, in their view because I had a word with other assistants and they do feel the same way. You are made to work hard but you don't get any appreciation for it.

I. And that's a sense you find among the teaching assistants?

P. Mmm. General you know. Yes, general opinion. Or just a sensation that you get, that we should be appreciated more. We don't expect anything, you know, much, just a kind word from time to time.

I. Yes.

P. I don't know, maybe they have no time for it or just don't think that they should be doing it. It's definitely something that's missing in the relationship, yes. It should be improved.

I. Ok. Is there anything else then that I haven't asked you or that I haven't touched on or that you think is really important around this topic of teachers and teaching assistants working together that you would like to mention?

P. I think I have mentioned most of the things I wanted to mention because your questions were very specific so no I think that's all. Yes, the subject is quite, quite good, yes, that's what I wanted to say really.

I. OK. Brilliant. Thank you. That was really, really helpful and really insightful so thank you very much for taking the time. Can I just ask you a few demographic questions before you go?

P. Yes.

I. So you've said you have a teacher qualification?

P. Yes.

I. Any other qualifications that you have?

P. Oh I have quite a few. I'm also bilingual interpreter so I interpret from Polish to English and English to Polish and my specification is medical so I'm a medical interpreter.

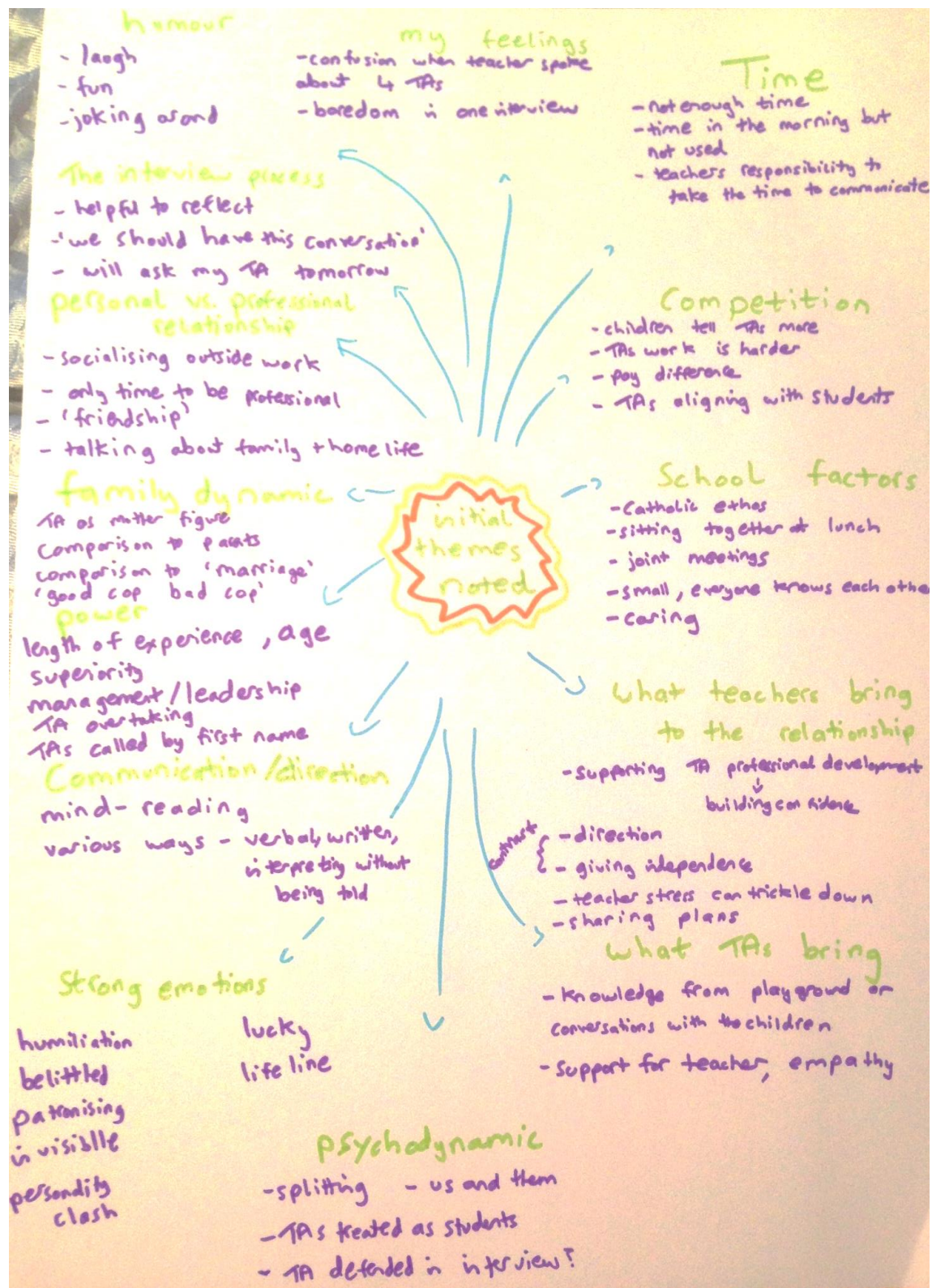
- I. Oh wow!
- P. Also I do have, I have a Spanish GCSE. I also speak some Spanish.
- I. Multilingual.
- P. Yes, I speak Polish. I speak Spanish and English. Yes, that also could be, you know, appreciated a bit more. Or maybe this is something I haven't said that some teachers never actually take the extra time to, you know, to find out more about you because they know nothing about me. Most of the teachers don't even know that I'm a qualified teacher so maybe if they knew more about me by taking the time to actually have a conversation with me, they would know that they can rely on me a bit more because of all the qualifications I've got and that I could be more of a help but, you know, if they don't know, then they can't even use my, you know, ability and they could do.
- I. Yes, you've got lots to offer.
- P. I've got Spanish GCSE. And then what else have I got. I'll have a look at my CV.
- I. That's perfect. Thank you.
- P. Interpreter, bilingual interpreter. I also have GCSE in bio chemistry. I've done quite a bit of studies. I've been studying Spanish for about seven years.
- I. And you're Polish? Is that right? And which age bracket do you fall in? Would it be eighteen to twenty-four, twenty-five to thirty-four, thirty-five to forty-four?
- P. Thirty-five to forty-four. I'm nearly forty.
- I. You don't look it. I wasn't even going to read that age bracket.
- P. Really?
- I. And then, oh do you work full time?
- P. Yes, I do.
- I. Yes, full time. Ok that's pretty much everything. Everything else like how long you've been here, we kind of covered during the interview.
- P. I also have a little baby at home.
- I. Oh do you? What age?
- P. Eighteen months.
- I. Oh lovely. And boy or girl?
- P. A girl.

I. Aw, what's her name?

P. [name].

I. [name], aw that's lovely.

Appendix I: Initial ideas after reading the interview transcripts



Appendix J: Stages of coding
Screenshot after initial coding of one interview

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Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

Code System Document System

Code System	Count	Document System	Count
Code System	256	Documents	256
going beyond	2	Group 1	256
positive school ethos	1	Clara TA 1	256
headteacher attitude	3	Esme teacher 3	0
lovely headteacher	2	Indie teacher 5	0
relaxed atmosphere	1	Janelle TA 3	0
support for TA	2	Kate teacher 2	0
picking your battles	1	Marta TA 2	0
Christian school	1	Mya TA 5	0
third parties	5	Nora teacher 4	0
strong emotions	1	Tom teacher 1	0
bullying	1	Zara TA 4	0
belittled	1	Sets	0
power	4		
TAs treated as students	2		
playground dynamics	4		
complex	1		
resolving conflict	7		
hierarchy	6		
public display	3		
humiliation	5		
teachers ability to acknowledge when they're wrong	1		
effect on learning	2		
sabotage?	1		
rebellious	1		
motivation stripped	1		
frustration	1		
doing something you know doesn't work	3		
feedback blocked	3		

Simple Coding Query (OR combination of codes)

Screenshot after initial coding of interviews 1-4

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Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

being monitored

Code System

- Code System 780
- extra work 1
- mixed views 1
- TAs as unsung heroes 2
- TAs as consistent 1
- empathy for teacher 1
- two-way 1
- fairness 1
- pessimistic about change 2
- teacher input to choice of support staff 4
- not talked about 1
- rumours/ indirect experience 1
- TAs can make job easier or harder 1
 - TAs can enhance teacher stress 0
- comparison to business 1
- drain on resources 2
- not shutting TA down 1
- seeing potential 2
- TA as key to class 1
- comfortable in your position 1
- burden? 1
- responsibility of working with other adults 1
- reverse power dynamic 3
- age 2
- ability to work with other adults 1
 - develops over time 1
- space to vent 1
- boundaries 1
- no control 2

Document System

- Documents 780
- Group 1 780
 - Clara TA 1 270
 - Esme teacher 3 0
 - Indie teacher 5 0
 - Janelle TA 3 97
 - Kate teacher 2 0
 - Marta TA 2 191
 - Mya TA 5 0
 - Nora teacher 4 0
 - Tom teacher 1 222
 - Zara TA 4 0
- Sets 0

0 0 0 0

Simple Coding Query (OR combination of codes)

Revision of coding interviews 1-4 (post supervision and code revision)

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Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

different positions

Code System

- Code System 994
 - thinking about the relationship 6
 - rumours/ indirect experience 1
 - not talked about 1
 - teachers don't recognise need to explain in more detail 1
 - teachers don't recognise need to praise TAs 1
 - enjoyment from joint working 11
 - different positions 13
 - complementary positions 1
 - teachers are there for a reason 1
 - TA less strict 2
 - teacher as strict one 5
 - TAs can make job easier or harder 3
 - TAs can enhance teacher stress 1
 - communication 2
 - difficult explaining what you want 1
 - not knowing things about the other 1
 - not following instructions/ rebellious 1
 - feedback to teacher 7
 - inaccurate feedback 3
 - not involved in planning 4
 - waiting until something goes wrong to communicate 2
 - direction 56
 - involved in planning 9
 - written communication 1
 - early communication 2
 - personality 0
 - personality clash 1
 - teacher personality 10

Document System

- Documents 994
 - Group 1 994
 - Clara TA 1 286
 - Marta TA 2 269
 - Janelle TA 3 141
 - Tom teacher 1 298
 - Kate teacher 2 0
 - Zara TA 4 0
 - Esmé teacher 3 0
 - Nora teacher 4 0
 - Indie teacher 5 0
 - Mya TA 5 0
 - Sets 0

0 0 0 0 0 Simple Coding Query (OR combination of codes)

Screenshot after coding interviews 1-6

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Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

relationship descriptions

Document System

- Documents 1283
 - Group 1 1283
 - Clara TA 1 285
 - Marta TA 2 269
 - Janelle TA 3 143
 - Tom teacher 1 302
 - Kate teacher 2 147
 - Zara TA 4 137
 - Esmé teacher 3 0
 - Nora teacher 4 0
 - Indie teacher 5 0
 - Mya TA 5 0
 - Sets 0

Code System

0/0

- Code System 1283
 - relationship dynamics 55
 - relationship descriptions 78
 - awareness 6
 - supporting each other 46
 - TAs get on well together 1
 - can be hard to come to work 1
 - daughter in class 2
 - lucky to have good relationships 2
 - length of teacher experience makes a difference 4
 - common goal 3
 - teachers have more pressure 8
 - thinking about the relationship 22
 - different positions 40
 - communication 191
 - personality 44
 - the interview 3
 - Commitments outside school 1
 - Teacher role 29
 - attitudes 53
 - school factors 55
 - how TA is used 69
 - space 5
 - the students 43
 - teachers making mistakes 8
 - inclusion 19
 - boundaries 16
 - supervision and line management 1

0 0 0 0 0

Simple Coding Query (OR combination of codes)

Screenshot after coding interviews 1-8

C:\Users\Lorna\Documents\Tavi\Thesis\analysis\Lorna thesis (2) (1).mx12 - MAXQDA Plus 12 (Release 12.3.0)

Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

TAs are from the community

Code System

- Code System 1611
 - teachers can forget to praise TAs 1
 - limited experience working with TAs 1
 - TAs are from the community 4
 - staffing is a nightmare 1
 - TAs covering time in class 1
 - unsure whether teachers and TAs should be paired 2
 - doesn't want drama 1
 - working with agency support staff 1
 - TAs are an expensive resource 2
 - TAs can make job easier or harder 7
 - Collaboration 2
 - teachers having difficulty sharing role 3
 - TA leaving it up to the teacher 2
 - not having anyone 2
 - teachers want things a particular way 4
 - multiple TAs 5
 - relationship dynamics 79
 - relationship descriptions 104
 - awareness 13
 - supporting each other 58
 - TAs get on well together 1
 - can be hard to come to work 1
 - TAs daughter taught by teacher 3
 - lucky to have good relationships 3
 - length of teacher experience makes a difference 4
 - common goal 6
 - teachers have more pressure 9
 - thinking about the relationship 6

Document System

- Documents 1611
 - Group 1 1611
 - Clara TA 1 294
 - Marta TA 2 287
 - Janelle TA 3 143
 - Tom teacher 1 302
 - Kate teacher 2 148
 - Zara TA 4 148
 - Esme teacher 3 138
 - Nora teacher 4 151
 - Indie teacher 5 0
 - Mya TA 5 0
 - Sets 0

Simple Coding Query (OR combination of codes)

Screenshots of coded interviews 1-8 (post further code revision and collation)

C:\Users\Lorna\Documents\Tavi\Thesis\analysis\Lorna thesis (2) (2) (1).mx12 - MAXQDA Plus 12 (Release 12.3.0)

Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictionio Help

other factors

Code System

Code System	Count
Code System	1610
time	59
experience	21
reflection/ understanding/ knowledge about each other	55
power dynamic	136
control	18
unsure whether teachers and TAs should be paired	2
TAs can make job easier or harder	7
relationship dynamics	91
relationship descriptions	98
supporting each other	59
lucky to have good relationships	3
different positions	65
communication	176
personality	54
the interview	7
Teacher role	41
attitudes	68
school factors	83
how TA is used	86
space	5
the students	54
inclusion	19
boundaries	24
supervision and line management	8
latent codes	90
negative comments about TAs	3
positive comments about TAs	27
ability to work with other adults	9

Document System

Document System	Count
Documents	1610
Group 1	1610
Clara TA 1	294
Marta TA 2	287
Janelle TA 3	143
Tom teacher 1	304
Kate teacher 2	148
Zara TA 4	147
Esme teacher 3	138
Nora teacher 4	149
Indie teacher 5	0
Mya TA 5	0
Sets	0

Simple Coding Query (OR combination of codes)

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time\time to communicate

Code System

- Code System
 - time
 - ability to work with other adults develops over time
 - time to communicate
 - time to build relationship
 - experience
 - limited experience working with TAs
 - length of teacher experience makes a difference
 - TA experience
 - reflection/ understanding/ knowledge about each other
 - relationship not valued
 - understanding TAs position
 - thinking about the relationship
 - lack of understanding
 - awareness
 - power dynamic
 - TAs treated as students
 - teachers have more pressure
 - reverse power dynamic
 - power
 - challenging authority
 - teachers making mistakes
 - hierarchy
 - Pay difference
 - manager
 - leadership
 - teacher "allows" me
 - working 'for' teachers
 - superiority

Code System	Count
time	1610
ability to work with other adults develops over time	0
time to communicate	48
time to build relationship	10
experience	0
limited experience working with TAs	1
length of teacher experience makes a difference	4
TA experience	16
reflection/ understanding/ knowledge about each other	0
relationship not valued	6
understanding TAs position	10
thinking about the relationship	24
lack of understanding	2
awareness	13
power dynamic	0
TAs treated as students	6
teachers have more pressure	9
reverse power dynamic	4
power	9
challenging authority	3
teachers making mistakes	8
hierarchy	15
Pay difference	4
manager	10
leadership	5
teacher "allows" me	2
working 'for' teachers	1
superiority	60

Document System

- Documents
 - Group 1
 - Clara TA 1
 - Marta TA 2
 - Janelle TA 3
 - Tom teacher 1
 - Kate teacher 2
 - Zara TA 4
 - Eсме teacher 3
 - Nora teacher 4
 - Indie teacher 5
 - Mya TA 5
 - Sets

Document	Count
Documents	1610
Group 1	1610
Clara TA 1	294
Marta TA 2	287
Janelle TA 3	143
Tom teacher 1	304
Kate teacher 2	148
Zara TA 4	147
Eсме teacher 3	138
Nora teacher 4	149
Indie teacher 5	0
Mya TA 5	0
Sets	0

Simple Coding Query (OR combination of codes)

Screenshot after initial coding of 10 interviews

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Project View Documents Codes Variables Analysis Mixed methods Visual tools Reports MAXDictio Help

communication

Code System

Code System	Count
Code System	1969
time	73
experience	31
reflection/ understanding/ knowledge about each other	69
power dynamic	180
control	27
unsure whether teachers and TAs should be paired	2
TAs can make job easier or harder	13
relationship dynamics	119
relationship descriptions	110
supporting each other	85
lucky to have good relationships	3
different positions	88
communication	200
personality	61
the interview	10
Teacher role	52
attitudes	76
school factors	93
how TA is used	109
space	5
the students	67
inclusion	19
boundaries	25
supervision and line management	8
latent codes	109
negative comments about TAs	3
positive comments about TAs	37
ability to work with other adults	9

Document System

Document System	Count
Documents	1969
Group 1	1969
Clara TA 1	294
Marta TA 2	287
Janelle TA 3	143
Tom teacher 1	304
Kate teacher 2	148
Zara TA 4	147
Esme teacher 3	138
Nora teacher 4	149
Indie teacher 5	111
Mya TA 5	248
Sets	0

0 0 0 0 0 0 0 Simple Coding Query (OR combination of codes)

Appendix K: Screenshot of the initial the initial themes and sub-themes identified

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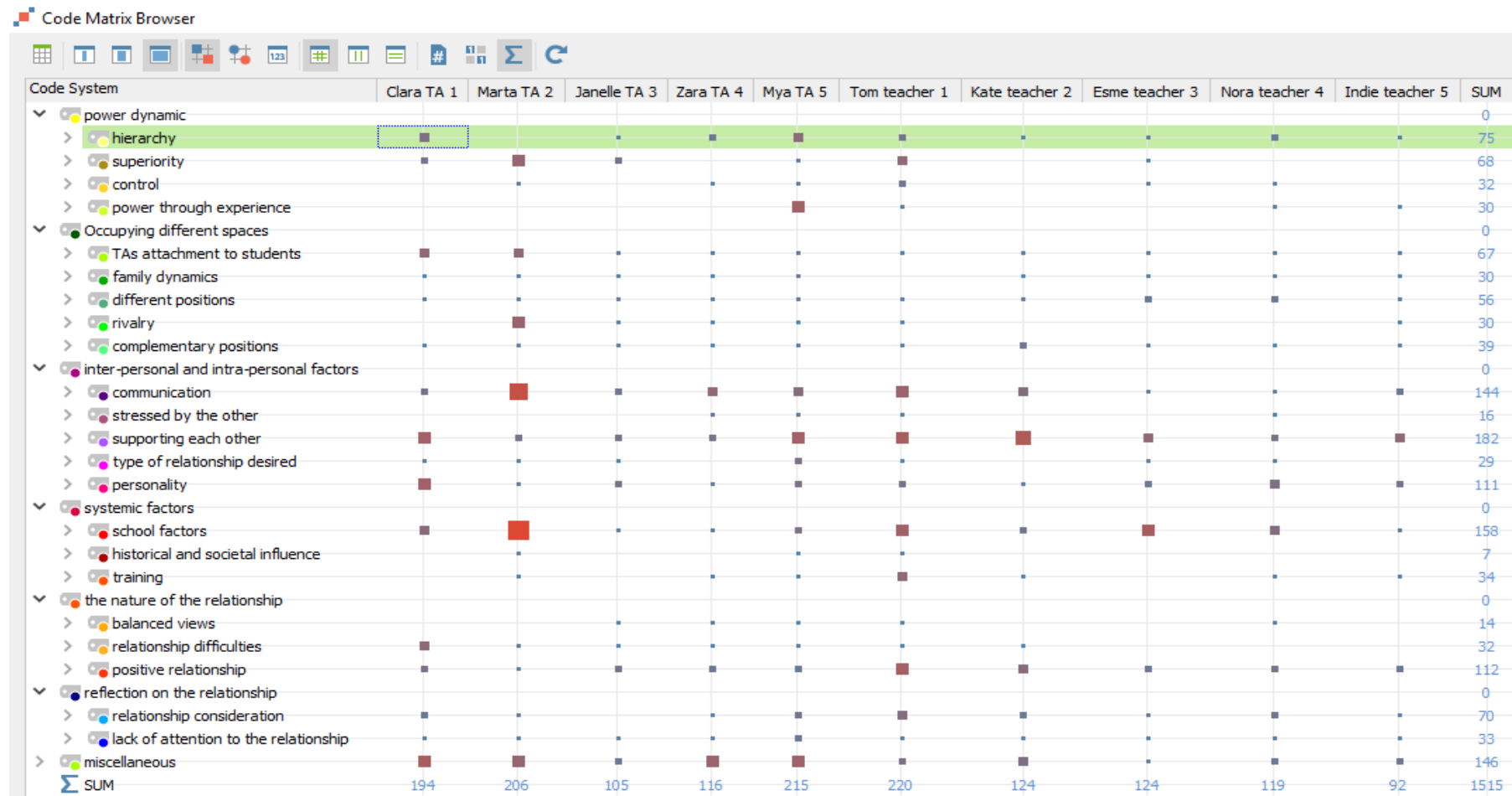
miscellaneous/unpredictable/ flexibility

Code System

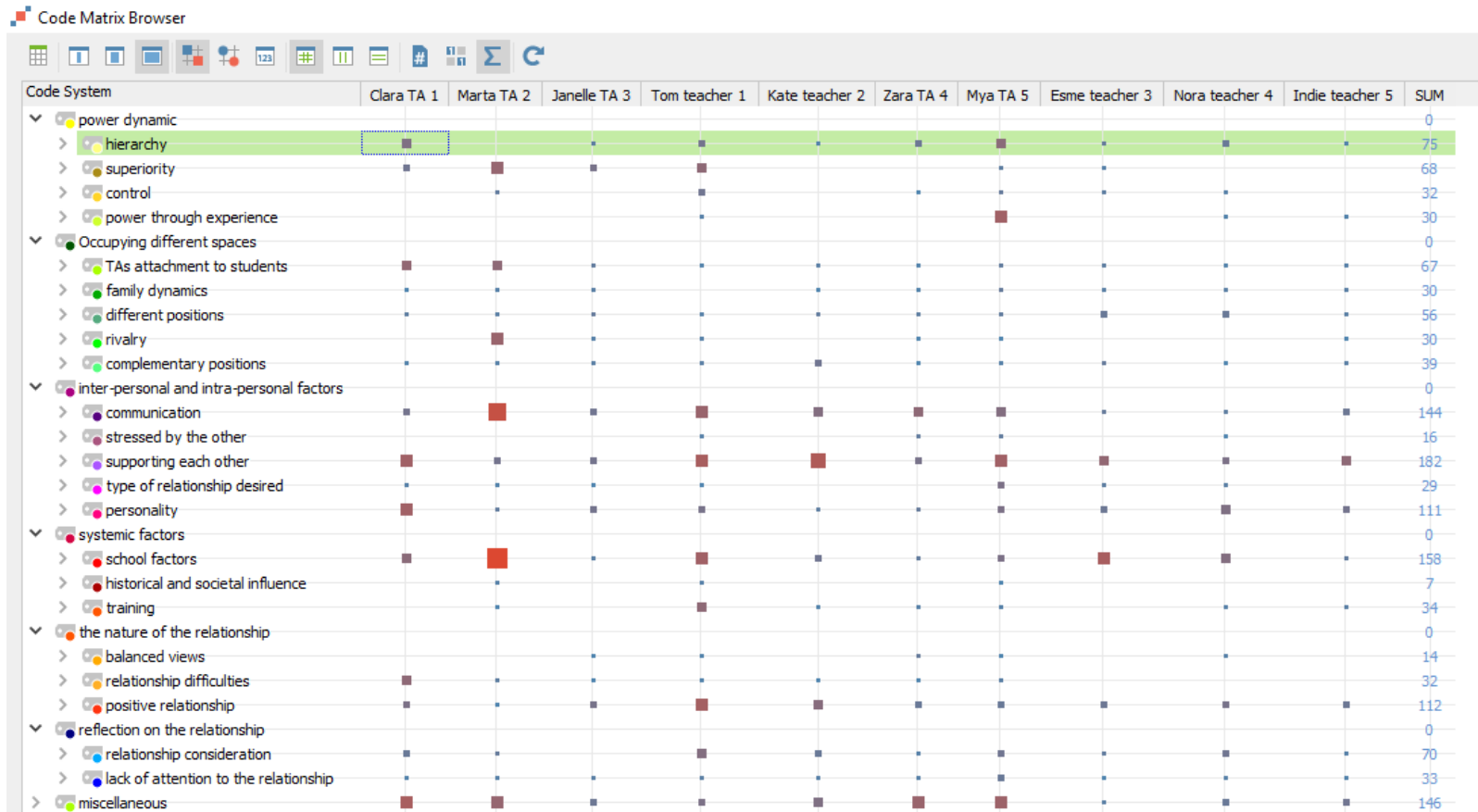
Code System	Count
Code System	1515
communication	17
> direction	87
> lack of direction	24
> feedback to teacher	16
power dynamic	0
> hierarchy	143
> control	32
> power through experience	30
different positions	0
> TAs attachment to students	67
> family dynamics	30
> different positions	56
> competition	30
> complementary positions	39
inter-personal and intra-personal factors	0
> stressed by the other	16
> supporting each other	182
> type of relationship desired	29
> personality	111
systemic factors	0
> school factors	158
> historical and societal influence	7
> training	34
the nature of the relationship	0
> balanced views	14
> relationship difficulties	32
> positive relationship	112
reflection on the relationship	0
> relationship consideration	70
> lack of attention to the relationship	33
miscellaneous	0
> TA taking control of 1:1 staff	3
> unpredictable/ flexibility	9
> difficult working with supply teacher	3
Teacher role	10
> TA role	92
inclusion	19
> comparison to other schools	5
> had a relationship in a different capacity	5

Appendix L: Spread of themes across the data set

Screenshot of the spread of themes across teachers and TAs



Screenshot of the spread of themes across the two schools (school A is on the left and School B is on the right)



Appendix M: Ethical approval letter

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
www.tavi-port.org

Lorna McDermott

By Email

10th June 2016

Re: Research Ethics Application

Title: The experience of teachers and Teaching Assistants working together in a Primary School

Dear Lorna,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your research ethics application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Best regards,



Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

cc. Brian Davis, Course Lead

Appendix N: Information sheet

Information sheet

Title of study: An exploration of teachers' and Teaching Assistants' experiences of working together in a primary school setting.

My name is Lorna McDermott. I am a Trainee Educational Psychologist studying at the Tavistock and Portman NHS foundation Trust and working at X Local Authority. As part of my studies I will be conducting a qualitative research study which I would like to invite you to participate in.

The purpose of the research study is to explore the experiences of teachers and teaching assistants (TAs) working together in primary education. In particular, the research aims to gain a deeper insight into teachers' and TAs' perceptions of working together and the processes and dynamics that underpin their relationship as well as exploring the facilitators and barriers to effective teacher-TA collaboration. Currently there is a limited amount of research exploring this working relationship in depth.

I am looking to conduct individual interviews with teachers and TAs who work together on a daily basis. Your participation in this study will involve taking part in an interview lasting approximately 45 – 60 minutes. This will take place at your school. The interviews will be audio recorded and later transcribed. I will then analyse all of the interview transcripts to identify themes that may have arisen in the interviews.

If you volunteer to participate in the study, I will email you in the next three weeks to tell you if you will be invited for an interview. There is the potential that more people than the number which can be interviewed will volunteer to participate or that the teacher/TA you work with may not volunteer in which case I may inform you that you will not be interviewed at this time.

Participation in the study is completely voluntary and you will be free to withdraw at any point during, and up to one month after the interview. This is because after this point, the data will have been anonymised, analysed and grouped into themes so individual contributions would be very difficult to extract.

If you decide to take part in the study, all information collected during the research will be kept anonymous and you will not be personally identifiable in any part of the study. General themes arising from the research will be fed back to participants and their school. Anonymised quotes will be used in the final research report which may be read by other people interested in the topic. In accordance with the Data Protection Act (1998) all information will be stored

securely; electronic data will be kept securely on a password protected computer and information will be kept for no longer than is necessary.

Participation in this study will have no impact on the amount of Educational Psychologist (EP) time your school receives. Potential benefits of the study include increasing EPs awareness of how teachers and TAs work together and how they perceive their own and each other's roles. This study may also help increase understanding in your school about the facilitators and barriers to teacher-TA collaboration, promoting effective joint working throughout the school.

This research study has been approved by the Tavistock and Portman NHS Foundation Trust ethics committee. Although no physical or emotional risks to participants are anticipated as part of the research process, the researcher recognises that exploring personal experiences could potentially be upsetting for participants. The researcher will be available to discuss any concerns after the interview and will be able to direct you to independent supportive agencies should this be felt necessary.

If you wish to participate in the study please sign the consent form and return it to the researcher.

If participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Louis Taussig, the Trust Quality Assurance Officer ltaussig@tavi-port.nhs.uk

Thank you for taking the time to read this information sheet.

If you have any questions please do not hesitate to contact me at LMcDermott@tavi-port.nhs.uk

Appendix O: Consent form

The Tavistock and Portman 
NHS Foundation Trust

Consent form

Title of study: An exploration of teachers' and Teaching Assistants' experiences of working together in a primary school setting.

Please tick the relevant boxes if you agree with the statements below:

1. I confirm that I have read and understood the information sheet concerning the above study.

2. I understand that my participation is voluntary and that I am free to withdraw my consent at any point up until one month after the interview has taken place.

3. I agree to participate in the above study.

Name: _____

Date: _____

Appendix P: Thematic analysis

Interview	Code	Segment
Kate teacher 2	inter-personal and intra-personal factors\communication	Communication is key I think. I. Yeah. P. Talking, sharing ideas, you know, knowing that we're all valuable in the room and em just having that open communication really so that they can talk to me, I can talk with them. We can work together, to help the best we can.
Zara TA 4	inter-personal and intra-personal factors\communication	Communication is the key thing, definitely.
Indie teacher 5	inter-personal and intra-personal factors\communication	Em yeah I think communication.
Indie teacher 5	inter-personal and intra-personal factors\communication	Em, communication, making sure the teacher finds time for the teaching assistant and they value them.
Nora teacher 4	inter-personal and intra-personal factors\communication	Em, good communication really. I. Mm. P. Em, making time for that, yeah, just positive communication, em, em and openness really.
Marta TA 2	inter-personal and intra-personal factors\communication	I think communication is key. You need to talk to your staff.
Kate teacher 2	inter-personal and intra-personal factors\communication	I think I've always had eh good communication with teaching assistants. I don't think I've ever had a time when I haven't.

Indie teacher 5	inter-personal and intra-personal factors\communication	It, communication, I think.
Zara TA 4	inter-personal and intra-personal factors\communication	Just communicate. That's the main thing. Just communicate. If there's a problem, then talk about it. Em and just make sure you know what's expected of you for the week mainly or if you've got anything that you want someone to do, like the teacher, then you need to let them know as well. I. Mm. P. So, it's mainly communication.
Kate teacher 2	inter-personal and intra-personal factors\communication	So we talk, we communicate with each other and we talk about what's best for the children.
Indie teacher 5	inter-personal and intra-personal factors\communication	some of the great teachers that I used to work with were always the ones that would be open to me like making suggestions about the lesson eh and wouldn't see it as me trying to step on their toes and the ones that would always listen to if I had, you know, obviously if you'd have a chat after the lesson about how each kid did, feeding back to each other regularly, em, you know really good communication between both of you.
Tom teacher 1	inter-personal and intra-personal factors\communication	that's what I believe, open lines of communication, being a manager.
Kate teacher 2	inter-personal and intra-personal factors\communication	They obviously need, we'll talk about what the child needs and where that's, where difficulties arise in the classroom, what particular things might set a child off.
Kate teacher 2	inter-personal and intra-personal factors\communication	we discuss what we're doing, we talk about, I'll ask them what they feel the children are doing or need or if there's anything more they need and they'll talk to me if there's something that they're not accessing or they're not able to do or difficulties so em yeah, we've good communication and we, you know, get on well and work well in the class

Esme teacher 3	inter-personal and intra-personal factors\communication	We will have discussion and as I said it's lovely to have like, someone on board who will share discussions.
Kate teacher 2	inter-personal and intra-personal factors\communication	We'll be in the room and we'll talk about em what needs to happen with the children or where they're at.
Kate teacher 2	inter-personal and intra-personal factors\communication	Yeah, we do. We do and you know, we have quite challenging children in this class and a lot of children with a lot of emotional needs so we need to talk a lot about what's happening and why things have happened as the adults in the classroom, to try and help the children.
Marta TA 2	inter-personal and intra-personal factors\communication\direction	You also need to be able to, you know, to be able to know what you're doing and exactly how do you want me to do it
Mya TA 5	inter-personal and intra-personal factors\communication\direction	, I know she always, em in the morning, she always has everything prepared and she will, do you know if they're coming a bit early, she will make some time and make sure that she speaks to them "can you make sure that this is what you're doing today?" and "this week I want this for maths" or "can you make this book with him?" and "can you do this and that?" You know she gives them all the information that they need and what she's expecting them to do with them.
Marta TA 2	inter-personal and intra-personal factors\communication\direction	Also you really don't want to distract the teacher when she's working so you don't want to poke her and say "excuse me, what are we doing?" But I think it's her time and you know her good will to actually come up to me and say "we're going to do this and this", not me trying you know to get it out of her
Zara TA 4	inter-personal and intra-personal factors\communication\direction	As long, like if she tells me "blah blah blah blah" at the beginning of the week and I go "fine. I can fit that in that day, that day, that day"
Kate teacher 2	inter-personal and intra-personal factors\communication\direction	Direction...would be key.

Nora teacher 4	inter-personal and intra-personal factors\communication\direction	Em, well direct the TA really, I need to provide the TA with the instructions and that em, yeah, direct them in what they're doing, how they're supporting the children.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction	explaining exactly em, how you want things done in terms of breaking information down, all you can do...who and how long you want them to sit with people.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction	I explained to him exactly how I wanted things done
Janelle TA 3	inter-personal and intra-personal factors\communication\direction	I know exactly what to do because she already explained it to me.
Kate teacher 2	inter-personal and intra-personal factors\communication\direction	if there is a difficulty, I'll say, you know, can you support that child.
Marta TA 2	inter-personal and intra-personal factors\communication\direction	just trying to you know to take this extra time and say yeah 'we're going to this and this. If you could do this and this for me,'
Clara TA 1	inter-personal and intra-personal factors\communication\direction	I would basic plan those and think about which pictures I'm going to use but the main objective will come from the teacher. She will give me the main objective.
Mya TA 5	inter-personal and intra-personal factors\communication\direction	she has to provide learning and support to those special needs as well so they're able to support those children that they need to support with the work that she's giving
Indie teacher 5	inter-personal and intra-personal factors\communication\direction	so you need to make sure the teacher's like clear on where, you know, what you want from the teaching assistant, every lesson, em answering any questions they have.
Mya TA 5	inter-personal and intra-personal factors\communication\direction	So, I think it can be quite difficult for her sometimes because she has to make sure that adults understand properly what she is trying to put across.
Clara TA 1	inter-personal and intra-personal factors\communication\direction	The teacher will give me the main things. She will say to me the main objectives

Zara TA 4	inter-personal and intra-personal factors\communication\direction	the teacher will tell you what children to work with. It will be on my plan, it will say on my plan, Zara to work with circles or whatever group em, so then I just highlight it all at the beginning of the week, just flick back and, and sometimes it changes, like if the group the day before, if we're doing the same work and the group the day before has had trouble getting the work done, then she might change me and then she'll say to me "can you just go over that with them because they wasn't really getting it yesterday".
Mya TA 5	inter-personal and intra-personal factors\communication\direction	The teacher, yeah, she tells me who do I need to bring out and who do I need to give extra support, what table to work with.
Janelle TA 3	inter-personal and intra-personal factors\communication\direction	they explain to you what we're doing and how it is and "this will be like that" so you know,
Janelle TA 3	inter-personal and intra-personal factors\communication\direction	they'll explain to us what they're going to do today
Marta TA 2	inter-personal and intra-personal factors\communication\direction	we are getting told what to do
Tom teacher 1	inter-personal and intra-personal factors\communication\direction	what I tend to do is explain to them what kind of lesson we're going to teach
Marta TA 2	inter-personal and intra-personal factors\communication\direction	You can't know, you've got to be told.
Zara TA 4	inter-personal and intra-personal factors\communication\direction	You just need to know what you're doing really.
Zara TA 4	inter-personal and intra-personal factors\communication\direction\early communication	As long, like if she tells me "blah blah blah blah" at the beginning of the week and I go "fine. I can fit that in that day, that day, that day"

Marta TA 2	inter-personal and intra-personal factors\communication\direction\early communication	if they could em come and relate whatever we're going to do, before the children came, maybe at this point, say yes this doesn't look right, maybe we could correct it before we print it out for all of them and stick it in their books but because they never engage in that conversation beforehand, you only notice the mistake later when it's actually too late to do anything with it.
Zara TA 4	inter-personal and intra-personal factors\communication\direction\early communication	Like one day that week em, so like, if she tells me things towards the beginning of the week, then I can fit them in, in the timetable somewhere sort of thing, but if she told me Thursday, "well there's a display that needs putting up" or something then it, no way, like maybe not. So she knows that if you, really it's just like being, talking everything over at the beginning of the week, makes it so much easier to go through the week unless she's off sick or something or something else happens and that but nine times out of ten, it works out well.
Marta TA 2	inter-personal and intra-personal factors\communication\direction\early communication	the collaboration is so important, before the children come to class and before they actually look in the book.
Clara TA 1	inter-personal and intra-personal factors\communication\direction\following instructions	I have to work along with information that's on the IEP of the child and so I follow those, so those are normally information that the educational psychologist would recommend and I would just follow those...or the speech and language... or the actual teacher
Clara TA 1	inter-personal and intra-personal factors\communication\direction\following instructions	And then just...the TA can either go one or the other way, we can either choose totally...choose to not do anything that the teacher said...asked them to do...or they can actually just continue doing the...acting the lesson as the teacher asked them to do it and then see it not working but they're saying 'well that's how she wants it to be done, that's it'.

Zara TA 4	inter-personal and intra-personal factors\communication\direction\following instructions	As long, like if she tells me “blah blah blah blah” at the beginning of the week and I go “fine. I can fit that in that day, that day, that day”. And then I’ll come to the end of the week and I’ll say to her “oh I couldn’t do that. I didn’t really get the time to do that”, she’s fine about it because she knows it will get done eventually.
Clara TA 1	inter-personal and intra-personal factors\communication\direction\following instructions	because the TAs will be doing what they’re instructed to do and then find it’s not working.
Clara TA 1	inter-personal and intra-personal factors\communication\direction\following instructions	doing as I am instructed to do
Kate teacher 2	inter-personal and intra-personal factors\communication\direction\following instructions	their role is you know, that of obviously following the instruction that they’re given and working with me to help the children but also to be able to bring their own ideas to things or make suggestions.
Marta TA 2	inter-personal and intra-personal factors\communication\direction\following instructions	I know what to do once you tell me ‘this is the task and that’s how I want it done’
Clara TA 1	inter-personal and intra-personal factors\communication\direction\following instructions	Once I’m allocated a task, I can just go and do it. That’s my thing,
Kate teacher 2	inter-personal and intra-personal factors\communication\direction\following instructions	theirs would be to follow obviously, what I have asked them to do but also bring their own experience and knowledge to that
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\following instructions	whatever the teacher’s told her to do she’s done.

Kate teacher 2	inter-personal and intra-personal factors\communication\direction\involved in planning	Both of them are in at half eight, which is great. So, before class starts, I'll talk to them about what we're going to do, if anything's come up em that they've had a difficulty with or something they've noticed about the child, we'll talk about then and plan what we're going to do for the day. If there's anything that's changed, some of the children will need extra support in that, particularly the boy with autism. If something changes in the day, he finds it quite difficult so we'll talk about that and how we're going to manage that. So yeah, in the morning and during assembly times.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\involved in planning	but when you're collaborating and they know your plans, they have an active part rather than, you know, they can actually use their own initiative and put in their own input, being more creative, rather than trying to figure out what I'm trying to do. They're already in on the story, in on the secret.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\involved in planning	He came in a bit earlier. We used to discuss ideas. I told him my plan for the day and I asked him what he thought just for a second opinion.
Janelle TA 3	inter-personal and intra-personal factors\communication\direction\involved in planning	they always involve me in their planning so, you know, the relationship between my teachers and me is fine
Kate teacher 2	inter-personal and intra-personal factors\communication\direction\involved in planning	They'll support me in sort of general assistance of getting things ready for the whole class but also look at you know specific things for those children to do if they're different, particularly the one child who's not accessing the curriculum.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\involved in planning	We drew up a plan and I tweaked my plan and "ok, this is perfect. You run this section and I then can be over here and then at the end we'll bring them up and I'll get them writing. I'll sort that bit out."

Esme teacher 3	inter-personal and intra-personal factors\communication\direction\involved in planning	We have like the meetings after school so we go through what's the planning for the next week, what, like because she supports some of the children, so what would be the support, what will they be doing?
Janelle TA 3	inter-personal and intra-personal factors\communication\direction\involved in planning	when they plan and things, they involve us as well.
Janelle TA 3	inter-personal and intra-personal factors\communication\direction\involved in planning	You get involved. You get involved, like you know. They don't just say "oh we're doing this today", without explaining.
Esme teacher 3	inter-personal and intra-personal factors\communication\direction\TA leaving it up to the teacher	and you can have the teaching assistant that is not really, "oh I don't know, you plan, you do, you tell me what to do".
Esme teacher 3	inter-personal and intra-personal factors\communication\direction\TA leaving it up to the teacher	you can have a teaching assistant that has the attitude that is just you know "I'm not really interested, just tell me what to do"
Mya TA 5	inter-personal and intra-personal factors\communication\direction\TA leaving it up to the teacher	you have a TA who thinks I'm not doing much work, I'm just going to do what I have to do, em do you know and not being supportive
Marta TA 2	inter-personal and intra-personal factors\communication\direction\the way you are spoken to	'we're going to this and this. If you could do this and this for me,' not trying to be you know em condescending or anything but just try to explain in more detail because that's what I'm lacking now
Janelle TA 3	inter-personal and intra-personal factors\communication\direction\the way you are spoken to	he way they talk or the way, you know, they'll ask you to do things or you know

Zara TA 4	inter-personal and intra-personal factors\communication\direction\the way you are spoken to	I don't like people saying to me like em, "I asked you to do this and you haven't done it, blah blah" and not giving me a chance to explain, sort of why, maybe I haven't got around to it yet.
Janelle TA 3	inter-personal and intra-personal factors\communication\direction\the way you are spoken to	You know and if they say to you "that didn't do right, could you do it again for me?" And you kind of say "yeah maybe" it's not like, you know, it's two different ways of explaining, it's like "Miss X would you mind doing that again for me please?" and then you'll get that, you know, kind of...
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\the way you are spoken to	you know just being tactful. Just knowing how you talk to people, not telling him "This is what we will do".
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction	you get an instruction, that is like a one sentence instruction, it's not really clear, it's just kind of thrown at you at some point when the children are already there
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction	but sometimes the tasks aren't even clear when you read them
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction	so I basically wait for the instructions which, as I said, come a bit later and not in as much detail as I would like to
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	. But when some misunderstanding arises, then I'm like a bit upset that it happened because I know it shouldn't have happened
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	And she said to me "I really don't think she's getting it"

Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	But that doesn't happen and then when something goes wrong, "oh well, I didn't want it that way". And it's really upsetting for me as well because if I knew I would do it right,
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	didn't think she had understood what she had asked her to do so and every day she kept making the same mistake so she said "I wonder if she understood what I asked her to do?"
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	Em, if they don't know what they're, if they don't know what the lesson's about in the first place, that can be a barrier. Misunderstanding or not understanding.
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	I think good collaboration between teachers and children can only result in good teaching in general, so most teachers and students will benefit from our collaboration because then there's less misunderstandings between us and then everything gets done properly and the results, you know, of the pupils will be much better.
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	it affects everyone's work, the children's learning. If I made a mistake because I wasn't explained exactly what to do in certain tasks, it might be a little detail but you know, then I'm thinking yeah maybe I explained it to them wrong because I wasn't explained in the first place so then the mistake, you know the actual misunderstanding kind of, goes to children which shouldn't get there.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	some of them aren't as skilled in breaking down instructions, maybe they don't really understand the instructions.
Marta TA 2	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	You also need to be able to, you know, to be able to know what you're doing and exactly how do you want me to do it and often and that ends in resulting mistakes of some sort of you know misunderstandings, like 'Oh I didn't want it that way, I want it that way', well I was never told.

Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\misunderstandings	You can see the miscommunication, understanding or something. There was nothing anyone was doing on purpose. It was just a misunderstanding.
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	I was with this teacher, she will want a specific thing, but then it was harder to read because even if she said “I want to put this up on the board” and I would think “oh I will go and put it up” and then “well I didn’t want it like that”
Indie teacher 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	if I didn’t find time to speak to her, it’s just, we would, you’d sort of be, em the TA’s playing a guessing game of what the teacher wants
Nora teacher 4	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	it’s difficult because you wouldn’t, sometimes it does need, you need to be working together for a long time to kind of get that kind of, just intuition, just knowing what, when I say something, very limited, very quickly, very briefly, they know what I mean.
Nora teacher 4	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	It’s just sort of me doing all the planning and preparation and not having any time to kind of, in detail, explain what I want done or how something should be done, so a lot of it’s left to kind of her interpretation of what I mean.
Nora teacher 4	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	she’s just got to kind of, second guess, I think, what I mean or what I want
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear	So and it’s a kind of communication where we might just speak a little bit, sometimes we don’t have time to talk but it’s about reading more than, do you know

	instruction\TA needs to interpret instructions	
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	So it's being able to read more than what you're being told as well, at the same time. So, she might just give me a little bit of information but then I kind of know what she's kind of looking for, trying to. So, and I try to support in there so then we don't need to have that much speech communication and if she needs to be doing other things,
Mya TA 5	inter-personal and intra-personal factors\communication\direction\unclear instruction\TA needs to interpret instructions	So, the communication is not much sometimes but it's reading more than you know sometimes what she says.
Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	And then every Monday, I get a plan for, the lesson plan for the whole week, the same plan as what she's got, and then it will say what groups I'm working with and things like that, which doesn't always work out cos sometimes there's other things you need to do but on the whole, it works well.
Tom teacher 1	inter-personal and intra-personal factors\communication\direction\written communication	And then I look at the work and I'm not too sure how much support she's had and I always ask the teaching assistant to write the support.
Indie teacher 5	inter-personal and intra-personal factors\communication\direction\written communication	At one point during the day she'll feed back to me or straight after the lesson or she'll leave notes for me in the book so that when I'm marking, I can see what she's, what comments she's made for that child. Y
Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	Em if there's any resources that need to be made or I need to go and find, it will be in the book so that they're ready for the lesson when we do it

Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	I get a plan each week.
Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	I like it. It does save time. It saves a lot of, em what's the word? Like if it's not in the book and she needs it for the next lesson but the next lesson is now, then it's completely wasting my time
Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	I think it was suggested to her that she keep the book just so she can keep on top of things because there's so much photocopying that has to be done. So, anything that needs doing, I pick the book up in the morning. If there's any photocopying, it's tucked inside the book, so it just doesn't waste time like
Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	if she was off sick, I would know what to do. I would know where to go because it would be on the plan.
Indie teacher 5	inter-personal and intra-personal factors\communication\direction\written communication	Or if I don't give her the sort of, full plan for the week or if, yeah she sort of chides me, you know because otherwise how is she going to do her job properly? So, it's really important she has the tools she needs to do her job properly and if that sort of, a lot of that lays on what I do so I need to make sure I'm not letting her down. Yeah.
Esme teacher 3	inter-personal and intra-personal factors\communication\direction\written communication	She will always em, write down notes in their books as well. I. Oh ok. P. So, it's very helpful from my point of view as well, that. I. Mm. P. If she worked with these four children, I will have a note how, you know, I will have a "this one was independent", "that one was supported" so I can see straight away, where they struggled or what they can do.

Zara TA 4	inter-personal and intra-personal factors\communication\direction\written communication	the teacher will tell you what children to work with. It will be on my plan, it will say on my plan, Zara to work with circles or whatever group em, so then I just highlight it all at the beginning of the week
Mya TA 5	inter-personal and intra-personal factors\communication\feedback to teacher	“oh, that was a good idea, how you question them” and we’ll be thinking about something and I’ll say “oh that was really good how you challenged them, I quite like that.”
Indie teacher 5	inter-personal and intra-personal factors\communication\feedback to teacher	At one point during the day she’ll feed back to me or straight after the lesson or she’ll leave notes for me in the book so that when I’m marking, I can see what she’s, what comments she’s made for that child. Y
Clara TA 1	inter-personal and intra-personal factors\communication\feedback to teacher	But then I will give her feedback during that period as to what is working, what has been achieved or the possibilities of him moving on to the next stage
Esme teacher 3	inter-personal and intra-personal factors\communication\feedback to teacher	Em or she will notice like you know, we you’re teaching and you don’t always notice like, when she’s actually sitting at the table, she will notice something or tell me that child really struggled or like you know so it’s very, very helpful.
Kate teacher 2	inter-personal and intra-personal factors\communication\feedback to teacher	Em you know and I’m aware of that and I’d like to think that they recognise that I’m open to that, do you know?
Tom teacher 1	inter-personal and intra-personal factors\communication\feedback to teacher	he best TAs are the ones that get involved with kids, that really get involved with the kids, know how they think, so they feedback to you – “they’re really enjoying this” or “we should go back a step because this went above so and so’s head” but you know that, those open lines of communication
Clara TA 1	inter-personal and intra-personal factors\communication\feedback to teacher	I can discuss information with the teacher...information that I found the child to be lacking or what’s working or what’s not working,

Clara TA 1	inter-personal and intra-personal factors\communication\feedback to teacher	I will give her feedback on what's happening like in his numeracy or in his literacy or something I found like that was really fascinating about him not able to learn a particular subject
Janelle TA 3	inter-personal and intra-personal factors\communication\feedback to teacher	if the child is, you know, the child's doing...the child's not doing well...if he can't grasp it, I'll explain to the teacher and the teacher will give me something a bit more on the child's level, you know so
Esme teacher 3	inter-personal and intra-personal factors\communication\feedback to teacher	<p>If you've got help and support, it's so much easier to make sure that everybody's on board and everybody understands and you can as I said having the feedback from the teaching assistants "oh this is really not working" or "this is too difficult" "can you lower it down?" or something, which you never know. If you think you're preparing like Maths for example and oh that's so easy. Then it's like oh no, gosh, they didn't get it at all.</p> <p>I. Yeah.</p> <p>P. And you sometimes have like wow this will be difficult, so we need to have like three lessons for that and bam they got it straight away! So, it's tricky sometimes to have and it's good you've got that help and support and feedback, em, not only as I said, you can't clone yourself and be with everyone.</p>
Kate teacher 2	inter-personal and intra-personal factors\communication\feedback to teacher	they'll talk to me if there's something that they're not accessing or they're not able to do or difficulties
Tom teacher 1	inter-personal and intra-personal factors\communication\feedback to teacher	what I'd like them to do really is to say whether the student is accessing the learning, possibly feedback to me on how I could increase this, a certain task or a certain you know a certain system works really well with them that I can work with it, enhance it and use it again.

Clara TA 1	inter-personal and intra-personal factors\communication\feedback to teacher	whatever I observe I will then feed it back to her if I think that she can give me some insight or just inform her like what's happening with him.
Zara TA 4	inter-personal and intra-personal factors\communication\feedback to teacher\discussions not needed	<p>If em, if I need to say anything about groups I'm working with, then I do that at the end of the lesson, at the break time or em if the lesson's finished and they're putting their books away and whatever, then I might say things to her then if I need to but on the whole, I'm pretty, I mean I've been doing it a long time so...</p> <p>I. Yeah.</p> <p>P. It, we don't really need to have many discussions like that.</p>
Tom teacher 1	inter-personal and intra-personal factors\communication\feedback to teacher\inaccurate feedback	I had to talk to the teaching assistant, and then it was more you know 'yes she can do this, she can do that, she can do that' but when I sat down with her and just did like a little assessment, I realised she couldn't do really basic things. She has her no quantitative value. She can list things but there's nothing there. I was like, ok there's no point in her doing these worksheets I thought she could do after speaking with you.
Tom teacher 1	inter-personal and intra-personal factors\communication\feedback to teacher\inaccurate feedback	To impress. You know just to make sure that they're doing their job correctly you know, to keep the teacher happy, yeah and you know sometimes em, you see a child you know you see a child do it once and you think they can do it all the time but there's a lack of consistency. You know just like, maybe a child can pick up key words in a sentence but that doesn't necessarily mean they can read, maybe just recognise that one key word.

Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	And then you get an instruction, that is like a one sentence instruction, it's not really clear, it's just kind of thrown at you at some point when the children are already there, which shouldn't happen because I should know before they come to the class - what we're going to do when, what she expects me to do. But that's not how it looks. It's like yeah "Can you do this for me" or "can you do this for me?", just quickly, like you know. And you find out everything at the last moment. This is also not good.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	but they expect me to know and sometimes they will not tell me exactly what she expects of me in the case of some tasks.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	extra help, extra explanations would be very welcome...which is not coming sometimes
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	'Oh I didn't want it that way, I want it that way', well I was never told.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	'we're going to this and this. If you could do this and this for me,' not trying to be you know em condescending or anything but just try to explain in more detail because that's what I'm lacking now. I don't get enough detail and maybe if I make a mistake, then I can't say, well it wasn't because I want...you know there was no good will on my part, maybe something was not explained to me or was not you know relayed in much detail.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	hey do not tell us exactly what they want of us.

Tom teacher 1	inter-personal and intra-personal factors\communication\lack of direction	I had no idea, she started hiding beneath the table and I was like to the teacher, do you want me to do something or is this what she does? I don't know what do I do. You're in that state, I'm like I feel really anxious now and I look like a mug. I'm in this new school. Everyone's looking at me. I'm an adult. They're looking at me so I had to do something. I don't know what to do.
Tom teacher 1	inter-personal and intra-personal factors\communication\lack of direction	I was full of energy and wanted to learn as much as possible, really enthusiastic and then you give me a teacher, who's a bit cold and just get on with it and you're like, I want direction. I'm here. Look at me, look at me. I'm ready to go, I've been up, I've been up, I've got my caffeine, I'm ready to go but there's no direction and you're like,
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	Loads of times, loads of times. Loads of times I wasn't explained what to do
Janelle TA 3	inter-personal and intra-personal factors\communication\lack of direction	some of the teachers, over the years, not now, like before, very hard to explain things
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction	They don't have enough time for preparation and they are just you know really really encompassed in their work. So they don't give much thought...'maybe I should speak to my assistant and explain to her' because she just thinks....They think it's obvious maybe. I don't know but they're just too busy.
Tom teacher 1	inter-personal and intra-personal factors\communication\lack of direction	underpaid, lack of direction sometimes. You know, things, in terms of pay you can't really you know, change that much. In terms of direction, that can be changed. The TA, no sorry, the teacher can inform them of their plans. That's not beyond them. It can happen. Yeah, it's a bit more work but it's less work in the long run.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of	but they expect me to know and sometimes they will not tell me exactly what she expects of me in the case of some tasks.

	direction\expected to know or read the teachers mind	
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	Like they expect us to know and this is the hardest bit of working with teachers because we don't actually know what to do
Tom teacher 1	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	Because em If it isn't clear, the direction you're taking the student's learning or for this lesson, then the TA will have to catch up and kind of guess what you're trying to get at
Mya TA 5	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	But I guess if you imagine something a specific way, do you know, I can't read minds so...
Tom teacher 1	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	I'm going to sit here. I'm going to follow your lead and I'm going to try to guess what you're doing cos you're not telling me what to do
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	Like they expect us to know and sometimes you are just not able to know everything, so, this extra help, extra explanations would be very welcome...which is not coming sometimes
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	Loads of times, loads of times. Loads of times I wasn't explained what to do and then, then expected to know, really.

Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	there's this expectation of us to know everything but you can't be expected to read minds but that's what they expect you to do.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\expected to know or read the teachers mind	You can't expect them to know but the teachers do it all the time. They expect you to know. You can't know, you've got to be told.
Zara TA 4	inter-personal and intra-personal factors\communication\lack of direction\not involved in planning	I suppose if you're sick and it's the beginning of the week, then that throws up a lot of problems sometimes because there's no plan. Em, I mean I think there is plans on, on the computer, like there's the midterm plan and things where, not that I ever go into them. I'm not very good at computers to be honest but I mean, someone can always pull up a lesson for you like sometimes, even another teacher will get together a lesson for a supply teacher or anything but other than that, there's not really...If the teacher's here and you're here, then everything seems to just go fine.
Marta TA 2	inter-personal and intra-personal factors\communication\lack of direction\not involved in planning	You're not told in advance. No you just find out five minutes before that you're going to do this and you're like "oh wow, I didn't know that".

Mya TA 5	inter-personal and intra-personal factors\communication\lack of direction\TAs shouldn't have to be told what to do all the time	<p>I don't think the teachers should have necessarily, have to carry, do you know telling the teaching assistant what she needs to be doing all the time or do you know, you learn what you have to do in a classroom and you're there to support. If you are always waiting for someone to tell you what to do, then you can become a pain and you can become hard work. It's like having another child.</p> <p>I. Mm. So, there's something about teaching assistants taking initiative there and knowing what to do without being told sometimes?</p> <p>P. Exactly, yeah. I think you have to have that. if you haven't got that, it will become you know, extra-long, extra hard for the teacher so and it has to work in that way</p>
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers	that teacher was quite happy for me to just work with the group. Whereas this year I'm working with L, this teacher is more, I don't do much working with lower ability children. I mostly work with L.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers	I enjoy working with some teachers. I don't know, you know, because some teachers, you know, if you kind of, say you know, it wasn't like that, they listen, but some teachers, you know, want to say, because it's like you're not in authority if you get my meaning.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers	I find some of the teachers a bit hard to work with.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers	it's nice...it's good when you get a nice teacher, you know.
Marta TA 2	inter-personal and intra-personal factors\personality\difference in working with different teachers	over the years I've met quite a few different teachers and they are different because everyone's different

Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers	they'll ask you to do things or you know, but not now, before. It doesn't happen now but before you know
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers	Well it depends on the teacher, sometimes
Mya TA 5	inter-personal and intra-personal factors\personality\difference in working with different teachers	You know, think about it and so it was a completely different relationship.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	but I can say I do work with some lovely teachers, you know, and I like them to have a sense of humour as well
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	em the teacher's personality, choosing to be unprofessional,
Kate teacher 2	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	Em you know and I'm aware of that and I'd like to think that they recognise that I'm open to that, do you know?
Zara TA 4	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	Hopefully she makes my life easier by being organised and, which she is.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	I enjoy working with the majority of teachers and the teacher I've got now, she's lovely.

Tom teacher 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	I used to just record notes on what I'm going to talk to my TAs about, just certain things and then make sure I'd go over them in the morning and it didn't take long and when they'd know my plan, they would just execute it without me constantly having to tell them and then you as a teacher won't feel as anxious
Kate teacher 2	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	I wouldn't want the TA to feel like they couldn't say to me "oh I think this child could benefit from this" or "maybe we should try this", "I think actually that's a great idea" because I'm not going to know everything all the time.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	it's nice...it's good when you get a nice teacher, you know.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	just make yourself seem approachable really and really value their ideas.
Zara TA 4	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	Like one day that week em, so like, if she tells me things towards the beginning of the week, then I can fit them in, in the timetable somewhere sort of thing, but if she told me Thursday, "well there's a display that needs putting up" or something then it, no way, like maybe not. So she knows that if you, really it's just like being, talking everything over at the beginning of the week, makes it so much easier to go through the week unless she's off sick or something or something else happens and that but nine times out of ten, it works out well.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	since I was at school, you know I've always been a bit of a leader

Mya TA 5	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	<p>Then they have. They need a strong attitude to be honest. If you're going to stand up in front of thirty children and you have to deal with those parents, you have to have self-confidence.</p> <p>I. Yeah.</p> <p>P. You have to have a strong attitude and if you haven't got that I think you will go wrong with your teaching assistant, you will go wrong with the parents and with the children</p> <p>I. Mm.</p> <p>P. So I think as a teacher you have to be able to have a very strong character.</p>
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	<p>Well that's where the personality comes in. If you have a teacher that is em...that does not value TAs, well there's no point even putting your ideas forward, because they will say to you, they will just tell you, they don't value your actions. They don't value your opinions. And then that's when the relationship starts to break down.</p>
Mya TA 5	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	<p>Well yeah, I know she always, em in the morning, she always has everything prepared</p>
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	<p>what I follow is the personality...if my personality...because I am a very...It's good to have a teacher that has a real nice personality. If you're working alone with a teacher who has a nice personality, not just a good...not just a nice personality...just someone who is respectful, someone who is you know, what's the word?</p>
Marta TA 2	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	<p>Yes, there are teachers that are taking more time to talk to them you know. They are kind of more caring. They look after you a bit more, like they are caring about what you know. "Do you know what to do? Do you know how to do it? Do you want me to explain to you?" Yes, I've met teachers like this. But this was I think a long time ago.</p>

Mya TA 5	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	you can have the odd ones that become too strong and if they don't get a strong teacher, a confident teacher, then do you know, you will have those problems, so I think teachers need to be confident I. Mm. P. about their role and what they're doing in the classroom.
Clara TA 1	inter-personal and intra-personal factors\personality\difference in working with different teachers\teacher personality	you have to be a devious person to maintain that kind of friction because of the back and forth kind of attitude.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs	. To have a bit more control but then if all TAs were trained and highly competent and you know, could do the job effectively, then there wouldn't be a problem. So going to the root cause, it's still training of staff.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs	Em and yeah, it's quite different to the previous TA cos she's new. She's quite new. She started last year but I think it', I think it's going ok. Em, she sort of, she's very good. We get on. Em, yeah, em, it's just very different. She has a different way of working so it sort of means slight adjustments
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs	He came in a bit earlier. We used to discuss ideas. I told him my plan for the day and I asked him what he thought just for a second opinion. This year both my TAs come a bit later.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs	I think it's a fine working relationship. I think it's professional. Em, I don't sort of, I don't, I'm not pally with them or anything. I don't really want to be because I think that's just a waste of time, because I don't have time, when I, if I've got any time to talk to them, I need to talk about work, em. And yeah it's just, it was more kind of, I suppose I had a more personal relationship last year, we'd talk a bit more about personal or like family and friends type of things. I. Mm. P. But not so much this year.

Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs	I think, as a TA point of view as well, it's quite frustrating to see someone being paid the same as you when you work harder than them. It's not very appropriate. It's happened to me as well you know, being put in a really challenging class and getting paid the same as someone who drinks tea all day. Why am I getting out of bed when? You know what I mean?
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs	It didn't have anything to do with the job. It didn't really help anything apart from take up time but you just have to give, with some people, they just need that. I. Mm. P. you just have to kind of, you just judge, you just see what different people need as they're coming in each day, respond differently.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs	Really helpful, yeah but as I said you can have, you can have both. You can have people that will come on time and leave whenever they're supposed to leave and even if you haven't finished, they will leave because that's in their contract.
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs	so I think it's a nice feeling to have that extra person there, as long as they're supporting you. Obviously if you haven't got somebody who can support you, I can imagine it can be a disaster.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs	What may work with one person may not work with another so there wasn't much in terms of that area so everything I learned in guiding people, leading people is from experience.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs	With the TAs on board as well, you know like, depending on their experience.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	I can't hold them against it, you know but you've got people that em, they're doing more beyond their, you know, so yeah, I'm lucky.

Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	I think I'm lucky. I can't see it any, any better. It is great.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	I'm so lucky. I can't imagine it without.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	I've got very limited experience working with TAs. I only worked with two. I. Mm. P. And not for very long and I've been quite lucky in the TAs I've had.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	I've worked here, that [TA]'s like that and then my first school, because not all teaching assistants are like that, so as I said I'm finding myself really lucky, and I had one in one of my previous schools that was taking work home and like doing displays or painting or something else so.
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	It's one of the most positive relationships I've had with a TA before. I'm lucky to have her.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	that's why I said it's not that common, that's why I'm so lucky.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	Yeah. I mean I've been very fortunate.

Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\lucky to have a good TA	You can have, you can have people that are very, em, you don't even have time to explain to them what they're supposed to do because you don't really meet with them. I. Yeah. P. Because they'll be like "well that's the time that I'm supposed to go and I'm going". And so yeah. As I said, 'm finding myself really lucky.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	encourage the TA to want
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	just my own perspective of thinking of how can I maintain a good relationship
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	you just want to be productive
Janelle TA 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	. I like creativity
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	because I have encounteres situations whereby if it wasn't my...my perspective...having a particular perspective...then there would have been a clash in personalities
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	Because of her body language and I sense it in...because I'm sensitive, I can pick up on someone's...what they're thinking sometimes. I can be wrong sometimes, I can be right

Marta TA 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	Everything has to be, at least in my opinion, has to be perfect because whatever you teach, they will remember so you mustn't teach them things that are not correct
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I don't like tension and I'm very sensitive as well because I can pick up on someone's mood,
Marta TA 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I think it's just good will really, just trying to do your best in everything you do because that's me. I'm trying to do my best in everything I do.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I think partly cos it's just that is her personality. Em and by giving her more, more responsibility, kind of helps her, her confidence.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I think she's fine. She's very, she'll say out what she thinks.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I'm a perfectionist, you see, so I like everything to you know, all the teachers I work with, they are always...I always seem to get teachers like that, I like everything to be precise
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I'm quite an easy going person and I think if you're going to be a teaching assistant in, you know that you're there to assist the teacher and support them so I don't really mind, do you know if she asks me any extra work or anything
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	I'm quite an easy-going person at the same time

Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	In every sense it's better because the teacher can freely ask the TA to do a task and the TA will be so willing to do that task
Marta TA 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	it's really upsetting for me as well because if I knew I would do it right, because this is my...my intention is to do everything right if I can.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	It's very key, especially when you're sensitive and you're not a devious person,
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	maybe because of my own personality, I em I recognise that someone's in a position of...I recognise the leadership and I respect leadership
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	She was, she was very involved and I found was quite emotional about everything.
Marta TA 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	So you need a lot of patience
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	Yeah I think I'm quite easy going
Janelle TA 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality	you have watched them grow and you just can see they create you know, it's like drawing a...it's like doing a picture. You can see the outcome of it. You could see the art, the creation, and I love all that.

Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	I don't know how she feels as well, how confident she is, I don't know if I'm really giving her enough support.
Zara TA 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	I just come in and do my thing so I don't have a problem feeding back to anyone. At the end of the day if someone, if senior management go over her head and tell me to something, it wouldn't faze me. I'd just say to her like "I need to do this now and then we'll do something else, I'll get to that tomorrow".
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	I think partly cos it's just that is her personality. Em and by giving her more, more responsibility, kind of helps her, her confidence.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	just to create that culture or more confident rather than me telling so and to what to do.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	So there's some things I've just let her get on with and so far she's doing really well so I think that has proved to herself that she is capable. I. Yeah. P. That's going to help her confidence. Em so a bit of that, a bit of letting go really, to pass them over.
Janelle TA 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA confidence	some of the teachers, over the years, not now, like before, very hard to explain things and I used to find that my confidence...because true they are the teacher, you kind of feel scared to say anything because they are the teacher.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	But it's just knowing people. That would be my ideal class, where you don't need to tell the TA what to do.

Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	Em, she is doing additional things like, so she's planning, she's planning on her own, her own things
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	I don't think the teachers should have necessarily, have to carry, do you know telling the teaching assistant what she needs to be doing all the time or do you know, you learn what you have to do in a classroom and you're there to support.
Zara TA 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	I know what I need to do and she knows what she needs to give me
Zara TA 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	I usually prioritise myself. I don't really need to go and tell her what I think, and if she says to me "I want you to do that first" then she leaves it up to me basically, just to get through it.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	It helps just being able to independently as well and having a good work ethic
Zara TA 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	It works. If you've got a teacher that will let you get on with it, then it works. It can work. It's fine.
Tom teacher 1	inter-personal and intra-personal factors\personality\difference with	just to create that culture or more confident rather than me telling so and to what to do.

	different TAs\TA personality\TA independence	
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	I think every teaching assistant should manage themselves. They should know what they should be doing. The job has a role. When they applied for the job, they should know what their role is and what they should be doing
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	She has a sense of trust in that I would be willing to be working independently
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	She knew what needed to be done and would often get on with it without me having to even ask her. I. Mm. P. or even think about it and she was just very experienced, so I could leave her to go and work with groups and sort of do some interventions without me having to sort of really do much.
Nora teacher 4	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA independence	they're kind of running on their own with the plans I give them, they're kind of managing it more independently because it's so different, the work that those children are doing.
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	a lot of it has to be on the TAs initiative I think. They need to know that, they need to sort of have the experience of what to come and communicate with you about.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	and then as well as my insight as what I think should be um other possible intervention

Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	But before she came in, I was already preparing it
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	but if you're having a good relationship with the teacher, you can then use your initiative and once you see something that needs to be done, you do it,
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	Eh so I think it's sort of if the TA's not being proactive and is also maybe not taking it seriously
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	Em, starting up her own hand writing group, suggesting children need extra help with em, things like reading comprehension. Em, she's been working at the school a lot longer than me so she's just, she's made our class prayer book without even me having to suggest it. Eh, she comes up with ideas for really lovely displays in my classroom and lots of things. You know, she's always suggesting whether a child doesn't, you know just ideas for the classroom, how to make the classroom just flow smoother, you know, if I've thought of she'll say "well why don't you do it this way?" and it's usually more effective and quicker.
Kate teacher 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	heir role is you know, that of obviously following the instruction that they're given and working with me to help the children but also to be able to bring their own ideas to things or make suggestions.
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	I think that it falls, a lot of it falls down to the teaching assistant em because, I found that it is difficult for teachers to take the initiative and to suggest, you know, because if em, if you don't have a proactive teaching assistant, who knows what they're supposed to be doing and coming and bringing issues to you.

Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	Just knowing that...just using your initiative.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	I would basic plan those and think about which pictures I'm going to use but the main objective will come from the teacher.
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	most of the time, I'm always, when she tells me she's going to do something I'm kind of thinking ahead of myself what she's going to need. So, then if I see she brings something, then do you know so I know, like in the morning when I come in you know I will ask her "do you need anything sticking on?", "do you want to?" and do you know and I look at the list of the things we have to do so most of the time it's hand writing so I know I put the handwriting books into the groups so you know, ready, so while she's writing the handwriting on the board and doing the stuff, ready making sure the pencils are sharpened and it's kind of ready.
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	Or if I don't give her the sort of, full plan for the week or if, yeah she sort of chides me, you know because otherwise how is she going to do her job properly?
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	P. Em, really positive. She's really experienced and she has sort of been like a life line to me. She's very proactive as well. I find that she suggests stuff before I even think about it. Em, if I give her my plan, she'll go over and look over it over the weekend and come up with her own ideas.
Esme teacher 3	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	she asked straight away was like "so when can we meet up for the...?" and I was like "yes". So, I said "yes, Thursday" because then I'm after my PPA so I've got you know, planning and everything is freshly done

Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	she expects me as well to come and speak to her, you know. I. Yeah. P. It's very important. She takes that quite seriously, that's quite a part of her job that she, it is quite an important part, obviously, the communication about the children, and I have to, or I go and speak to her as well, otherwise I get in trouble (laughs).
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	She's very proactive, which for me is the most important thing of a TA.
Mya TA 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	so it's almost like I remind her so she might give me a little bit and in case she forgets, then I can still remind her.
Kate teacher 2	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	theirs would be to follow obviously, what I have asked them to do but also bring their own experience and knowledge to that and when they're working with the children, they will observe things that perhaps I won't get the opportunity to see within the whole class or at playtimes or other times, they will be aware of certain em skills or talents or interests that the children will have, which can help me to engage them more in the classroom or you know, to kind of bring them in to the curriculum maybe through one of their hobbies or something that interests them cos sometimes some of these children find it difficult to engage with the work that's set
Indie teacher 5	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	They don't just sit there waiting for you to tell them to do everything and she just takes the initiative and yeah she's, it's really great.
Clara TA 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	thinking in my head how I can overcome it and then I try to apply it to the child

Tom teacher 1	inter-personal and intra-personal factors\personality\difference with different TAs\TA personality\TA initiative	when you're collaborating and they know your plans, they have an active part rather than, you know, they can actually use their own initiative and put in their own input, being more creative, rather than trying to figure out what I'm trying to do.
Indie teacher 5	inter-personal and intra-personal factors\personality\personality clash	Eh so I think it's sort of if the TA's not being proactive and is also maybe not taking it seriously
Kate teacher 2	inter-personal and intra-personal factors\personality\personality clash	Em, I mean, I know people have disagreements or you know, sometimes people have personality clashes but that happens everywhere in life
Nora teacher 4	inter-personal and intra-personal factors\personality\personality clash	I think there can be a kind of, there can be, em, issues around sort of power em, and eh and experience. If there's an imbalance and the TAs sort of, if the TA perhaps has more experience than the teacher, well there might just be a personality clash. That can be very difficult.
Zara TA 4	inter-personal and intra-personal factors\personality\personality clash	I've never really had a really bad experience to be honest. Em, there's been clashes of personality with some teachers but on the whole, I've been really lucky.
Clara TA 1	inter-personal and intra-personal factors\personality\personality clash	if it wasn't my...my perspective...having a particular perspective...then there would have been a clash in personalities
Tom teacher 1	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	Because it is a responsibility, a massive responsibility.
Nora teacher 4	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	Em, it was a real struggle but em, you just sort of found ways to manage. It was, it was a struggle but then when I sort of think back, there are times where I sort of think that was so much easier because you could just do everything, you do it yourself.

Mya TA 5	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	I imagine it can be sometimes a little harder for the teacher
Tom teacher 1	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	I think for a stressful job, it makes it even, you know, it enhances the stress.
Mya TA 5	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	If you are always waiting for someone to tell you what to do, then you can become a pain and you can become hard work. It's like having another child.
Mya TA 5	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	if you haven't got that, it will become you know, extra-long, extra hard for the teacher so and it has to work in that way
Tom teacher 1	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	In terms of direction, that can be changed. The TA, no sorry, the teacher can inform them of their plans. That's not beyond them. It can happen. Yeah, it's a bit more work but it's less work in the long run.
Mya TA 5	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	So I imagine it's a lot more for her.
Mya TA 5	inter-personal and intra-personal factors\stressed by the other\TAs cause extra work or stress	So, I imagine it is a lot harder for her, do you know, having to prepare.
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	Cos it's, it's yeah, I don't know I mean you try, you try to help by saying like 'it's only an observation, if it doesn't go well, then just do it again" and but if like, sometimes, if they are stressing or whatever, it is quite hard but luckily enough it's not every day, you know like, it's not. I feel like I'm being horrible to the teacher now.

Mya TA 5	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	I think em working with a teacher who knows what she wants and she knows what she's doing, I think there's less stress in the room.
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	I think if the teacher's not stressed, then it's a much more easier working environment.
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	I think it's just if you're working with fully qualified teachers and you haven't got that, that every week you know you're going to be observed and things like that so that...no one likes to be watched when they're working. It's like, you do, it does make you feel uneasy, like... I. Yeah. P. Like am I doing enough work or should I be doing something different? So, I think it is easier, if you, if you've got, if you can work with a fully qualified teacher but then everyone needs to train, so...
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	It's quite panicky cos she's an NQT
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	So, if you've got a good class, em and a teacher that's, a confident teacher, where nothing fazes them, you know like, they don't get stressed. Em, that's the ideal situation really.
Zara TA 4	inter-personal and intra-personal factors\stressed by the other\teacher stress is difficult for TA	Sometimes it's quite hard to come to work when you're feeling a bit ill or whatever and you know that if you've got observation, it's like, oh God, and if you don't have that, then it makes an easier working life I think.

Mya TA 5	inter-personal and intra-personal factors\supporting each other	I mean, we used to always say to each other well we will just learn from each other, we're just here to support each other, and there were times when we would both be frustrated but then we knew that we were both kind of in the same boat so it was ok.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other	I only had one teaching assistant like that before, that would go more and beyond and would have a giggle and laugh and sometimes you know and I can see that like oh you're not ok so let's do something like you know or she can see that I'm down so you know, we can...it's a different relationship and it definitely helps because when you come to work, you know that at least there's someone that you can know or might make you feel better or like, we can have a laugh or some conversation
Clara TA 1	inter-personal and intra-personal factors\supporting each other	If anything happens, I have her. I am there to support the teacher and she is there to support me
Clara TA 1	inter-personal and intra-personal factors\supporting each other	In every sense it's better because the teacher can freely ask the TA to do a task and the TA will be so willing to do that task. Everything will be perfect because the TA will be looking out for the teacher, the teacher will be looking out for the TA
Mya TA 5	inter-personal and intra-personal factors\supporting each other	it's got to be about supporting each other.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other	Yeah cos otherwise you'd cry.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	once the children knows that the TA is respected

Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	, I think, you know, we work well and I think, I'd like to think...I might have to ask them now "do you actually feel that?" because I'm saying that's what I think they do but I would like to think that they know they're appreciated and their work is important.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	And it's how we deal with that and I think the ethos of the school is centred around, you know, respect and kindness and all of that to each other.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	And what they do is important and is effective in the children's learning, not just the children they're with but the other children in the class. And I think they're aware of that as well.
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	appreciation and they'll talk to you and it's not even that they praise you but they kind of praise you, in a way. They don't have to praise you, it's just the reaction. They make you feel comfortab
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Because I tell them (laughs). Because I'll always tell them, you know... I. Yeah. P. ...emm that they're doing a great job, thank you
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	But you know, breaking down those boundaries, making sure that they feel valued
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Cos it can, you can get bogged down, and people, you can forget because it's always, in this job, it's always, you always need to do something better, there's always something better. There's always more to do or you can always improve em so you can get quite, you can get quite bogged down and forget about em, just saying "you did that really well. That's gone really well. Well done". You can forget about that.

Marta TA 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Cos you want to make them feel welcome and wanted.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Em and yeah just recognising that everyone needs to feel appreciated. I. Mm. P. We all do. Like the kids want their stickers, so do we, so do the TAs you know.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Em, communication, making sure the teacher finds time for the teaching assistant and they value them.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	especially when it's valued. So for instance if we have a situation where school is now like its home time and a child is like in the medical room and you have to stay with that child until you have to get a first aider ...there is no question that you wouldn't want to do that.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Everyone is treated with respect because the head has, what I've gathered from the head, the head teacher seems to be someone that thinks and values individuals that can be independent and be hard working, self-monitoring the role and what they're doing
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	giving them support in that so that they don't feel that they're, I don't know, that they know that they're doing a good job, even though it's difficult sometimes and you might feel that you're not moving forward, that actually, you know, letting them know that actually there is a big difference and you know, what they're doing is worthwhile and important. I. Yeah. P. And appreciated.

Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	having a teacher that kind of respect of her attitude will make, I found that to be good
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I absolutely appreciate them being in the room to support the children's' learning and to support me in being able to teach the other children.
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I know maybe I'm not the teacher but I think they appreciate what I can give back to them as they can to me
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I mean I think they know that I appreciate their help and they know that you know they're an important part of the classroom.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I think it's important that the children recognise that actually all adults in the room are important I. Mm. P. because that does cause, well it causes difficulty and also sort of undermines the work that the TAs do within a classroom. I. Yeah. P. Em, so I think it's important not to let that happen.
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I think teachers, some teachers, could be more understanding to the TA and kind of be more kind of respectful to the TAs because we're there for support as well, you know.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	I've never seen the head teacher show favouritism to a particular TA. She's just showing everyone the same respect

Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	if a TA doesn't feel that they are appreciated or that what they do is important, if they don't sort of view their own role as important as I view it, then that could be a difficulty. I. Yeah. P. But I think it's important that a teacher helps to, you know I feel it's part of my job as a teacher to make sure that my TAs don't feel that.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	If you have a teacher that is em...that does not value TAs, well there's no point even putting your ideas forward, because they will say to you, they will just tell you, they don't value your actions. They don't value your opinions
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	In here, you're the TA but they appreciate what you're doing as well because a lot of teachers could do without a TA, yes but some teachers they've got some TAs to bounce off really isn't it?
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	It's a joy working with children. I feel valuable.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	just make yourself seem approachable really and really value their ideas.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	just someone who is respectful,
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	just value in the person as a person,

Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	maybe it's because they're the teacher. They're there for a reason but I'm there as well as a support to the teacher so really all the teachers that work with me, they never really undermine me.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	maybe they have no time for it or just don't think that they should be doing it
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	she doesn't undermine me. We don't undermine each other.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	she goes like "Oh thank you. You did that. Thank you so much" and do you know so I know she shows it in many ways I. Mm. P. the appreciation for things
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	she has shown that you know, that she is sorry about that and her behaviour is always respectful towards me to date.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	she knew I had respect for her
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	So its just like...Just knowing that, just knowing that, just knowing that it's all about respect.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Talking, sharing ideas, you know, knowing that we're all valuable in the room

Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	the children saw me being treated that way, there's a breakdown. It's very key, if you have respect from the children, you say to do something, it's much much easier because you will have them behave the way you ask them to behave the first time you spoke to them.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	They know cos I will ask them, you know if there is a difficulty, I'll say, you know, can you support that child.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	We always, have like, we have this respect and we show children we always respect and it doesn't matter who is the adult working with you, you always show the respect so I think it's, it's, when they, when they see it, and you've got it on there consistency on an every day basis, like "no it's both of us and you need to listen to both of us. It doesn't matter who's saying what. An adult is an adult."
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	What I like is the teachers don't do something...give you something to do that she wouldn't do herself. Do you get what I mean? Because I always say I would never do something, I would never give my colleague something to do that I wouldn't do myself. You know?
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	when I work with anyone I like to feel comfortable. I don't like to feel like you know, undermined you know, something like that.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Yeah and mutual respect.

Nora teacher 4	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Yeah I don't, I mean I was always very, I would sort of always acknowledge that and be like grateful and say, you know, I started off by saying "I'm going to need your help. This is hard. I'd be grateful if you if you could do this. If we could find some time at the end of each day to just quickly go through how things went" and I'd always just be, just tell her really... I. Mm. P. ...what I was grateful for and again being very open.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect	Yeah, just em yeah being grateful and showing your gratitude and, and when, yeah when they've done something well, just letting them know that.
Zara TA 4	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect\trust	And then I'll come to the end of the week and I'll say to her "oh I couldn't do that. I didn't really get the time to do that", she's fine about it because she knows it will get done eventually.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect\trust	Em yeah, she's, she covers for me a lot as well and she's fantastic, the very fact that she covers for me for me when I've got my PPA and I can trust her to just do what, you know in the class and I won't come back and its mayhem.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect\trust	She has a sense of trust in that I would be willing to be working independently and doing as I am instructed to do
Clara TA 1	inter-personal and intra-personal factors\supporting each other\appreciation, value and respect\trust	that teacher was quite happy for me to just work with the group. W

Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA	giving them support in that so that they don't feel that they're, I don't know, that they know that they're doing a good job, even though it's difficult sometimes and you might feel that you're not moving forward, that actually, you know, letting them know that actually there is a big difference and you know, what they're doing is worthwhile and important.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA	I don't know how she feels as well, how confident she is, I don't know if I'm really giving her enough support.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA	Or if I don't give her the sort of, full plan for the week or if, yeah she sort of chides me, you know because otherwise how is she going to do her job properly? So, it's really important she has the tools she needs to do her job properly and if that sort of, a lot of that lays on what I do so I need to make sure I'm not letting her down. Yeah.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA	she will then think of what resources she will need to get available for me.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA	sometimes the TAs will be working with children who can be difficult and I think they need support with that because sometimes you know, they're not trained in those specific needs
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA	there are teachers that are taking more time to talk to them you know. They are kind of more caring. They look after you a bit more, like they are caring about what you know. "
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA	a positive sort of attitude and encouragement because sometimes it's difficult in the classroom and particularly sometimes the TAs will be working with children who can be difficult and I think they need support with that because sometimes you know, they're not trained in those specific needs

Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA	and as we find it difficult so do they and often they're the ones who are day in day out, you know, having to deal with some of the emotional difficulties that some of the children will have.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA	Eh, I think it's a bit, em, it's not good because, in a way, it undermines, it's more difficult actually for the teaching assistant than the teacher because kids will always look at you as the teacher. I. Mm. P. But for the teaching assistant, it's then more difficult because then you obviously if your teacher doesn't like you, then "I don't need to listen to you". So, it makes their life more difficult.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA	So I understand that and I can see in people you know. In a way, they have a point. Sometimes you know, you work so hard and you want to go home. Go home. Go home. So, if you don't want to debrief, if you don't want to reflect, go home. I can't keep you here
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA	That's quite hard to have fantastic behaviour when you are covering for someone so actually
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA\teachers' experience as TA	I just pick up on that because I feel that if I'm not, well I, I picked up on that because she regularly does it. Obviously because I worked as a TA before, I know how important it is. Em and yeah it just seems to be a given you know.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA\teachers' experience as TA	I understand, yeah. 100%. Because I was a TA in two mainstream schools and an SEN school.

Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA\teachers' experience as TA	I've worked as a TA for five years so I'm aware that your TA is just like your right hand, you know. Em, you need to just listen to whatever they're saying em and it's just important, you know, that if they do ever suggest anything, just to sort of, you know, listen and not make them feel like they're, you know. They're sort of equal to you in the classroom. I see her as totally equal to me.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA\teachers' experience as TA	When I was a teaching assistant I thought the apprenticeship was like, do I really want to do this job. When I was a TA, I was stressed. For the first week, I wanted to quit. I was, I don't want to be a teacher anymore but I was like this is a lot of work and I'm only a TA,
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\empathy for TA\teachers' experience as TA	You know, cos I used to be TA before I was a teacher.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\lack of support for TAs	they think oh you're there so you're fine but you're not actually fine.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\lack of support for TAs	. Because I know what to do once you tell me 'this is the task and that's how I want it done' but sometimes the tasks aren't even clear when you read them so you know you will need certain explanations to them. But yes, I would expect teachers to be a bit more involved in us.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\lack of support for TAs	I think they rely more on us than our bit and they don't really do as much to help as possible in a sense that sometimes which I find difficult,

Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\lack of support for TAs	Like I was unwell for a week and a half and I came back and my teacher never asked me how I was. So it was quite upsetting because I was like...Yeah, I was off for ten days. It wasn't because I was on holiday, I was not well but she never asked me how I was
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	And that's challenging, especially because you need to keep your staff on board. You know you need to keep your TAs, you need to keep them motivated. You need to keep morale high.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	And then they're not having a passion to even em...to carry out that task, so they're just going through the motion of doing that and so if you're not having the passion you're not connecting with it, you're not able to be the best.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	Em and by giving her more, more responsibility, kind of helps her, her confidence.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	it doesn't feel like you're in a McDonald's Restaurant; You just go in, get your food and you leave again. You actually have ownership when you start tidying the classroom or reflecting on the day. You think I'm actually making a difference in the class. That psychological thing, you know.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	It's getting them motivated, making them want to, showing them what they have, you know, just like teaching, the potential. Some people are leaders, they just need to unlock it.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	once the children knows that the TA is respected and valued, they will instantly respond in an appropriate way towards the TA, that would encourage the TA to want to be a really effective support to the teacher
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	teachers really have to, you know, utilise, people that want it cos they'll be your hardest workers but you have to feed them.

Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	The TAs will be encouraged to really focus and to really pay attention to whether the children are reaching their objectives and just letting the teacher know that this child is reaching their learning objective or its targets
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA	Yes and to me it makes you do your work a bit better really as well isn't it? Because if you're on edge all the time, and to me if you're working to an atmosphere, it's not good.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\belief in TA	maybe just you know believe in us a bit more so we can actually do the, you know, before you print it out, we can have a look if it's right
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\belief in TA	So maybe believing a bit more in your helper, that she knows what she's talking about
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	And then if she can think of possible interventions or if I have a suggestion then we do what I think or some other alternative or intervention, just to get her agreement upon it because at the end of the day it's her, she's going to have to do the report. It's open to me going forward with that intervention that I have in mind.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	because it's a friendship as well, it's, we take on board, all our ideas so I never presume that whatever I come, you know with, whatever idea, that this is the way. If [TA] will say "well maybe we could do this", well yes let's try. Let's try and take it...so I think it works much better than just having that oh "this is the way"

Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	Eh, she comes up with ideas for really lovely displays in my classroom and lots of things. You know, she's always suggesting whether a child doesn't, you know just ideas for the classroom, how to make the classroom just flow smoother, you know, if I've thought of she'll say "well why don't you do it this way?" and it's usually more effective and quicker.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	Em you know and I'm aware of that and I'd like to think that they recognise that I'm open to that, do you know?
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	Em, it's quite open you know, em. I'm very open to suggestions she makes and she's very open to suggestions I make.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	I think you need to have that you as a teacher you are open because as I said, you can have people that just think "this is my way" and we're not doing it any other way. My way or high way
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	I'll ask them what they feel the children are doing or need
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	I'm always open for you know different ideas because, yeah let's try, maybe it will work better.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	I'm always receptive to it, most of the time. If I'm stressed sometimes, I'm a bit distracted but I'm always receptive to her ideas.

Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	If you beat them down or...beat them down that's harsh, excuse my turn of phrase but if you shut them down like this, they're not going to, they're not going to you know help you, and it will make your life easier, noticing those types of people
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	Just doing, you know doing what she suggests if I think it's best.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	just make yourself seem approachable really and really value their ideas. You don't necessarily have to use them all the time. Just, just to know that or to feel that you're being listened to, and that you will take action with him. So, you know if there is a suggestion there, it may not be the most, you know highest quality suggestion but you can unpick it, take part of it and discuss it further with that person
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	so I actually showed them pictures of people training for the army and that was actually the TA's idea as well.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	So you can have that someone who is enthusiastic but you can scratch it or you can have it the other way that you can be very like "oh so what are your ideas?"
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	some of the great teachers that I used to work with were always the ones that would be open to me like making suggestions about the lesson eh and wouldn't see it as me trying to step on their toes and the ones that would always listen to if I had, you know, obviously if you'd have a chat after the lesson about how each kid did, feeding back to each other regularly, em, you know really good communication between both of you.

Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	While I picked the lesson with my TA and I explained to him exactly how I wanted things done and he then said "oh this would be a good idea" so then that collaboration was, "and then we will do this" and I was like "ok". We drew up a plan and I tweaked my plan and "ok, this is perfect. You run this section and I then can be over here and then at the end we'll bring them up and I'll get them writing. I'll sort that bit out."
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\open to TA's ideas	you know through leading, doing it first and then showing him after. "Sir, this is what I did with so and so. What do you think?" Yes, I'm asking his opinion but I'm also showing high quality work of how I like it produced and you know just being tactful.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\TA feeling needed	in some sense but I was more needed in the classroom
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for TA\motivating the TA\TA feeling needed	The teacher as well cos' em...I was needed because they needed extra eh assistants in the classroom.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	, I think the head has some of them as well, I think, which is quite nice when we, when they had their first review of the year because [TA] came to me and was asking about the targets and we talked about some together. I had a bit of input there because I, so for example, I know that [TA]'s really interested in reading. Em, so we were able to talk about some ideas and things that she could do in that area.

Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	after I left, she became a HLTA. She thanked me, she was just sort of a, she was quite em, she was a lady of leisure really but she saw working there as just something to keep her busy. But then she was like, after working with you Mr X, just call me L, she was like "I'll, why not?", it's that type of thing. It's that sort of thing, you know. It's getting them motivated, making them want to, showing them what they have, you know, just like teaching, the potential. Some people are leaders, they just need to unlock it. Some of the TAs I've observed in this school, they could be teachers if they wanted to be. They've got the knowledge and they've got the skill with students, if they wanted to be and I think that's what teachers really have to, you know, utilise, people that want it cos they'll be your hardest workers but you have to feed them.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	Em and by giving her more, more responsibility, kind of helps her, her confidence.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	Em, yeah. I mean, I feel I probably haven't done enough yet in terms of helping her with her professional development. We talked about a few ideas at the start of term but we haven't really got, maybe stuck into some of those areas yet.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	It's not about, you know, the thirst for power or crushing people, not taking enjoyment out of that but to elevate people
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	she was the key to the class because I knew that once she was trained she could lead my lessons. She could em, she could teach. She had the potential and if she could do that with that student or three students, it allows me to explore this student and that was always my game plan and it worked.

Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	So there's some things I've just let her get on with and so far she's doing really well so I think that has proved to herself that she is capable. I. Yeah. P. That's going to help her confidence. Em so a bit of that, a bit of letting go really, to pass them over.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development	Yeah, I think a lot of it does go up to, teachers can em, can create opportunities for the TAs if, where they might not come up, so if I, if I sort of give her the sort of responsibility, I think teachers can also, can block, maybe more so, maybe more so, they can block professional development from happening.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development\modelling to TA	Just "This is what I've done with him" but "Look how good it is" and for them to agree," that is good". The next day when I marked books, the table he was with, they did it exactly how I wanted them to do it.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development\modelling to TA	That's it exactly. Yes, so if I'm there with the children on my own, if I'm supporting a certain group, then you know, how she's doing it, how I can support them, how I can challenge them a little bit and you know. I. Yeah. P. I won't have the same expertise but I do pick up bits from her and, which is quite good.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for TA\supporting TAs' development\modelling to TA	you know through leading, doing it first and then showing him after. "Sir, this is what I did with so and so. What do you think?" Yes, I'm asking his opinion but I'm also showing high quality work of how I like it produced and you know just being tactful.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher	, the teaching assistant, as I said, is there to help you

Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	All I can do is support her. I. Mm. P. em my best to make sure it runs smoother for her.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher	And I find she's quite a calming presence for all of us in that classroom. Em yeah, she's, she covers for me a lot as well and she's fantastic, the very fact that she covers for me for me when I've got my PPA and I can trust her to just do what, you know in the class and I won't come back and its mayhem.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher	As I said it's like, it's, it's fantastic, that you know that you come and you have someone that will support you, that will em, no matter what, they will be there and it will be like, you know, they are there to back you, to, whatever happens, then, it's not only, as I said I'm so lucky with [TA], it's not only on a school basis but even like with your private life, so..., it's not only on a school basis but even like with your private life, so...
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	Because there's so much to do and as a teacher, you can never do everything. There just isn't the time. I. Mm. P. ...in the day, at school or at home to do everything. So when you've got support staff who can help with that and help prepare stuff and make sure things are ready then it's really useful.
Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher	Em hopefully I make her life easier
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	Em, you know, there's more responsibility or pressure put on me in my role, you know em but they feed into that and help support with that and help me to do the job I'm meant to do the best I can. I couldn't do that sometimes without their support.

Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	getting things prepared so then she can have that time to embrace them and give them what they need.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	I absolutely appreciate them being in the room to support the children's' learning and to support me in being able to teach the other children.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	I imagine it can be sometimes a little harder for the teacher and frustrating do you know when she has planned all her stuff and then things are just... I. Yeah. P. and I try to, to support her
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	I just you know always like "what else, do you want me to do"? "do you want me to do anything extra?" and "is there anything?" do you know and I'm always sort of making sure that I'm there for the support
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	I think if you're going to be a teaching assistant in, you know that you're there to assist the teacher and support them so I don't really mind, do you know if she asks me any extra work or anything
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	I would say to her "ok I tell you what. Take some time out. Take five minutes and come back into the classroom"
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	I wouldn't be able to give him what he needs without that support.

Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher	I'd say support the teacher. Support the children first and support the teacher. Cos if you support the children first, then you're basically supporting the children anyway. I. Yeah. P. If you support the children first, then you're basically helping the teacher anyway.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher	If you've got help and support, it's so much easier to make sure that everybody's on board and everybody understands
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	it's good that I have that relationship with the parents at the same time because I make them think well do you know, they're just trying to support the children and sometimes I might say to the teacher "oh you don't want to mess with that parent". I. Feedback some of that knowledge that you have to them. P. Yeah and sometimes it's kind of like and with the other teacher there were parents that I knew that if she talked to them they will just try and squash her down and put her down so quite quickly I would have to get involved and like "no, no, no, no, no. I'm sorry"
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	It's support for me. Oh, definitely. Particularly when you have a class where there's lots of children with needs. You know, you can't give all of the children what they need, all of the time.
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\support for teacher	my role is to help the teachers
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher	She sometimes just tries to say to me, you know if you do have any of that stuff, please give it to me, just so that your workload is a bit less

Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher	She's really experienced and she has sort of been like a life line to me
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	So, it was ok. I think it's important to have that support somehow. Even sometimes though it isn't working good, you knew there was somebody there, you know.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	that would be more stressful. If you're so demanded to do so much paperwork, you know you have to do so much for the children, you have to...so I think it's a nice feeling to have that extra person there, as long as they're supporting you.
Clara TA 1	inter-personal and intra-personal factors\supporting each other\support for teacher	that would encourage the TA to want to be a really effective support to the teacher.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	the TA, their role is to assist the teacher
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\support for teacher	they appreciate what you're doing as well because a lot of teachers could do without a TA, yes but some teachers they've got some TAs to bounce off really isn't it?
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for teacher	they have many roles, to support the class teacher you know
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	They'll support me in sort of general assistance of getting things ready for the whole class

Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher	try to help running the smoothness of the class so then she can provide her lessons for them.
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for teacher	When you're alone, it's very hard. With the TAs on board as well, you know like, depending on their experience.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	Yeah, you can't do it, you know. For a classroom to run effectively, I think, you know, you need that support.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher	You know, so the more help you have in that, the more effective help you have in that, the better.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher\emotional support	And then you think to yourself, ok. I bite my tongue and I'm not going to, you know but then, and then there were times when she will have to be supervised or she would be doing something and sometimes I see her looking at me like 'am I doing the right thing?' and I'm like "don't worry you're doing good. Don't look at me. You know it, trust yourself" and like "you are" and you're trying to make sure that, and so, there were those times where she...
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher\emotional support	Eh because I'm training, it's sort of quite, well she looks after me a lot I think. She's quite a calming influence on me. If I've had a bad day, she's very supportive.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher\emotional support	she sees like at the end of the week, because we've got quite a difficult class, em that I'm drained of energy so she will be like, "oh let's just go out, let's just you know meet up after school and just have a chat"

Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	But I imagine it can be sometimes a little harder for the teacher and frustrating do you know when she has planned all her stuff and then things are just...
Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	Definitely, yeah. Not so much for me, for the teachers, I think, because I just come in and I do my job and I go home. I've got none of that stress, planning lessons and things like that. So, I think it is a lot more stressful for teachers.
Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	I do feel sorry for the NQTs, I think there's a lot of pressure on them.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	I know, do you know, how stressful it can be for the teachers when they have to do so many things and do you know it's a lot harder.
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	I think they have quite a lot of work but...
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	I've worked with some teachers when I was a TA, I was thinking ok this isn't how I would have done it and I didn't say anything. I didn't say anything because I think they were quite new and I could see they were a bit nervous and you're like, I'm going to let that slide for now
Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	It's quite panicky cos she's an NQT em but she's an older lady so she's not, I think she qualified in a different country and now she's retraining in this country. I. Ok. P. So it's quite hard for her but she's very good. She's very good with discipline and that. So yeah, it's good.

Zara TA 4	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	Just with like with em, all the observations, she has a lot of observations and em that's it really. Just I think it's really hard to be an NQT in this day and age. It is a lot, it's a lot of observations and a lot of work
Marta TA 2	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	Sometimes, teachers have a lot to do,
Mya TA 5	inter-personal and intra-personal factors\supporting each other\support for teacher\empathy for teacher	the teacher is really good because sometimes I think to myself the teacher has so much work to do.
Kate teacher 2	inter-personal and intra-personal factors\supporting each other\support for teacher\saving the teacher time	. You know I can't, those children can't work without a support so even if I thought I needed something, then I'd have to you know, think well I'm not going to leave those children without somebody because they can't so we'll wait and I'll get it after school or I'll do it at home or I'll do em do it when I can.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher\saving the teacher time	Em, she sort of stops me from doing anything, any unnecessary work. She thinks of short cuts.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher\Support to adjust to new school	I'm so lucky. I can't imagine it without. Being completely new to school, em, being Maths coordinator, so having all the huge things and each school does things differently. So, you might have that, as I said I've got like sixteen years' experience, well ten years' experience here but it still doesn't, planning is different. There's the whole, routines are different, the, everything, the behaviour policy is different. Everything, and if you don't have someone inside who will help you, it's quite difficult to adjust.

Nora teacher 4	inter-personal and intra-personal factors\supporting each other\support for teacher\Support to adjust to new school	It was a very experienced TA before, who was, I felt helped me a bit more just because she knew what was what and she knew how we did things in the school and would be able to get on with stuff without me even having to think about it
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\support for teacher\Support to adjust to new school	oh they're brilliant. I can't imagine, especially like being new at this school, I can't imagine, em you know, having everything organised as I have, without my teaching assistant being there. She's there every time.
Indie teacher 5	inter-personal and intra-personal factors\supporting each other\support for teacher\Support to adjust to new school	She knows a few things that someone coming into the school might not know, like an RE portfolio and how to do that.
Mya TA 5	inter-personal and intra-personal factors\supporting each other\two-way	, if we both have a good relationship, the children will, you know work with that as well and it benefits us both, we both will enjoy the class and you know be able to support the children the way they should.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\two-way	And it's on a, you know, they have their lives, they're not that much, 'I just want to do my hours or whatever and go home' and you will have someone who's very, you know, and it depends because I know teachers who are very, they don't like it. I had friends that are just like "I can't stand it. I just want to do it my way. I know what I'm doing and I want to have it this, this, this, this." I. Mm. P. But then it can impact, so it's both parties that are...you need to have the both...that's why I said it's not that common, that's why I'm so lucky

Esme teacher 3	inter-personal and intra-personal factors\supporting each other\two-way	As I said, I think it's as we've already said, if you've got someone who is not interested and it might be both because I'm not saying, it might be both, it might be the teacher that is not interested. It might be the teacher that is just as I said "no, I don't need any help" or "I don't want even that person in the classroom because it's just, you know I just want to do things my way" em or you can have a teaching assistant that has the attitude that is just you know "I'm not really interested, just tell me what to do" and I think those things can affect, affect. The school atmosphere can affect...
Tom teacher 1	inter-personal and intra-personal factors\supporting each other\two-way	being a TA and a teacher, it's eh, it's really important to have, as a TA, it's really important to have a good teacher. As a teacher, it's very important to have a good TA
Mya TA 5	inter-personal and intra-personal factors\supporting each other\two-way	but once there's a mutual interest, do you know I think it works good so I think it's beneficial.
Nora teacher 4	inter-personal and intra-personal factors\supporting each other\two-way	Em and she would help, in some ways, she would help me with mine as well because it sort of, it's me managing someone else.
Zara TA 4	inter-personal and intra-personal factors\supporting each other\two-way	Em hopefully I make her life easier and I don't know. Hopefully she makes my life easier by being organised and, which she is.
Janelle TA 3	inter-personal and intra-personal factors\supporting each other\two-way	I know maybe I'm not the teacher but I think they appreciate what I can give back to them as they can to me so you know, we work together really
Zara TA 4	inter-personal and intra-personal factors\supporting each other\two-way	I know what I need to do and she knows what she needs to give me

Esme teacher 3	inter-personal and intra-personal factors\supporting each other\two-way	<p>I think it comes from both. I think you need to have that you as a teacher you are open because as I said, you can have people that just think “this is my way” and we’re not doing it any other way. My way or high way.</p> <p>I. Mm.</p> <p>P. You know. You’ve got that approach from teachers and that doesn’t help because you can have someone very enthusiastic and willing to do things but you can just straight away get them into the point, like, what’s the point? She never listens. She never takes anything on board. She never like, you know, what’s the point?</p> <p>I. Yeah.</p> <p>P. So you can have that someone who is enthusiastic but you can scratch it or you can have it the other way that you can be very like “oh so what are your ideas?” and you can have the teaching assistant that is not really, “ oh I don’t know, you plan, you do, you tell me what to do”.</p>
Mya TA 5	inter-personal and intra-personal factors\supporting each other\two-way	I think we both kind of learn from each other
Zara TA 4	inter-personal and intra-personal factors\supporting each other\two-way	I’m sorting out the homework, then she knows not to, unless it’s something desperate that she needs doing but yeah, it’s pretty good, like it does work that way where she knows sometimes I need an hour to do something em and it works because if I didn’t do it, then she’d have to do it and like she definitely ain’t got time to do it so.
Zara TA 4	inter-personal and intra-personal factors\supporting each other\two-way	Just communicate. That’s the main thing. Just communicate. If there’s a problem, then talk about it. Em and just make sure you know what’s expected of you for the week mainly or if you’ve got anything that you want someone to do, like the teacher, then you need to let them know as well.

Zara TA 4	inter-personal and intra-personal factors\supporting each other\two-way	Like there's been disagreements but nothing that's not been sorted out.. I. Yeah. P. ...quickly and without a fuss sort of thing. I. Ok. P. And that probably works both ways, like with me, with the teacher towards me as well.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\two-way	So I think it's important that you've got two people that want to work together I. Yeah. P. and want to make it actually as a team and then it works, then it works.
Esme teacher 3	inter-personal and intra-personal factors\supporting each other\two-way	Yeah because you can, as I said, I could be as open as I want to and you know and I will have someone who's like "ok well you tell me what to do", "you just tell me what to do and I'll do it".
Esme teacher 3	inter-personal and intra-personal factors\type of relationship desired\personal relationships	As I said it's like, it's, it's fantastic, that you know that you come and you have someone that will support you, that will em, no matter what, they will be there and it will be like, you know, they are there to back you, to, whatever happens, then, it's not only, as I said I'm so lucky with [TA], it's not only on a school basis but even like with your private life, so..., it's not only on a school basis but even like with your private life, so...
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal relationships	Funnily enough I still have a good relationship with the other teacher, better, probably we talk more actually than I will talk with the teacher I work with in Year 2 now, in a more close relationship like out of the classroom.
Tom teacher 1	inter-personal and intra-personal factors\type of relationship desired\personal relationships	I had to get to know her story.

Nora teacher 4	inter-personal and intra-personal factors\type of relationship desired\personal relationships	I suppose I had a more personal relationship last year, we'd talk a bit more about personal or like family and friends type of things.
Marta TA 2	inter-personal and intra-personal factors\type of relationship desired\personal relationships	if they could give us a few minutes in the morning just to have a conversation, you know about anything, just "how was your weekend?", "are you all right?", because I don't feel that the teachers are really that caring in the sense of "are you all right?", "have you been well?"
Marta TA 2	inter-personal and intra-personal factors\type of relationship desired\personal relationships	if you can't speak in the playground and you don't have time in school, when do you have time to socialise? In a sense of you know, there's no time to socialise in here. It's just work, work, work.
Esme teacher 3	inter-personal and intra-personal factors\type of relationship desired\personal relationships	like she sees like at the end of the week, because we've got quite a difficult class, em that I'm drained of energy so she will be like, "oh let's just go out, let's just you know meet up after school and just have a chat" and you know which is nice because it takes you out of the building and makes you like that you actually socialise together as well so it's on a different level then.
Nora teacher 4	inter-personal and intra-personal factors\type of relationship desired\personal relationships	with some people, they just need that.
Esme teacher 3	inter-personal and intra-personal factors\type of relationship desired\personal relationships\friendship	. I would describe it as a friendship because we will meet up very often, like she sees like at the end of the week, because we've got quite a difficult class, em that I'm drained of energy so she will be like, "oh let's just go out, let's just you know meet up after school and just have a chat" and you know which is nice because it takes you out of the building and makes you like that you actually socialise together as well so it's on a different level then.

Esme teacher 3	inter-personal and intra-personal factors\type of relationship desired\personal relationships\friendship	As I said we laugh so much in the morning or in the afternoon after school. It really helps because it doesn't, it's em, because it's a friendship as well, it's, we take on board, all our ideas so I never presume that whatever I come, you know with, whatever idea, that this is the way.
Esme teacher 3	inter-personal and intra-personal factors\type of relationship desired\personal relationships\friendship	If you've got, like I'm lucky, as I said that I consider M now my friend. I. Mm. P. Em it's even better because it even makes it all easy and better and em, I think it just helps the relationship at work. I. Yeah. P. It doesn't impact in a bad way. It actually is a very, a very positive thing.
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	because we come here to work so I think for me that is, I would like it to be both but if it can't be both, I'd rather do the work.
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	But as I say, outside we have a good relationship.
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	but at the same time it can be nice but I think I rather the work
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	Do you know like you realise, so you think oh well I can see why it is always this way or things and you think to yourself

Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	<p>Funnily enough I still have a good relationship with the other teacher, better, probably we talk more actually than I will talk with the teacher I work with in Year 2 now, in a more close relationship like out of the classroom.</p> <p>I. Mm.</p> <p>P. With this one, there isn't that much but because she's very focused, she's more, do you know into what she's doing but then you know, working relationship I've got a better relationship.</p>
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	<p>I would rather like the work is done the right way and I feel more relaxed and I have those relationships out of school and if we built a relationship through that with each other then it's all nice but then I think if you bring in too much of your home as well do you know, it can be to daunting to somebody else as well.</p>
Janelle TA 3	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	<p>Or a joke. When there's lesson time, yeah it's lesson. When there's a job to do, there's a job to do but it's nice to have a good rapport.</p>
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	<p>So we could talk more and have more of a laugh but then I think in I think in the classroom when we had to do things, things were a little bit more chaotic you know.</p> <p>I. Yeah.</p> <p>P. Do you know so it was that kind of, so I think working with, I'd rather work with somebody who knows what they're doing.</p>
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\personal vs professional relationship	<p>So, we'd talk about home things with each other. And we knew we could talk with each other. We'd have no problems. So, so we did have a good relationship. It's just that it wasn't, professionally it wasn't probably as good.</p>

Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\professional relationship	but we don't have that kind of do you know, and that could be because she's more busy focusing on making sure that everything gets done. She's really focused.
Nora teacher 4	inter-personal and intra-personal factors\type of relationship desired\professional relationship	I don't sort of, I don't, I'm not pally with them or anything. I don't really want to be because I think that's just a waste of time, because I don't have time, when I, if I've got any time to talk to them, I need to talk about work
Nora teacher 4	inter-personal and intra-personal factors\type of relationship desired\professional relationship	I guess I probably had a bit more of a personal relationship with her because she was just that sort of person that she would, she'd come in quite early and would want to talk about things I. Mm, in relation to her student or other things? P. Students and other things, her life as well, which didn't really help. It didn't have anything to do with the job. It didn't really help anything apart from take up time
Clara TA 1	inter-personal and intra-personal factors\type of relationship desired\professional relationship	I'm going to confront the teacher and I'm a learning support worker. How do I do this in a professional manner?
Clara TA 1	inter-personal and intra-personal factors\type of relationship desired\professional relationship	I'm not fazed by that to the point that I'm going to be unprofessional.
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\professional relationship	She's very do you know "yeah, and I might get them doing this", so sometimes we might just talk a little about the weekend and that was it and then we're just back into do you doing what we have to do.
Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\professional relationship	we don't talk about anything about our home life with each other or anything like that

Mya TA 5	inter-personal and intra-personal factors\type of relationship desired\professional relationship	With this one, there isn't that much but because she's very focused, she's more, do you know into what she's doing but then you know, working relationship I've got a better relationship.
Clara TA 1	inter-personal and intra-personal factors\type of relationship desired\professional relationship	You must show...at all times be professional.
Janelle TA 3	miscellaneous\comparison to other schools\different in different schools	But I experience other places where not good but still.
Zara TA 4	miscellaneous\comparison to other schools\different in different schools\don't know what its like in other schools	I mean I don't know. You see I've only ever worked in this school, so I don't really know how, there's a lady that works in the school, that also works in another school one day a week, she says that its, it's a lot tougher. I. Ok. P. Like the children are much more, not as well behaved as this school so, but I've only ever worked in this school so
Mya TA 5	miscellaneous\comparison to other schools\experienced a school with no TAs	before there was school without teaching assistants, do you know so I think it was Lola, the year 2 teacher, said where she used to work before, they didn't have
Nora teacher 4	miscellaneous\comparison to other schools\experienced a school with no TAs	Em, yes so we've had a term of working together now and she's just the second TA that I've worked with ever. My first school didn't have any TAs.
Esme teacher 3	miscellaneous\comparison to other schools\experienced a school with no TAs\not having anyone	I'm just sometimes thinking and I was in a situation in my previous school, when I didn't have a teaching assistant, there were three, eh it was three form entry so, there were only two teaching assistants and they were working part time so because I was the most experienced and I had two newly qualified teachers, I allocated teaching assistants with them. So, I didn't have anyone.
Janelle TA 3	miscellaneous\difficult working with supply teacher	I find it very hard working with a supply

Zara TA 4	miscellaneous\difficult working with supply teacher	I've worked with supplies, where, I mean, children when they know they've got a supply, tend to not behave as well anyway and it can be a nightmare. It's like, sometimes I feel like all you're doing is like, crowd control.
Janelle TA 3	miscellaneous\difficult working with supply teacher	It's very hard because when they're doing something and you want to say it doesn't, we don't do it like that. You're supposed to do it like that. You know you want to, you know? So I find it hard working with a supply teacher.
Nora teacher 4	miscellaneous\had a relationship in a different capacity	It's nice so I know her as a mum and as a TA so.
Nora teacher 4	miscellaneous\had a relationship in a different capacity	she was a parent as well, so I taught one of her daughters. I. Ok. P. a few years ago. So I knew her as a parent beforehand and she was always very useful, I always kind of had her on trips and she was always yeah, one of the very useful parent.
Zara TA 4	miscellaneous\had a relationship in a different capacity\TAs daughter taught by teacher	I mean, the first teacher I worked with, was that the first one, taught my daughter. My daughter was actually in that class and we got on really well.
Zara TA 4	miscellaneous\had a relationship in a different capacity\TAs daughter taught by teacher	Like there's been disagreements but nothing that's not been sorted out.. I. Yeah. P. ..quickly and without a fuss sort of thing.
Nora teacher 4	miscellaneous\had a relationship in a different capacity\TAs daughter taught by teacher	she was a parent as well, so I taught one of her daughters. I. Ok. P. a few years ago. So I knew her as a parent beforehand and she was always very useful, I always kind of had her on trips and she was always yeah, one of the very useful parent.
Clara TA 1	miscellaneous\inclusion	encourage other children to include him in games

Clara TA 1	miscellaneous\inclusion	ensuring that L em is able to be included in activities because he sometimes can be isolated and so I kind of facilitate that by encouraging him to participate with other children
Kate teacher 2	miscellaneous\inclusion	he wouldn't be able to function in the classroom without her support
Kate teacher 2	miscellaneous\inclusion	She works with another child who em has really really delayed eh learning. So, isn't able to access the curriculum in Year 4 at all so needs completely different work, completely different attention than I could give, as the class teacher in the class.
Clara TA 1	miscellaneous\inclusion	So in that sense I help him to be included in the activity.
Clara TA 1	miscellaneous\inclusion\helping other children be more understanding	let them know that he has some issues that you know is not the same as yours for them to be more understanding.
Clara TA 1	miscellaneous\inclusion\helping other children be more understanding	so they know his needs
Clara TA 1	miscellaneous\inclusion\overcoming barriers	I'm more aware of focusing on the barriers...just being able to... because I've been working here for quite a while now, I'm able to focus on what barriers is preventing a child from learning a particular topic and then I try to overcome it by thinking in my head how I can overcome it and then I try to apply it to the child
Clara TA 1	miscellaneous\inclusion\overcoming barriers	or the pupil to have the best outcome in accessing the curriculum and overcoming the barriers of his or her learning.
Clara TA 1	miscellaneous\inclusion\overcoming barriers	overcome some of the barriers

Kate teacher 2	miscellaneous\inclusion\overcoming barriers	They'll support me in sort of general assistance of getting things ready for the whole class but also look at you know specific things for those children to do if they're different, particularly the one child who's not accessing the curriculum. I. Mm. P. She needs to do different work and different activities.
Tom teacher 1	miscellaneous\inclusion\overcoming barriers	they're there so they can access the learning
Tom teacher 1	miscellaneous\inclusion\overcoming barriers	to interpret the language or to break down the lesson for the student
Clara TA 1	miscellaneous\inclusion\overcoming barriers	which is a child actually learning...overcoming...
Marta TA 2	miscellaneous\inclusion\raising the levels of lower ability students	you're trying to, you know, to level the lowest groups as much as possible to the ones that are, you know, top or middle.
Janelle TA 3	miscellaneous\inclusion\role in explaining to children	And if that child's ability can't, you know, they're doing the same thing but at least, I could kind of explain it in a kind of different way but you know, so
Clara TA 1	miscellaneous\inclusion\role in explaining to children	in that sense I would have to be the one explaining to him
Clara TA 1	miscellaneous\inclusion\role in facilitating friendships	he sometimes can be isolated and so I kind of facilitate that by encouraging him to participate with other children..em I would like...cos' he's not very... he can be shy so I would have to try to em ...encourage other children to include him in games and because of his learning difficulties
Clara TA 1	miscellaneous\inclusion\role in facilitating friendships	in such a situation as well as resolving situations with the other children...let them know that he has some issues that you know is not the same as yours for them to be more understanding.

Zara TA 4	miscellaneous\TA role\changed over time	<p>I think it is much different because now there's more interventions.</p> <p>I. Mm,</p> <p>P. There's more paperwork.</p> <p>I. For both of you?</p> <p>P. Definitely. Yeah definitely. Em I think when we first, when I first started, we didn't get plans, we just got told em, I don't even know if we got told really, you just sort of wandered around the classroom, sort of and if anyone needed your help, you'd just go over to them. There was like no interventions as such. There was, well actually that's a lie cos we used to do like maths intervention, springboard, but that was like timetabled every week and you knew exactly when you was doing that but it seemed to be a lot less stressful.</p>
Kate teacher 2	miscellaneous\TA role\changed over time	<p>previous years you know there weren't necessarily as many needs in a class em so TAs sort of had bit more of an administrative sort of role in some cases. It wasn't that they were necessarily attached to one group, they'd move between different groups. So, that's been different in how I've had to work with TAs or what roles they played within the classroom in helping me deliver the curriculum.</p>
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	<p>So in that sense, he's benefiting in that sense but then I don't actually have sessions with the children that's more lower ability as I used to before.</p>
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	<p>So that's one to one. I do one to one.</p>
Kate teacher 2	miscellaneous\TA role\changed over time\one-to-one vs class support	<p>although they do sometimes work with other groups, depending on the activity and they might do group work with those particular children with them.</p> <p>I. Yeah.</p> <p>P. But em, yeah, the support is needed for those individuals.</p>

Marta TA 2	miscellaneous\TA role\changed over time\one-to-one vs class support	And then eh my role is to support the table of children, usually six children with em the boys of special needs. So really it was more than just one child. It was never really one to one.
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	Em I'm not a TA.
Kate teacher 2	miscellaneous\TA role\changed over time\one-to-one vs class support	Em, neither of these children are statemented at the moment. I. Ok. P. So, they don't have an assigned person as such.
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	even though I'm one to one with him...I'm also having to be there for other children's safety in the classroom and if I'm working in the classroom, I can help the lower ability children with their language as well.
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	I kind of work...its two roles, TA and Learning Support.
Clara TA 1	miscellaneous\TA role\changed over time\one-to-one vs class support	I'm a learning support worker.
Tom teacher 1	miscellaneous\TA role\changed over time\one-to-one vs class support	in terms of why they're employed, funding one to one to support,
Tom teacher 1	miscellaneous\TA role\changed over time\one-to-one vs class support	P. I have one funded one to one and one general TA who is actually attached to a particular child. I. Yes and they're both pretty much full time in your class then? P. I don't have a, I don't really have a general TA.
Kate teacher 2	miscellaneous\TA role\changed over time\one-to-one vs class support	the other child needs a complete different curriculum so I mean, you know, that's where she had to go to support the other girl.

Kate teacher 2	miscellaneous\TA role\changed over time\one-to-one vs class support	They are working with individual students and then perhaps a couple, you know, they...we mix them with groups and that...but em that is what their role is.
Nora teacher 4	miscellaneous\TA role\changed over time\one-to-one vs class support\working with SSA more difficult than TA	That's more difficult. Yeah, those issues are difficult to manage em, because I have even less time with them but I'm giving them, and they're kind of running on their own with the plans I give them, they're kind of managing it more independently because it's so different, the work that those children are doing.
Clara TA 1	miscellaneous\TA role\changed over time\working with lower ability students & SEN	Because L is em usually placed on the lower ability table, children with lower ability, because I'm sitting at that table.. .and in Year 3, that was the case more so because I was sitting on that table, the children that's on that table, I will help them...all yes.
Tom teacher 1	miscellaneous\TA role\changed over time\working with lower ability students & SEN	But anyway, talking to her TA, or her LSA, her one to one, I don't think she's very familiar with the condition ASD you know. I think it's more em. I'm not entirely sure how long she's been with M either, however many years since her diagnosis.
Zara TA 4	miscellaneous\TA role\changed over time\working with lower ability students & SEN	Cos usually on the whole you work with the lower group. I. Yeah. P. You work with all the groups but you tend to work with the lower group more often than other groups.
Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN	I tend to support a lot, I mean the lower ability groups so I take a group of children for extra maths sessions and bring them out here for extra English that they need the extra push then.
Kate teacher 2	miscellaneous\TA role\changed over time\working with lower ability students & SEN	If there's anything that's changed, some of the children will need extra support in that, particularly the boy with autism

Esme teacher 3	miscellaneous\TA role\changed over time\working with lower ability students & SEN	it's very helpful when you've got those children with different needs that we can actually address those needs
Clara TA 1	miscellaneous\TA role\changed over time\working with lower ability students & SEN	P. Yes well ell when you are working with special needs children one to one sometimes there's a time when the child will need the space. But I found with em L he doesn't seem to mind...maybe it's because of his needs..or.. he's functioning at um at reception.
Marta TA 2	miscellaneous\TA role\changed over time\working with lower ability students & SEN	So I think the role of eh Teaching Assistants are really really...is a big role especially that what you're trying to do, you're trying to, you know, to level the lowest groups as much as possible to the ones that are, you know, top or middle.
Esme teacher 3	miscellaneous\TA role\changed over time\working with lower ability students & SEN	So it's nice to have actually you've got someone there that can do very similar things but on their level so em yeah, it's very helpful.
Clara TA 1	miscellaneous\TA role\changed over time\working with lower ability students & SEN	The first one had em, was, severely autistic in reception, so I've worked in reception. And em, then I worked with another pupil in em in Year 1 with global delay and I went all the way up to Year 6 with that pupil. And then I worked in Year 6 with another pupil. He was...he had behavioural problems as well as dyslexia. And now I'm working with L, who has global delay.
Marta TA 2	miscellaneous\TA role\changed over time\working with lower ability students & SEN	the lowest group is the hardest one and they always kind of, you know, this is the group that we always have to do and its actually the most challenging group because you not only have to deal with lower ability, you have to deal with behaviour problems, quite often you know, very severe.

Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN	there's one child that have a bit of special needs, quite but em, so he's got someone that works with him because he needs someone with him all the time. Em the other boy, he, really his reading, he's not comprehending at all like most of the children. He's still at nursery, reception understanding so he needs somebody who takes him out for extra.
Kate teacher 2	miscellaneous\TA role\changed over time\working with lower ability students & SEN	They are a brilliant asset in the classroom because they work with particular children who have needs. One of them works with em, a boy with autism.
Marta TA 2	miscellaneous\TA role\changed over time\working with lower ability students & SEN	usually it was usually the special needs children within the normal class environment, the mainstream. But there were a range of problems, learning difficulties and global delay and autistic and Asperger's, quite a few in my time.
Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN	we know sort of like I tend to work more with the lower ability so then she will have experience to deal with the high ability
Esme teacher 3	miscellaneous\TA role\changed over time\working with lower ability students & SEN	we tend to focus on those children that have difficulties, eh, because em, it's just from the, from the point of view, they will struggle. If they don't have the adult sometimes to help, they em, sometimes they can cope, eh, independently but they just don't have even the confidence because they are so always down that it's "Oh I can't...I won't do it" and even the person just saying "come on, you've just done it for me. Come on, come on, just try one more time. I'll look at it in a minute" or like, you know and just like "am I doing it right?", "yes, yes you are" and just a little, you know, support there, helps. So, we tend to, we tend to em, to work with, with the teaching assistant with the lower group.
Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN	you know and support the extra groups that need extra attention and things like that so it kind of works very good.

Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN\teacher sometimes works with lower ability students	. Do you know when she manages to get a bit of time, a bit of space, she will go and see how that child is doing.
Mya TA 5	miscellaneous\TA role\changed over time\working with lower ability students & SEN\teacher sometimes works with lower ability students	but then probably once a month, she might come out with the lower ability just to make sure that you know, they are progressing and they are doing you know, going into that stage that they should
Kate teacher 2	miscellaneous\TA role\difficult work	a positive sort of attitude and encouragement because sometimes it's difficult in the classroom and particularly sometimes the TAs will be working with children who can be difficult and I think they need support with that
Kate teacher 2	miscellaneous\TA role\difficult work	and as we find it difficult so do they and often they're the ones who are day in day out, you know, having to deal with some of the emotional difficulties that some of the children will have.
Marta TA 2	miscellaneous\TA role\difficult work	But with them it's actually, really, really hard work
Marta TA 2	miscellaneous\TA role\difficult work	he's kind of difficult to keep still and he also can't stop talking
Tom teacher 1	miscellaneous\TA role\difficult work	In a way, they have a point. Sometimes you know, you work so hard and you want to go home.
Marta TA 2	miscellaneous\TA role\difficult work	It's just work, work, work. It's also really hard but that's the way it is in here.
Marta TA 2	miscellaneous\TA role\difficult work	the lowest group is the hardest one and they always kind of, you know, this is the group that we always have to do and its actually the most challenging group because you not only have to deal with lower ability, you have to deal with behaviour problems, quite often you know, very severe.

Marta TA 2	miscellaneous\TA role\difficult work	what we do is hard work and we should get more appreciation for it. Especially that we put our heart in it, and our soul
Zara TA 4	miscellaneous\TA role\difficult work	when we first, when I first started, we didn't get plans, we just got told em, I don't even know if we got told really, you just sort of wandered around the classroom, sort of and if anyone needed your help, you'd just go over to them. There was like no interventions as such. There was, well actually that's a lie cos we used to do like maths intervention, springboard, but that was like timetabled every week and you knew exactly when you was doing that but it seemed to be a lot less stressful.
Marta TA 2	miscellaneous\TA role\difficult work	who is quite needy and difficult
Marta TA 2	miscellaneous\TA role\difficult work	You are made to work hard but you don't get any appreciation for it.
Zara TA 4	miscellaneous\TA role\doing interventions	I think it is much different because now there's more interventions
Indie teacher 5	miscellaneous\TA role\doing interventions	She takes a lot of groups out, which I don't do em and does reading comprehensions, hand writing, maths group, homework group, I know she's done in the past.
Nora teacher 4	miscellaneous\TA role\doing interventions	so I could leave her to go and work with groups and sort of do some interventions without me having to sort of really do much.
Indie teacher 5	miscellaneous\TA role\doing interventions	starting up her own hand writing group
Indie teacher 5	miscellaneous\TA role\doing the displays	Eh, she comes up with ideas for really lovely displays in my classroom and lots of things.
Zara TA 4	miscellaneous\TA role\doing the displays	Em I do all the displays,
Zara TA 4	miscellaneous\TA role\doing the displays	Like if there's a display that needs to go up, she says to me "there's a display that needs to go up", I mightn't be able to do it that day but I'll make sure that it's done that week.

Janelle TA 3	miscellaneous\TA role\ 'Everything' included in role	In any work with children, you always do other thing isn't it. You don't actually doing your job. You will do other little things as well when you work with children.
Marta TA 2	miscellaneous\TA role\ 'Everything' included in role	It was just virtually everything, so maths, science, literacy. It was everything, PE, you know taking part in PE, supporting the children in every activity they did, so it was just quite a few roles if you know what I mean.
Mya TA 5	miscellaneous\TA role\ 'Everything' included in role	so yeah it's all like simple things like doing the Christmas card, so much Christmas cards. So you're like a elf and then do you know, you're the first aid, so as soon as they feel sick, the first thing is they come to you and like oh, so they won't go to the teacher when something hurt. They're like "oh Mya please". Do you know and some days you might think you are the doctor.
Tom teacher 1	miscellaneous\TA role\ 'Everything' included in role	when they get called out of class, especially their first day they perform other duties
Mya TA 5	miscellaneous\TA role\making children concentrate/ listen	I try to make sure that the other children, one of the other child is a bit out of control and I said to the you "no, no. everybody's looking over here, let's forget what he's doing. Let's keep our eyes on to what we're doing please" and do you know try and make sure they don't get distracted by what's going on
Mya TA 5	miscellaneous\TA role\making children concentrate/ listen	making sure that the children are you know, trying to take in as much as they can.

Mya TA 5	miscellaneous\TA role\making children concentrate/ listen	my role is to make sure that the children are able to listen to the teacher, pay attention, so when she's doing the class, I'm always sitting near the carpet and I'm keeping my eye on everybody do you know and then if I see anybody I just go to them, "do you know that you need to be listening" and most of the time I will be preparing stuff as well, putting the books out on the table and I will still be looking on the carpet and I will pass next to one and if they're talking and just kind of tap them and "are they listening?"
Marta TA 2	miscellaneous\TA role\making children concentrate/ listen	you need to make those children concentrate
Zara TA 4	miscellaneous\TA role\prioritising	I mean the children come first, so and that's the most important and then you just need to think to yourself. I usually prioritise myself.
Zara TA 4	miscellaneous\TA role\prioritising	If it's really important and also, prioritise what's the most important.
Zara TA 4	miscellaneous\TA role\role in homework	I do the homework. I don't mark the homework. I. Ok. P. I don't mark the homework. Em occasionally I'd mark the homework but usually just Maths, not really English em , I did that a lot more in Year 3.
Marta TA 2	miscellaneous\TA role\role in the emotional wellbeing of students	. So I feel I need to get to know them on a personal level because it's important because sometimes they come upset, if you want to know what happened and they will tell you what happened at home and the sort of things that you know you need to help them
Kate teacher 2	miscellaneous\TA role\role in the emotional wellbeing of students	and as we find it difficult so do they and often they're the ones who are day in day out, you know, having to deal with some of the emotional difficulties that some of the children will have.

Marta TA 2	miscellaneous\TA role\role in the emotional wellbeing of students	If I see somebody looking not right, I will watch them. Like if somebody is looking a bit pale, I will keep an eye on them, you know, like really caring, you know, approach. I'm trying to look you know, if they're all right. And if they come upset, I'll come and speak to them, what happened? And they usually, you know, are very good and they will tell me what happened.
Zara TA 4	miscellaneous\TA role\role not thought about before	Yeah yeah, or maybe not, I dunno, I never really thought about it to be honest. Yeah, it boils down to that. You support the children and support the teacher.
Marta TA 2	miscellaneous\TA role\speech and language support	I'm doing speech and language support with one of the boys in Year 1, that I just mentioned, who is quite needy and difficult and then I'm doing speech and language in Year 2 with one boy who is quite advanced. He needs to expand his vocabulary and just, you know, just needs to improve on his skills but he's not stated either. It's just something he needs additional help with.
Clara TA 1	miscellaneous\TA role\speech and language support	so those are normally information that the educational psychologist would recommend and I would just follow those...or the speech and language... or the actual teacher
Indie teacher 5	miscellaneous\TA role\TA managing behaviour	a lot of teachers em, whether old or new ones, I think were hesitant about, you know, they just thought the TA was there during the lesson and that's where it stopped and they were there maybe more for behaviour.
Mya TA 5	miscellaneous\TA role\TA managing behaviour	I kind of tend to support more in the behavioural em way of how the children carry themselves
Indie teacher 5	miscellaneous\TA role\TA managing behaviour	I've had some teaching assistants who were more, sort of, take quite a behaviour role you know and more like mentors for the children, less focussing sort of on communication about the educational side.
Mya TA 5	miscellaneous\TA role\TA managing behaviour	support the children with their behaviour

Marta TA 2	miscellaneous\TA role\TA managing behaviour	you have to deal with behaviour problems
Marta TA 2	miscellaneous\TA role\TA managing behaviour	you need to make those children concentrate. And if you want to do that you need to control their behaviour, otherwise they will not be able to concentrate on the task. So behaviour you need to actually tackle first.
Clara TA 1	miscellaneous\TA role\TA role in children's safety	I'm also having to be there for other children's safety in the classroom
Clara TA 1	miscellaneous\TA role\TA role in children's safety	I'm also helping him to stay safe. So I have to think of any like health and safety issues that can be arising and try to prevent those.
Indie teacher 5	miscellaneous\TA role\TA role in teaching	But then she does, she does a lot of my teaching as well so you know, apart from her sort of taking more smaller groups by herself, there's not really much difference.
Tom teacher 1	miscellaneous\TA role\TA role in teaching	I knew that she was the key to the class because I knew that once she was trained she could lead my lessons. She could em, she could teach.
Marta TA 2	miscellaneous\TA role\TA role in teaching	Then you need to do the you know actual scientific side, which is teaching.
Indie teacher 5	miscellaneous\TA role\TAs covering time in class	Em yeah, she's, she covers for me a lot as well and she's fantastic, the very fact that she covers for me for me when I've got my PPA and I can trust her to just do what, you know in the class and I won't come back and its mayhem.
Mya TA 5	miscellaneous\TA role\TAs covering time in class	She said "oh yes I've got an appointment so I'm going to be leaving a bit early. So, are you going to be ok to take on the class?" "Yeah, yeah, yes. That will be fine".

Nora teacher 4	miscellaneous\TA role\TAs covering time in class	<p>The TA's, they're in assembly for most of the time but yeah it's just them and that happens quite often, just leave them to get on with things.</p> <p>I. Mm and is that, em is that kind of done in the school that the TAs would be, it's ok to leave the TAs?</p> <p>P. Yeah quite a lot, yeah it shouldn't really happen for long. It shouldn't happen for say you know, a day or half a day because they're not teachers. They're not being paid as teachers. Em, a lot of schools have HLTAs that they can do that but it does happen a lot here because staffing is a bit of a nightmare. Yeah, I think she's fine with that. She manages fine.</p>
Tom teacher 1	miscellaneous\TA role\there for support	they have many roles, to support the class teacher you know
Janelle TA 3	miscellaneous\TA role\there for support	to me you're in there...I think you're in the classroom to support, as a TA, but support,
Janelle TA 3	miscellaneous\TA role\there for support	we're there for support as well, you know.
Zara TA 4	miscellaneous\TA role\there for support\support children before teacher	<p>Em I'd say support the teacher. Support the children first and support the teacher. Cos if you support the children first, then you're basically supporting the children anyway.</p> <p>I. Yeah.</p> <p>P. If you support the children first, then you're basically helping the teacher anyway.</p>
Janelle TA 3	miscellaneous\TA role\there for the child/children	I enjoy my job you know what I mean and we're here for the children. That's what I said, I'm here for the children so you know.
Clara TA 1	miscellaneous\TA role\there for the child/children	I see my role as a learning support worker as someone who is there to really help the child because the child has special needs
Mya TA 5	miscellaneous\TA role\there for the child/children	It's mainly about the children.

Janelle TA 3	miscellaneous\TA role\there for the child/children	You will do other little things as well when you work with children. But I don't mind that, you know cos I'm here to work with the children anyway so it doesn't bother me really, you know.
Mya TA 5	miscellaneous\TA taking control of 1:1 staff	And she said to me "I really don't think she's getting it" so I said to her do you know what, and then I spoke to the other teaching assistant "do you know what you're meant to be doing is, you've got a long snake here and he needs to make a shorter snake on top of the long one and then the small snake, see this snake it's small, he needs to make sure he can make a bigger one". She said "oh sugar, have I been doing it wrong all this time?"
Mya TA 5	miscellaneous\TA taking control of 1:1 staff	at the same time you think to yourself, ok maybe I need to intervene now, maybe I need to get him out and just see if he wants to do something else.
Mya TA 5	miscellaneous\TA taking control of 1:1 staff	So, I try to read across and at the same time be able to support those TAs with the one to one. Do you know that's what she wanted? She wanted this done and this.
Tom teacher 1	miscellaneous\Teacher role\coordinate learning	My role is to facilitate the learning and coordinate it.
Indie teacher 5	miscellaneous\Teacher role\differentiation	I mean to make sure that every, that the work is em, appropriate, that each child can access the lesson I. Mm. P. using Nancy to help me do that. Em, but also helping them to access the lesson but you , trying to encourage the children to be independent. I need to provide enough differentiation in my lesson to make sure that they can do it, that they can do it independently without depending too much on me and Nancy because obviously we can't work with the same children every single lesson

Kate teacher 2	miscellaneous\Teacher role\ensuring TA feels important/ appreciated	if a TA doesn't feel that they are appreciated or that what they do is important, if they don't sort of view their own role as important as I view it, then that could be a difficulty. I. Yeah. P. But I think it's important that a teacher helps to, you know I feel it's part of my job as a teacher to make sure that my TAs don't feel that.
Tom teacher 1	miscellaneous\Teacher role\facilitate learning	My role is to facilitate the learning and coordinate it.
Indie teacher 5	miscellaneous\Teacher role\teacher needs whole class overview	The teaching isn't really em, a choice of mine. You know, ideally I'd like to be teaching them the whole time as a whole class and then obviously because obviously I need to be able to see the whole picture all the time but because I'm in and out because of training and I get more PPA time it's difficult but I'm em yeah. It's not really that I don't want to share that role equally. It's more that it makes my job easier if I've got a clear idea of the kids as a whole.
Indie teacher 5	miscellaneous\Teacher role\teacher needs whole class overview	When I do the first class, the whole teaching section, ideally I'd like to do that because I get a lot of information when I'm doing that, em, just questioning the children and that's quite important. So, it's been quite difficult going out of the classroom so much.
Mya TA 5	miscellaneous\Teacher role\Teachers have to do paperwork	If you're so demanded to do so much paperwork
Mya TA 5	miscellaneous\Teacher role\Teachers have to do paperwork	there's so much paperwork and there's so much pressure
Nora teacher 4	miscellaneous\Teacher role\Teachers have to do paperwork	We're both there to support the learning but they just, like, I do the planning and the main delivery of that and the assessments and the paperwork.

Zara TA 4	miscellaneous\Teacher role\teachers role is to teach	To teach the children. I. Mm. P. Basically. I mean their role's huge cos they've got like loads of paperwork and things, which I don't get involved in, but their main role is to teach the children, to teach the children to the best of the child's ability, I suppose, and the best of the teacher's ability.
Mya TA 5	miscellaneous\unpredictable/ flexibility	, you have to know that that person is willing to, do you know, work really good and be flexible with another person
Zara TA 4	miscellaneous\unpredictable/ flexibility	And then every Monday, I get a plan for, the lesson plan for the whole week, the same plan as what she's got, and then it will say what groups I'm working with and things like that, which doesn't always work out cos sometimes there's other things you need to do but on the whole, it works well.
Zara TA 4	miscellaneous\unpredictable/ flexibility	basically it's just in the morning it's Maths and English in the majority so you need to work the children on them subjects. But in the afternoon, you get a bit more flexibility but it's like if its a science experiment or RE or something, you don't have to necessarily sit at the table.
Zara TA 4	miscellaneous\unpredictable/ flexibility	I think that's how it works in most schools, like everything changes sometimes at the drop of a hat.
Tom teacher 1	miscellaneous\unpredictable/ flexibility	I'd tell her what I want her to do at this time and you tell her and then she'll say "oh but I'm going on lunch at this time. Remember it's a Tuesday". And you're like ok so that's a whole plan out the window.

Zara TA 4	miscellaneous\unpredictable/ flexibility	<p>the teacher will tell you what children to work with. It will be on my plan, it will say on my plan, Zara to work with circles or whatever group em, so then I just highlight it all at the beginning of the week, just flick back and, and sometimes it changes, like if the group the day before, if we're doing the same work and the group the day before has had trouble getting the work done, then she might change me and then she'll say to me "can you just go over that with them because they wasn't really getting it yesterday".</p> <p>I. Yeah.</p> <p>P. Em so it's not set in stone but...</p>
Mya TA 5	miscellaneous\unpredictable/ flexibility	<p>there's always so much work to do in the classroom. So, when, if the special needs child doesn't come, then I always have extra stuff,</p>
Zara TA 4	miscellaneous\unpredictable/ flexibility	<p>There's em an SSA, that comes in, there's a statemented child, that works in there but she gets pulled out a lot to do different, like work with different children and things like that so, there should be three of us but quite often there's only two.</p>
Tom teacher 1	miscellaneous\unpredictable/ flexibility	<p>When they come inside the classroom, everything can go down the hatch, just because the students are unpredictable at times so you're on the students rather than me explaining what we can do in the classroom, maybe at twelve o'clock or a lull moment, I have to take a step back to help him or her out or I have to sort some things out there.</p>
Clara TA 1	Occupying different spaces\complementary positions	<p>Cos' sometimes you might not see one thing...you might not see a particular perspective whereas someone else might. Or maybe they might have an idea that's not fully the full formation of the whole that might be effective and then if I have one better than she has you know that we didn't get anything really effective.</p>

Esme teacher 3	Occupying different spaces\complementary positions	Em or she will notice like you know, we you're teaching and you don't always notice like, when she's actually sitting at the table, she will notice something or tell me that child really struggled or like you know so it's very, very helpful.
Esme teacher 3	Occupying different spaces\complementary positions	for me it's very good, I feel good with it because as I said I think the kids have the balance so they can if they feel like, a little bit like, teary, they can, they can go to [TA] and tell her what's wrong but they also know that there is like you know, now is the lesson and you listen, so.
Tom teacher 1	Occupying different spaces\complementary positions	He was in this class, my previous class in Year 3, no in Year 4 so when he moved into Year 5, he already knew the students way better than me. So, discussions like "do you think if I did this with them, they would like it?", or "what are your ideas?"
Tom teacher 1	Occupying different spaces\complementary positions	I am the one who delivers the lesson but you're equally as important just like in chess, every piece on the board is important.
Esme teacher 3	Occupying different spaces\complementary positions	I think we've got, we've got, different em, dynamics. Em, I have to be more strict and, and em raise expectations, while [TA] can be more, well if something's wrong, you know can give a cuddle or hug like you know or have like, a conversation closer so like "let's go outside and you tell me what's wrong". So, it, it balances, you know, each other because when there's always, like a problem, we can just look at each other, and it's like that one or, you know, let's get to the bottom of what happened. I. Mm. P. So, em yeah, it's different dynamics. It's different dynamics but It works well because then, as I said, they have this balance.
Mya TA 5	Occupying different spaces\complementary positions	It's how I see myself. I'm kind of that back support

Mya TA 5	Occupying different spaces\complementary positions	she knows how to challenge the kid's educationally, and the different thing, which she's really good at, and then where I was with those same children in year one, they can not make quite...so I kind of tend to support more in the behavioural em way of how the children carry themselves and you know and support the extra groups that need extra attention and things like that so it kind of works very good.
Janelle TA 3	Occupying different spaces\complementary positions	So what the teacher is doing, I know they have to do like the you know main bit but I'm there for support
Kate teacher 2	Occupying different spaces\complementary positions	That's me. And I may have misheard something or I may not fully understand or I may just have a feeling that there's something not right with the child today, but actually that child may have already said something to the TA or maybe at playtime. Or at playtime, I could say "could you keep an eye on them?" or "see what's happening?", "have they got friends" you know, things that you don't see in the classroom.
Mya TA 5	Occupying different spaces\complementary positions	the TA, their role is to assist the teacher and support the children with their behaviour, to be able to, to keep an eye on the children while the teacher will be able to provide the knowledge that she's got to support them advance so and em I have to be there to kind of, be able to support the children, make sure that, you know, they're getting the information that she's trying to put across to them.
Janelle TA 3	Occupying different spaces\complementary positions	The teachers might have different ideas. I could have different ideas so if we put both ideas together, we make a better atmosphere in the classroom.

Kate teacher 2	Occupying different spaces\complementary positions	they will observe things that perhaps I won't get the opportunity to see within the whole class or at playtimes or other times, they will be aware of certain em skills or talents or interests that the children will have, which can help me to engage them more in the classroom or you know, to kind of bring them in to the curriculum maybe through one of their hobbies or something that interests them cos sometimes some of these children find it difficult to engage with the work that's set
Indie teacher 5	Occupying different spaces\complementary positions\equality	And she's like a second teacher in the, you know, in my classroom.
Clara TA 1	Occupying different spaces\complementary positions\equality	Doesn't think of someone less than them,
Kate teacher 2	Occupying different spaces\complementary positions\equality	I think we are equal as adults. I mean we've different roles obviously within the classroom. Em, you know, I don't think there's necessarily a hierarchy or I think it's the job we're employed to do is slightly different.
Marta TA 2	Occupying different spaces\complementary positions\equality	I'm not teaching now but if I see myself as a teacher, I see it exactly as I said, come in the morning, see my staff and explain exactly what we're trying to do like we're equals
Esme teacher 3	Occupying different spaces\complementary positions\equality	It's not like as strict like who is above or...you know, we tend to be quite chatty, all with each other. There's not like 'I'm a teacher, not...' which you can come across.
Indie teacher 5	Occupying different spaces\complementary positions\equality	She does say like, I try and do a lot of the photocopying as well and get the kids to do all that adminey stuff that I don't think is a really, it should be just down for the TA.
Marta TA 2	Occupying different spaces\complementary positions\equality	So I would say equal treatment really.
Janelle TA 3	Occupying different spaces\complementary positions\equality	they don't show you that they're the teacher. It's not like "I'm the teacher, you're the TA". It's not like that, you know, the teachers whom I work with.

Indie teacher 5	Occupying different spaces\complementary positions\equality	They're sort of equal to you in the classroom. I see her as totally equal to me.
Marta TA 2	Occupying different spaces\complementary positions\equality	this isn't actually cooperation because we should be working on an equal level even though we might not have the same qualifications. We're all experienced to one degree
Tom teacher 1	Occupying different spaces\complementary positions\equality	to elevate people, just to break down those barriers and you know, yeah, I am the one who delivers the lesson but you're equally as important just like in chess, every piece on the board is important.
Esme teacher 3	Occupying different spaces\complementary positions\equality	We always, have like, we have this respect and we show children we always respect and it doesn't matter who is the adult working with you, you always show the respect so I think it's, it's, when they, when they see it, and you've got it on there consistency on an every day basis, like "no it's both of us and you need to listen to both of us. It doesn't matter who's saying what. An adult is an adult."
Janelle TA 3	Occupying different spaces\complementary positions\equality	What I like is the teachers don't do something...give you something to do that she wouldn't do herself. Do you get what I mean? Because I always say I would never do something, I would never give my colleague something to do that I wouldn't do myself. You know?
Kate teacher 2	Occupying different spaces\complementary positions\teacher asks TA about children	Again I think it's because I talk to...I'll ask. You know, If I notice something that's changed or if I have a bit of a niggle about a child or about something they've said or they've done, I'll always ask I. Mm. P. ...the support staff, have they noticed anything or have they heard anything on the table or has the child said anything to them because they are, you know, key to what goes on in this room as well.

Zara TA 4	Occupying different spaces\complementary positions\teacher asks TA about children	<p>Unless she said to me like “how, how did so and so do?” like. Cos usually on the whole you work with the lower group.</p> <p>I. Yeah.</p> <p>P. You work with all the groups but you tend to work with the lower group more often than other groups. So it’s just, “did so and so cope with the work?” “do you think we need to repeat the lesson?”, things like that.</p>
Esme teacher 3	Occupying different spaces\complementary positions\teacher is aware of their limits	<p>as I said, you can’t clone yourself and be with everyone.</p>
Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	<p>Because there’s so much to do and as a teacher, you can never do everything. There just isn’t the time.</p> <p>I. Mm.</p> <p>P. ...in the day, at school or at home to do everything. So when you’ve got support staff who can help with that and help prepare stuff and make sure things are ready then it’s really useful.</p> <p>I. Yeah, so it’s not all on you.</p> <p>P. Yeah, you can’t do it, you know. For a classroom to run effectively, I think, you know, you need that support.</p> <p>I. Yeah.</p> <p>P. ...to enable you to deliver the best that you can.</p>
Nora teacher 4	Occupying different spaces\complementary positions\teacher is aware of their limits	<p>But then it does get to the point where you, you do kind of, you know, you have to, being a teacher you can’t, you can’t, as a teacher because there’s just too much. You just have to let go.</p>
Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	<p>I wouldn’t be able to, there’s no way I’d be able to teach the whole class on a daily basis with those different needs.</p>
Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	<p>It’s support for me. Oh, definitely. Particularly when you have a class where there’s lots of children with needs. You know, you can’t give all of the children what they need, all of the time.</p>

Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	needs completely different work, completely different attention than I could give, as the class teacher in the class.
Indie teacher 5	Occupying different spaces\complementary positions\teacher is aware of their limits	P. She does a lot more, I mean she, I sort of, TAs obviously get more one on one with students. Em well I think it's more because it's my training year and sometimes I find it hard to work one on one with children.
Esme teacher 3	Occupying different spaces\complementary positions\teacher is aware of their limits	So, I didn't have anyone. I. Yeah. P. Em and it's quite tricky to make sure that you can help and support during the lesson all the the children as you're supposed to, it's quite tricky then to do it.
Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	That's me. And I may have misheard something or I may not fully understand or I may just have a feeling that there's something not right with the child today, but actually that child may have already said something to the TA or maybe at playtime. Or at playtime, I could say "could you keep an eye on them?" or "see what's happening?", "have they got friends" you know, things that you don't see in the classroom.
Tom teacher 1	Occupying different spaces\complementary positions\teacher is aware of their limits	what I would really like to do is spend a whole day with M and see how she learns and build up a relationship with her, develop a system through my experiences rather than it being vicariously through the eyes of my TA but I don't have time to do that in class because, you know, I teach them. I have to teach everyone.
Kate teacher 2	Occupying different spaces\complementary positions\teacher is aware of their limits	Yeah and sometimes the children will open up a bit more to the TAs because the children view them sometimes in a different role to the teacher and sometimes they will speak more openly to the TAs. And again, that's important, that they have that relationship, that they can, if they don't feel they can speak to the teacher or they haven't got the time in the classroom or the opportunity. They have those opportunities at playtime, lunchtime to you know, express things that maybe they don't get to do in class.

Marta TA 2	Occupying different spaces\different positions\different contexts	And all the teachers, because they don't come out at playtime, they also don't interact with the children as much
Kate teacher 2	Occupying different spaces\different positions\different contexts	And they recognise that they need to be able to help that individual need at the time because there's a classroom full of other children.
Janelle TA 3	Occupying different spaces\different positions\different contexts	Cos in the classroom you know its teaching, teaching, teaching but when you're in the playground with them, they see a different side to you isn't it. You're playing. You're acting silly, you know.
Esme teacher 3	Occupying different spaces\different positions\different contexts	Here (referring to the room the interview took place in) it's like a smaller room, smaller group. There's only one adult and it's not being seen and it's always helpful and it's always smiling and it's always like, it's a different kind of relationship,
Janelle TA 3	Occupying different spaces\different positions\different contexts	I don't know because I think maybe because as well, we are in the playground with them a lot. Does that make sense? I. Yes. So you kind of see them in different situations? P. Yes, so they kind of see the teachers in the classroom, the lessons and things, but we are in the playground. We see more, you know.
Esme teacher 3	Occupying different spaces\different positions\different contexts	if it's a teaching assistant, they, either they take it out so it's like here (referring to the room the interview took place in) , then and you've got a completely different environment or it's at the table but nobody else is coming. It's this little group they're working and nobody is disturbing them.
Kate teacher 2	Occupying different spaces\different positions\different contexts	if they don't feel they can speak to the teacher or they haven't got the time in the classroom or the opportunity. They have those opportunities at playtime, lunchtime to you know, express things that maybe they don't get to do in class.
Esme teacher 3	Occupying different spaces\different positions\different contexts	it's a lot of things that they will actually tell her when working in a smaller group rather than me because as I said, you don't even have a chance

Indie teacher 5	Occupying different spaces\ different positions\ different contexts	P. She does a lot more, I mean she, I sort of, TAs obviously get more one on one with students. Em well I think it's more because it's my training year and sometimes I find it hard to work one on one with children.
Indie teacher 5	Occupying different spaces\ different positions\ different contexts	That's something I miss about being a teaching assistant. It's the sort of more personal relationship you get with the kids and working with them, stopping with that one student.
Marta TA 2	Occupying different spaces\ different positions\ different contexts	they don't have lunch together. Well, sometimes they do, but then it's our time in the playground.
Kate teacher 2	Occupying different spaces\ different positions\ different contexts	we're aware that they have a lot of impact on the children and have a lot of understanding of what goes on outside of a classroom in the lives of the children.
Esme teacher 3	Occupying different spaces\ different positions\ different contexts	when working with the teaching assistant, it's very often that they take them out and just work with a group, within a group of six and then as they're working, it depends what they do because sometimes its art so there is more freedom of talking about different things and they will open more.
Esme teacher 3	Occupying different spaces\ different positions\ different contexts	you've got some kids that, that actually for them to say something about or what problem they have or there's something wrong, it actually requires, like that it's a big, big step and sometimes in a, in a small environment, in a smaller group, it's just easier
Zara TA 4	Occupying different spaces\ different positions\ not much difference between teacher and TA	apart from that, I think it's, I don't think there's a lot of difference.
Zara TA 4	Occupying different spaces\ different positions\ not much difference between teacher and TA	But if the teacher's been here a long time, then I don't think there's much difference.

Indie teacher 5	Occupying different spaces\different positions\not much difference between teacher and TA	But then she does, she does a lot of my teaching as well so you know, apart from her sort of taking more smaller groups by herself, there's not really much difference.
Mya TA 5	Occupying different spaces\different positions\not much difference between teacher and TA	Em, I think it is similar. You know, the children they can come to me for certain things or they can go to the teacher and there are times when they would come to me and I'm not sure. I would say the teacher just told you what you have to do, I wasn't here so you need to go and find out from the teacher what you've got to do.
Zara TA 4	Occupying different spaces\different positions\not much difference between teacher and TA	If a teacher's been here a few years, then I don't think there's hardly any difference.
Mya TA 5	Occupying different spaces\different positions\not much difference between teacher and TA	You know I think we both have the same sort of relationship.
Nora teacher 4	Occupying different spaces\different positions\nRecognition of their different positions	But yeah, we're there fundamentally for the same reasons but just like different job specs.
Clara TA 1	Occupying different spaces\different positions\nRecognition of their different positions	even though they might not be in the same position,
Clara TA 1	Occupying different spaces\different positions\nRecognition of their different positions	even though we know for sure that she's the teacher, the TAs are just as important even though we know there is a difference
Kate teacher 2	Occupying different spaces\different positions\nRecognition of their different positions	I think we are equal as adults. I mean we've different roles obviously within the classroom. Em, you know, I don't think there's necessarily a hierarchy or I think it's the job we're employed to do is slightly different.

Clara TA 1	Occupying different spaces\different positions\Recognition of their different positions	just to get her agreement upon it because at the end of the day it's her, she's going to have to do the report.
Esme teacher 3	Occupying different spaces\different positions\Recognition of their different positions	So if you've got actually someone who is working with the kids, sometimes they also see teaching assistants in a different way, especially, like here, they call them by first name. I. Ok. P. This is the first school that I came across that, they normally, it's always Miss and then the surname. Eh, so they have a different relationship and, but teaching assistants usually do, because they tend to work with the smaller groups.
Marta TA 2	Occupying different spaces\different positions\Recognition of their different positions	So teachers are often not aware of the personal life of those little children but I know quite a lot about them. This is something that I find is different from the teachers' position.
Clara TA 1	Occupying different spaces\different positions\Recognition of their different positions	the teachers the head...well not just because of the position she's in, it comes from the teacher down, because you know the TA are...Somehow it has to be from the teacher down because somehow that's the way, I don't know it' just works out that way...better.
Esme teacher 3	Occupying different spaces\different positions\Recognition of their different positions	the teaching assistant is not being seen by the children as a 'teacher teacher' because it's a different role. They're always sitting with them at the table, always like, you know, always helpful, always doing like you know so it's a different relationship.
Esme teacher 3	Occupying different spaces\different positions\Recognition of their different positions	They tend to take them out and so it's a different relationship. The kids tend to tell them more than the teacher.

Janelle TA 3	Occupying different spaces\different positions\Recognition of their different positions	They're there for a reason
Janelle TA 3	Occupying different spaces\different positions\Recognition of their different positions	We know who is the teacher, we know who is the TA but they all, you know.
Janelle TA 3	Occupying different spaces\different positions\Recognition of their different positions	we work together really, although I know that they are the teacher
Nora teacher 4	Occupying different spaces\different positions\Recognition of their different positions	Yes, it's different. I'm the teacher. That's quite a clear difference to them
Kate teacher 2	Occupying different spaces\different positions\Recognition of their different positions	You know, obviously, there's slightly different criteria in our jobs. Em but essentially, we're all here to do the same thing.
Janelle TA 3	Occupying different spaces\different positions\Recognition of their different positions	You're the TA, they're the teacher, yes.
Nora teacher 4	Occupying different spaces\different positions\TAs are from the community	Em, a lot of the TAs here are religious and are members of that sort parish church and go there regularly and sort of. They've grown up around here and they brought their children up around here. I think that all adds to that sense of kind of looking after each other a bit more. There's a little bit more in it, in the community than just being a place of education.

Mya TA 5	Occupying different spaces\different positions\TAs are from the community	I think with the parents tend to know me quite good because I live locally as well and do you know my children, one of my daughters comes to this school as well. I. Yeah. P. And some of my kids might be in their childrens...so, I know the parents, quite a lot, well.
Indie teacher 5	Occupying different spaces\different positions\TAs are from the community	She's well known in the community. Yeah she's just got a good sense of belonging to the school.
Mya TA 5	Occupying different spaces\different positions\TAs are from the community	when we're going on a trip and I see things getting a little bit out of hand because I do a lot of stuff in the community and I've got my children myself, older and younger,
Nora teacher 4	Occupying different spaces\different positions\TAs are from the community	Yeah, some of them have been here for a long, long time. I mean, not all of them. There are some that aren't, are newer but em, a good chunk and then, [TA], yeah she's a member of this community. She lives here and her children are here. She goes to, she's a member of that parish. So, kind of, in some ways the TAs are kind of, the teachers are the outsiders really, that are coming in. It's the TAs home turf.
Esme teacher 3	Occupying different spaces\different positions\TAs as consistent	. Em, very often, you've got like that the, the children will...because she's been here for a long long time so the siblings knew her and, you know, parents know her.
Clara TA 1	Occupying different spaces\different positions\TAs as consistent	cos' I've worked with him in year three
Nora teacher 4	Occupying different spaces\different positions\TAs as consistent	Em, this TA came up with the class, which em, well for various reasons, which I think is nice. I think that's good for the class, something to maybe look at doing more regularly because it's also kind of good for the, some teachers get, kind of very stuck in their ways if they've got the same TA every year and they're not sort of thinking about doing things.
Tom teacher 1	Occupying different spaces\different positions\TAs as consistent	He was in this class, my previous class in Year 3, no in Year 4 so when he moved into Year 5, he already knew the students way better than me

Nora teacher 4	Occupying different spaces\different positions\TAs as consistent	I mean there might be, there might be downsides or negatives, em, effects on the class I suppose to always have the same TA but
Tom teacher 1	Occupying different spaces\different positions\TAs as consistent	I was in one class with three teachers in the whole year because one was ill, one had a mental breakdown and one was pregnant but you know, we had three different teachers for the whole term and that wasn't very good for the students.
Mya TA 5	Occupying different spaces\different positions\TAs as consistent	I was with those same children in year one
Marta TA 2	Occupying different spaces\different positions\TAs as consistent	initially my role was to support a boy with Asperger's Syndrome, so it was a one to one role and I was leading that boy throughout his reception, Year 1 and Year 2
Zara TA 4	Occupying different spaces\different positions\TAs as consistent	It's like children just need to warm up to them or get to know them sometimes more cos a lot of the TAs have been here for a long time. I. Yeah. P. And the staff are pretty, more sort of, they come and go more often whereas we sort of just hang around...forever.
Zara TA 4	Occupying different spaces\different positions\TAs as consistent	Like, teachers move on more often don't they? Teachers don't usually stay at schools more than, yeah, four or five years at a time, maybe. I. Yeah. P. And then they move on. Some of them only stay for a year. So, I think like, whereas the children sort of, they grow up from the nursery, seeing the same faces. So, it just makes them feel a bit more, em that they know you better than the teacher sometimes.
Kate teacher 2	Occupying different spaces\different positions\TAs as consistent	one of the TAs had been with this class last year also so she had worked with one of the children previously, so they'd built a relationship, and that child with autism needs that kind of continuity of support

Janelle TA 3	Occupying different spaces\different positions\TAs as consistent	say you're working with them from about Year 3 or Year 2, you know, like the little ones you know them from about nursery and then you have watched them grow and you just can see they create you know, it's like drawing a...it's like doing a picture. You can see the outcome of it. You could see the art, the creation, and I love all that.
Tom teacher 1	Occupying different spaces\different positions\TAs as consistent	the head teacher told me at the end like, "you kept that class together cos you're, you know, pupils want structure as well even though the teachers changed there was one variable that didn't and that was you
Mya TA 5	Occupying different spaces\different positions\TAs as consistent	they're being a very long time in a school and used to their own ways and they know teachers come and go
Nora teacher 4	Occupying different spaces\different positions\TAs as consistent	Yeah, just because with some individual children, particular to their needs em, and yeah, it helps. It helps with that transition from year 1 to year 2, when you come upstairs and yeah, a lot more tightly packed days, I guess.
Nora teacher 4	Occupying different spaces\different positions\TAs as consistent	Yeah, some of them have been here for a long, long time. I mean, not all of them. There are some that aren't, are newer but em, a good chunk
Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	And all the teachers, because they don't come out at playtime, they also don't interact with the children as much, so they have this time on the carpet, it's like a strict time, a teaching time. They don't have time to listen to the children
Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	And then they go for lunch. The teachers are usually; you know they don't have lunch together. Well, sometimes they do, but then it's our time in the playground. It's like our time we spend with them and we talk with them and they come and tell us stories and you know, they tell us what they did in the weekend, where they're going. So this is like a special time, we have a special bond we can develop with them..

Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	And they come and tell me lots of things they would never tell to other teachers so this something I always, always, you know, cherish because if I know they tell me more than anyone else, I can know something that's really important and I can take some action because I know they will tell me about at home, more than the teachers, often because I listen to them. I'm not just pretending I'm listening. I actually listen to what they say to me and I'm trying to look at them.
Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	I don't think teachers can do it because they just don't have the time and I don't think they would really want to engage in those conversations that much because they have other things to do obviously but yeah. We do know a lot about the children that the teachers mightn't know.
Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	I'm not just you know...the teacher who just stands there and doesn't even, you know, get engaged. I do engage in a lot of conversations with them.
Janelle TA 3	Occupying different spaces\Disunity\competition in relation to relationship with children	I'm not saying the teacher doesn't love the children but I'm just, I'm just different.
Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	They will not tell that to everybody but you know, they will tell me, what happens at home, more than the teachers. So teachers are often not aware of the personal life of those little children but I know quite a lot about them.
Janelle TA 3	Occupying different spaces\Disunity\competition in relation to relationship with children	We see more, you know.
Janelle TA 3	Occupying different spaces\Disunity\competition in relation to relationship with children	when you're in the playground with them, they see a different side to you isn't it.

Marta TA 2	Occupying different spaces\Disunity\competition in relation to relationship with children	Where other teachers may intimidate them a bit more and they will not be able to say as much. They will tell me that information, which is sometimes really important information, because there might be something going on at home and I can pick it up from the conversation which they will not tell the teachers.
Tom teacher 1	Occupying different spaces\Disunity\competition in relation to relationship with children \teachers disappointed at their lack of time with students	It's challenging in that sense. Unless I'm there with them and really observing what's happening, you know the process of linking ideas and putting it down on paper. Unless I'm a part of the experience, it's challenging.
Indie teacher 5	Occupying different spaces\Disunity\competition in relation to relationship with children \teachers disappointed at their lack of time with students	That's something I miss about being a teaching assistant. It's the sort of more personal relationship you get with the kids and working with them, stopping with that one student.
Tom teacher 1	Occupying different spaces\Disunity\competition in relation to relationship with children \teachers disappointed at their lack of time with students	what I would really like to do is spend a whole day with M and see how she learns and build up a relationship with her, develop a system through my experiences rather than it being vicariously through the eyes of my TA but I don't have time to do that in class because, you know, I teach them. I have to teach everyone. And that's the main eh...Again, to go back to my SEN experience, I'll have some A students in the class. Sometimes once the systems are in place I can then go with a child for the whole morning and you know just understand how they work and that's so effective that intensive interaction. That relationship you create because you just get the feel of them. It's quicker, more efficient, more effective. But in the main stream setting, it's very challenging. I can only see snippets.

Marta TA 2	Occupying different spaces\Disunity\feeling hard done by	the lowest group is the hardest one and they always kind of, you know, this is the group that we always have to do and its actually the most challenging group
Mya TA 5	Occupying different spaces\Disunity\feeling hard done by	<p>and you have a new teacher who hasn't got confidence in herself and then you got a TA that feels like she doesn't have to do all the work the teacher's getting paid for</p> <p>I. Mm.</p> <p>P. like you think well you should be the one doing this, I can see it really going wrong like that. Kind of attitude, well I shouldn't be doing this do you know and I think that's when things get, go wrong. If you overburden the TA and because you haven't got the experience or the knowledge and then you throw in everything at her to do it because she's got experience, then it can go pear shaped and then because she's doing so much more, then she feels like you know, you're not taking your role. You're not doing what you're supposed to be doing and then you know, it brings that really imbalance so I think it's important the teachers are teachers.</p> <p>I. Mm.</p>
Marta TA 2	Occupying different spaces\Disunity\feeling hard done by	So you're really working hard, much harder than if you were working the high ability group because there you don't really do much work, you just supervise. But with them it's actually, really, really hard work and it's important, very important, what we do, yes.
Marta TA 2	Occupying different spaces\Disunity\feeling hard done by	sometimes they will not tell me exactly what she expects of me in the case of some tasks. So I think that they need to be more involved in the lower group because that they think oh you're there so you're fine but you're not actually fine.
Tom teacher 1	Occupying different spaces\Disunity\feeling hard done by	That's ok. I'm here from seven o'clock. When they come in at nine o'clock or a quarter past nine, I've already been here for two hours. You know it's just like, I plan everything immaculately and then when it doesn't work out, I feel like I've wasted all that time.

Zara TA 4	Occupying different spaces\Disunity\feeling hard done by	Yeah, yeah it's hard cos like the teachers get the PPA whereas we don't get PPA and sometimes you do need em an hour or something to get some things ready and that but..
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	, if I give you a maths sheet, it's going to, all the answers, you know, I'm expecting to be right because all the sums have been done correctly but that's not the way it is sometimes.
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	Because then I'm saying to the teacher 'oh but this isn't like...this sum...you can't really do this sum' and she goes 'yeah yeah I know', that was a mistake'
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	I've found the teachers to make quite a lot of mistakes on the board and you know in different tasks. They give the student the task, which cannot be done because the task, from the beginning It just doesn't make sense. There's quite a lot of that going on in schools unfortunately. I'm quite picky I have to say so I pick up all the mistakes. I had a situation with a teacher once, she was arguing that can't be right because she was right but she was actually wrong in the end and she apologised.
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	if they make a mistake they are quite difficult to admit it because they think 'oh I'm right, I'm right
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	if you are with Year 1 and Year 2, it's important to get all the spellings right which sometimes does not happen at school. Sometimes, teachers have a lot to do, but because of the rushing, sometimes the spelling on the board or in the work, is misspelled so I'm trying to be the one that will strive to say yes, this is not right, can we maybe correct it so they don't copy it in the books wrong because this is the time when they will actually remember how to spell it and they will remember wrong.

Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	the work you give to the children has to be checked and it's not always checked. It's always just printed out because someone else will give me a PowerPoint presentation and I printed it out, but yes it's got some mistakes in it. Even if it's, you know, if someone gave it to you, if it's been like, ready-made maybe you shouldn't give it to them if it's got mistakes in it. But it did have mistakes in it, spelling mistakes, quite serious ones and the teacher said 'oh I didn't write that'. Yes, but is that an explanation?
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	they never engage in that conversation beforehand, you only notice the mistake later when it's actually too late to do anything with it.
Marta TA 2	Occupying different spaces\Disunity\teachers making mistakes	you mustn't teach them things that are not correct and that happens sometimes as well, especially spelling mistakes or in maths, sometimes you have just tasks that are not feasible or just plain mistakes in the instructions or just inside the text.
Marta TA 2	Occupying different spaces\Disunity\'us and them'	And then like the teachers, you can always see them talking together, explaining to themselves. But we're kind of left aside
Marta TA 2	Occupying different spaces\Disunity\'us and them'	But I haven't really felt, I didn't feel welcome in there, if you know what I mean because the place is not big enough for all assistants and not all assistants were there
Marta TA 2	Occupying different spaces\Disunity\'us and them'	Like the teachers kind of...it's a close knit, you know, kind of relationship they have together and us we're just, kind of, you know. We find out mostly from other assistants what to do so this collaboration between teachers and assistants is not really properly developed.
Mya TA 5	Occupying different spaces\Parental figures\comparison to marriage	Do you know it's like being in a, in the wrong marriage.
Mya TA 5	Occupying different spaces\Parental figures\comparison to marriage	it's like even in my house I couldn't do it on my own without my husband.

Mya TA 5	Occupying different spaces\Parental figures\comparison to marriage	like a marriage it has to work.
Esme teacher 3	Occupying different spaces\Parental figures\comparison to parental roles	we support each other and, and as I said it's obviously good vibes in between us so that helps because there's always, it's like, I don't know how to compare... if you've got two parents that support each other, the kids know. If you've got two parents that "I don't really like you" or like you know, like, argue, that affects their kids as well
Esme teacher 3	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	I have to be more strict and, and em raise expectations, while [TA] can be more, well if something's wrong, you know can give a cuddle or hug like you know or have like, a conversation closer so like "let's go outside and you tell me what's wrong"
Nora teacher 4	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	I mark their work. I'm the one that marks their work and that's what they care about and I'm the one that keeps them in if they don't do their work, if they don't behave. Em, yeah.
Zara TA 4	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	I might come across as a bit more easy going but that's because I'm not the teacher
Indie teacher 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	I think I'm more like eh the bad cop and she's like good cop sometimes but then she's quite firm.
Indie teacher 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	I think that I've got a more eh sort of, you know I have to do most of the behaviour. It's difficult for a TA to, you know, do behaviour, I found, a lot of the time because she's got that one on one relationship with them. It's a bit more relaxed and then when you have to teach a class, it can be quite challenging for a teaching assistant.

Indie teacher 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	It's, I just think sometimes it's harder for the teaching assistant to em control the whole class because they think, ok the teacher's not here, maybe we can sort of be a bit more
Marta TA 2	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	other teachers may intimidate them a bit more and they will not be able to say as much.
Zara TA 4	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	She's very good with discipline and that.
Nora teacher 4	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	So they, I think they want, yeah they behave better for me because I'm the teacher and it's the expectation that I give them as well. Yes, it's different. I'm the teacher. That's quite a clear difference to them.
Indie teacher 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	t I do think it is still hard, you know, when she's teaching, just to sort of, em, I do still feel like the children do see maybe see her slightly different in that perspective and I found that when I was a teaching assistant as well, if I ever had to take a class by myself, I found the behaviour quite difficult, even though I had really good relationships with the children.
Marta TA 2	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	the teachers always be more formal, maybe a bit more strict. I'm trying to be a little bit more informal with children
Marta TA 2	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	they also don't interact with the children as much, so they have this time on the carpet, it's like a strict time, a teaching time.

Mya TA 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	they have the experience and the knowledge, do you know or they show some sort of firm, I think if you're a teacher you have to have a firm kind attitude and you've got to know what you're doing. Even if you don't know it, you have to show that you know I. Yeah. P. what you're doing because you've got thirty children in front of you and it can just go so wrong do you know and she was a good teacher but I think that was missing a bit.
Janelle TA 3	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	they see me as a ordinary mother, friend, you know what I mean. They're not seeing this authority
Kate teacher 2	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	they'll go to who they think, you know, like say for going to the toilet, they know that I, unless you know, they have a particular need, that I will probably tell you to wait for a time, you know or little things like they want to sit beside somebody. They know that I will probably go "no, because you need to sit there and do your work". So they'll go to different people for different questions sometimes because they think they'll get different answers.
Nora teacher 4	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	yeah so they behave differently then as well, if I'm there or I'm not in the classroom. There's less kind of strict control over them.
Mya TA 5	Occupying different spaces\Parental figures\comparison to parental roles\good cop bad cop	You know I would joke with them sometimes and sometimes we might be serious or might, do you know whereas the teacher most of the time would probably be more focused and more what she's got to do.
Janelle TA 3	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	And I think as well that's good because I think children now need a bit of that, if you look around society now, I think children need a bit of that really, you know.

Esme teacher 3	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	have to be more strict and, and em raise expectations, while [TA] can be more, well if something's wrong, you know can give a cuddle or hug like you know or have like, a conversation closer so like "let's go outside and you tell me what's wrong".
Janelle TA 3	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	I'm just thinking maybe because I'm a mum myself. So it's like I mother them. So it's like that.
Janelle TA 3	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	I'm not saying they wouldn't relate to the teachers. They more relate to me because they see me as a ordinary mother, friend, you know w
Esme teacher 3	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	if they feel like, a little bit like, teary, they can, they can go to [TA] and tell her what's wrong
Clara TA 1	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	or comforting him
Mya TA 5	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	so as soon as they feel sick, the first thing is they come to you and like oh, so they won't go to the teacher when something hurt.
Mya TA 5	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	they come to me if they fall down
Nora teacher 4	Occupying different spaces\Parental figures\comparison to parental roles\TA as mother figure	they sort of come to me as I'm the teacher and [TA]'s the TA. They kind of, I think they're more likely to go to [TA] if there's something, like they've hurt themselves or something like that, something that's a bit more like they'd go to their mother for. She's sort of this more maternal figure for them.

Mya TA 5	Occupying different spaces\TAs attachment to students	because they're used to me, they come to me if they fall down, they come to me if they, because I've been with them since last year and a lot of them, I will know their parents and they will see me around so I kind a have a different relationship with them at the same time
Indie teacher 5	Occupying different spaces\TAs attachment to students	Em, she's got a really good relationship with the kids you know.
Nora teacher 4	Occupying different spaces\TAs attachment to students	Em, they're both very good TAs, they're both very good with the children and have good relationships with em, the pupils.
Janelle TA 3	Occupying different spaces\TAs attachment to students	I get on really well with the children.
Marta TA 2	Occupying different spaces\TAs attachment to students	I have a really good rapport with the children, I do love them, and they like me, I hope, as well.
Clara TA 1	Occupying different spaces\TAs attachment to students	I have been through really stressful situations and because I love working with children, it takes my mind off it. So for instance, my dad died. I. I'm sorry to hear that. P. And I chose to come to work. And I found that to be a buffer somehow because and especially because this school is a Catholic school and they have a chapel, during that time somehow you will have like a hymn practice or they have assembly and during that time they will have the children like reciting the scripture and the bible or acting out a play or acting out the scripture. That acts as an encouragement or they might be singing a song that will bring encouragement or it will be like a child will, they will come and say something to you and you feel oh that's from God. He has spoken something to this child.
Janelle TA 3	Occupying different spaces\TAs attachment to students	I love the children and maybe all the other TAs feel the same

Janelle TA 3	Occupying different spaces\TAs attachment to students	I love working with the children. I just, I just enjoy it. I love it, I just love it.
Mya TA 5	Occupying different spaces\TAs attachment to students	I mean one of the reasons I do the job is because I love working with kids anyway.
Clara TA 1	Occupying different spaces\TAs attachment to students	I've found that he doesn't have that issue with me always being there.
Clara TA 1	Occupying different spaces\TAs attachment to students	It's been a buffer because you enjoy and with the children the days can never be the same. There is always something that will make you laugh.
Clara TA 1	Occupying different spaces\TAs attachment to students	it's just really good if you enjoy doing the job that's working with children. It's a joy working with children.
Marta TA 2	Occupying different spaces\TAs attachment to students	So this is like a special time, we have a special bond we can develop with them..
Nora teacher 4	Occupying different spaces\TAs attachment to students	they work with them so closely, much more closely than I do so they've got so much knowledge that I need to get from them but I don't ever have the time.
Marta TA 2	Occupying different spaces\TAs attachment to students	we do care and we do love those children a lot.
Janelle TA 3	Occupying different spaces\TAs attachment to students	Yes and I love the children. I love working with the children
Janelle TA 3	Occupying different spaces\TAs attachment to students	Yes, keeps me going. Yes.

Marta TA 2	Occupying different spaces\TAs attachment to students	you can actually have a really, really, good conversation with them. And I do like those conversations you know. I'm not just you know...the teacher who just stands there and doesn't even, you know, get engaged. I do engage in a lot of conversations with them. And yes, I think they're really precious moments when I have that time with them.
Tom teacher 1	Occupying different spaces\TAs attachment to students\aligning with children	. They'll get the student a short cut to it and that's not necessarily a good thing. You know, you can break it down a bit too much.
Marta TA 2	Occupying different spaces\TAs attachment to students\aligning with children	you're making those kids work hard and think of the actual answer and the answer will never be able to be given. So how can you do that? It's not fair on them because they are spending their time working out the answer and they won't be able to actually do it in the end. So how can you do this?
Marta TA 2	Occupying different spaces\TAs attachment to students\better relationship with children than teacher	So I kind of engage in the conversation with the children more than grown ups in here at least because in other schools it wasn't the same but in here I have noticed that the children of age seven can be really, really quite grown up and you can get involved in really, really, good kind of conversations with some of them, not all of them but some of them are much more mentally able than, you know, than you would think for their age.
Zara TA 4	Occupying different spaces\TAs attachment to students\better relationship with children than teacher	Sometimes it's the class that helps more than the teacher.
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	but he just sometimes doesn't understand. So in that sense I help him to be included in the activity. I'm also helping him to stay safe. So I have to think of any like health and safety issues that can be arising and try to prevent those.

Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	in such a situation as well as resolving situations with the other children...let them know that he has some issues that you know is not the same as yours for them to be more understanding. Most of the kids are really understanding because they've been with him since reception
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	It's not...because he doesn't really eh, he doesn't really em....all other subjects its irrelevant to him somehow...even though it is relevant...you know they're relevant...RE and science but...they are totally....they're over his head. He totally doesn't grasp any concept.
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	so they know his needs. However, they're getting older and they're starting to think 'well why should he be treated any differently?
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	and he's more attentive and more focused and I get more out of that session and I found that to be very very eh productive because he's learnt a lot.
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	Because L is em usually placed on the lower ability table, children with lower ability, because I'm sitting at that table.. and in Year 3, that was the case more so because I was sitting on that table, the children that's on that table, I will help them...all yes.

Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	Em it's also to do with em ensuring that the pupil...I'll just call him L...ensuring that L em is able to be included in activities because he sometimes can be isolated and so I kind of facilitate that by encouraging him to participate with other children..em I would like...cos' he's not very... he can be shy so I would have to try to em ...encourage other children to include him in games and because of his learning difficulties, sometimes he doesn't understand the rules of the game and that can sometimes cause him to be upset but it's not necessary...its not necessary to be upset. And so in that sense I would have to be the one explaining to him or comforting him
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	I do see progress with a statemented child. It just takes a longer time especially with the lower ability children, you can see a more instant progress and that in itself is so encouraging. That's the one difference...and emotionally, those children are more able so you don't have all the other things that's linked with lower cognition.
Marta TA 2	Occupying different spaces\TAs attachment to students\heavy student focus during interview	I'm supporting a boy who is probably a bit hyper. He's not statemented in any way but he is em yeah he's kind of difficult to keep still and he also can't stop talking. So basically what he does, he distracts the whole table of children and the whole class as well. But he has some autistic or Asperger's you know features in him which you could probably say he is kind of special needs but he's not statemented.

Marta TA 2	Occupying different spaces\TAs attachment to students\heavy student focus during interview	In Year 1, it's a similar situation, I'm supporting a table of students em kind of the lower group, but I have a girl with em, she's autistic and I have a boy who has...well he has a range of problems, also not stated but very off topic. If you talk to him about anything, he will not you know be able to concentrate on the actual questions, he will just be talking completely you know off so he's also very hard, especially as he misses quite a lot of school so each time he comes to this school he thinks it's just a playground he can play with so he's distracting the teacher, he's just talking loud in the middle of her talking so he's basically getting yeah on her nerves a lot I think.
Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	when he's on the table, even though he's...in some sense he's been included cos' he's been able to participate with other children but that in itself is so distracting for him.

Clara TA 1	Occupying different spaces\TAs attachment to students\heavy student focus during interview	<p>Yes well ell when you are working with special needs children one to one sometimes there's a time when the child will need the space. But I found with em L he doesn't seem to mind...maybe it's because of his needs..or.. he's functioning at um at reception.</p> <p>I. Yeah...</p> <p>P. The reception age so I've found that he doesn't have that issue with me always being there.</p> <p>I. Mmm he's very open to support yeah...</p> <p>P. Whereas, eh when I had another pupil, after a certain time like sometimes she will need her space...as well as myself, I would need some time away. So working with lower ability children, you can then see the comparison that there's definitely a difference because even though they're lower in comparison to the special needs child, they're much more advanced.</p> <p>I. Yeah...more able...</p> <p>P. Yes and so trying to teach them a new topic, it doesn't take as long for them to understand or grasp the concept.</p> <p>I. Yes.</p> <p>P. Compared to a special needs child...well someone that's statemented</p> <p>I. Yeah there's a gap there</p> <p>P. It's rewarding because you can see the results more instantly compared to the other...the pupil that is statemented</p>
Indie teacher 5	Occupying different spaces\TAs attachment to students\knowing students on a personal level	It's the sort of more personal relationship you get with the kids
Marta TA 2	Occupying different spaces\TAs attachment to students\knowing students on a personal level	So I feel I need to get to know them on a personal level

Marta TA 2	Occupying different spaces\TAs attachment to students\knowing students on a personal level	So yes, speaking to the children is I think very important on yeah a personal level as well.
Esme teacher 3	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	. I've got one group that cannot cope without adults so that's [2nd TA], the other teaching assistant that comes. She comes for English and Maths and she works specifically with groups but they are, as I said to you, they are so below.
Clara TA 1	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	because of his needs..or.. he's functioning at um at reception. I. Yeah... P. The reception age so I've found that he doesn't have that issue with me always being there.
Mya TA 5	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	Em the other boy, he, really his reading, he's not comprehending at all like most of the children. He's still at nursery, reception understanding so he needs somebody who takes him out for extra.
Kate teacher 2	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	he wouldn't be able to function in the classroom without her support
Clara TA 1	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	I worked with another pupil in em in Year 1 with global delay and I went all the way up to Year 6 with that pupil.
Clara TA 1	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	It's not...because he doesn't really eh, he doesn't really em....all other subjects its irrelevant to him somehow...even though it is relevant...you know they're relevant...RE and science but...they are totally....they're over his head. He totally doesn't grasp any concept.
Kate teacher 2	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	one of the TAs had been with this class last year also so she had worked with one of the children previously, so they'd built a relationship, and that child with autism needs that kind of continuity of support

Mya TA 5	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	So, for those children to be able to progress or be able to get something out of the education system, they need I. Yeah. P. that extra support on a one to one, which is sad but that's the only way they're going to be able to progress.
Tom teacher 1	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	Sometimes you just need to set people up with the task and then flow to the next table, set them up and just monitor and check whether those kids can do it independently and then just you know pop in rather than just Velcro yourself to one particular student for the whole day. I don't think it's very conducive for the learning and increases dependence and you know that social stigma as well. You need an adult's help or you need someone's help all the time. I think it's healthy if you move around. They're seen as independent learners rather than dependent learners.
Mya TA 5	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	there's one child that have a bit of special needs, quite but em, so he's got someone that works with him because he needs someone with him all the time.
Kate teacher 2	Occupying different spaces\TAs attachment to students\negative views on students capability/ dependency	those children can't work without a support so even if I thought I needed something, then I'd have to you know, think well I'm not going to leave those children without somebody because they can't so we'll wait and I'll get it after school or I'll do it at home or I'll do em do it when I can.
Marta TA 2	Occupying different spaces\TAs attachment to students\saviour	Like if somebody is looking a bit pale, I will keep an eye on them, you know, like really caring, you know, approach. I'm trying to look you know, if they're all right. And if they come upset, I'll come and speak to them, what happened?

Marta TA 2	Occupying different spaces\TAs attachment to students\saviour	sometimes they come upset, if you want to know what happened and they will tell you what happened at home and the sort of things that you know you need to help them, explain to them that maybe what happened, try and, sometimes you have to defend the parents, maybe she had to do that, maybe you know, she just did it because of something.
Marta TA 2	Occupying different spaces\TAs attachment to students\saviour	they tell me more than anyone else, I can know something that's really important and I can take some action because I know they will tell me about at home,
Marta TA 2	Occupying different spaces\TAs attachment to students\saviour	Where other teachers may intimidate them a bit more and they will not be able to say as much. They will tell me that information, which is sometimes really important information, because there might be something going on at home and I can pick it up from the conversation which they will not tell the teachers. Like some of them, they get beaten up, like they have this corporal punishment, especially the children from Africa so this is something that, you know, is a really delicate subject. They will not tell that to everybody but you know, they will tell me, what happens at home, more than the teachers.
Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	. Em, it's, it's someone else that is not seen as a teacher because the kids sometimes, they don't want to tell you because they feel like you're the teacher. You will tell parents or something, you know. It's always this annotation that, that yes, yes they have the relationship and they will tell you lots of things but sometimes some of them do not. Eh or would block themselves and won't be that open.
Marta TA 2	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	And they come and tell me lots of things they would never tell to other teachers

Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	Em, very often, you've got like that the, the children will...because she's been here for a long long time so the siblings knew her and, you know, parents know her. So, eh, kids will sometimes tell her something so then she can tell me.
Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	it's a lot of things that they will actually tell her when working in a smaller group rather than me because as I said, you don't even have a chance
Mya TA 5	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	so as soon as they feel sick, the first thing is they come to you and like oh, so they won't go to the teacher when something hurt.
Zara TA 4	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	sometimes if the teacher's, if the lesson's hard or whatever, em and the children might call over to me to help more that the teacher because it's, they don't want the teacher to know sometimes that they're having a lot of trouble with it.
Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	They tend to take them out and so it's a different relationship. The kids tend to tell them more than the teacher.
Marta TA 2	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	They will not tell that to everybody but you know, they will tell me, what happens at home, more than the teachers. So teachers are often not aware of the personal life of those little children but I know quite a lot about them.
Marta TA 2	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	They will tell me that information, which is sometimes really important information, because there might be something going on at home and I can pick it up from the conversation which they will not tell the teachers.

Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	they will tell more things that they will, say even because of there are so many other children. Here (referring to the room the interview took place in) it's like a smaller room, smaller group. There's only one adult and it's not being seen and it's always helpful and it's always smiling and it's always like, it's a different kind of relationship, which is from my point of view, is very helpful because I think that some kids need that because if you have just the teacher and the whole class sometimes you, you miss that chance for, not for everyone because you've got kids that are very open and don't have any barriers and they will just talk about anything.
Esme teacher 3	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	when working with the teaching assistant, it's very often that they take them out and just work with a group, within a group of six and then as they're working, it depends what they do because sometimes its art so there is more freedom of talking about different things and they will open more.
Kate teacher 2	Occupying different spaces\TAs attachment to students\students tell TAs things they wouldn't tell the teacher	Yeah and sometimes the children will open up a bit more to the TAs because the children view them sometimes in a different role to the teacher and sometimes they will speak more openly to the TAs.
Indie teacher 5	Occupying different spaces\TAs attachment to students\TA as students' friend	she was really young and sometimes she was talking during the lessons, not really, sort of making the extra effort. She would sort of chat to the students, not in a supportive way
Janelle TA 3	Occupying different spaces\TAs attachment to students\TA as students' friend	they see me as a ordinary mother, friend, you know what I mean.
Clara TA 1	Occupying different spaces\TAs attachment to students\TA or child need space	eh when I had another pupil, after a certain time like sometimes she will need her space...as well as myself, I would need some time away.
Marta TA 2	Occupying different spaces\TAs attachment to students\TA or child need space	sometimes when the class is noisy, you just need those ten minutes for yourself just you know

Clara TA 1	Occupying different spaces\TAs attachment to students\TA or child need space	Yes well ell when you are working with special needs children one to one sometimes there's a time when the child will need the space.
Esme teacher 3	power dynamic\Authority	And if someone has the tendency to be like, "oh yeah I'm better", then that can affect. Yeah.
Esme teacher 3	power dynamic\Authority	But in my previous school, as I said, I witnessed it, if it's a teaching assistants there's no "good morning" so I was like, that's just good manners.
Clara TA 1	power dynamic\Authority	I started off by explaining that I felt belittled and I gave my explanation as to why I felt belittled
Janelle TA 3	power dynamic\Authority	I think maybe some teachers don't understand that. They just think it's TA. That's it.
Janelle TA 3	power dynamic\Authority	I used to wonder sometimes you know, so make you feel a bit worthless really sometimes cos you think I know with some teachers they are dedication but we have dedication as well, we just don't go into that profession.
Marta TA 2	power dynamic\Authority	So maybe check the work more or maybe just you know believe in us a bit more so we can actually do the, you know, before you print it out, we can have a look if it's right but yes that would not be something they do because they think they know it all.
Janelle TA 3	power dynamic\Authority	some teachers don't understand that so they kind of make, you know, make you know that they're the teacher
Marta TA 2	power dynamic\Authority	the actual teachers, they think because they're qualified as the teachers, they're always right
Marta TA 2	power dynamic\Authority	The teachers can't assume they're always right because they think they are better than us sometimes if I can word it that way. It doesn't sound right but yeah they think they're better than us and then we can't know better than them so you get that conversation when she's insisting she's right and she's right

Janelle TA 3	power dynamic\Authority	they make you, you know they just, some of them make you sure that they're the teacher. They...you know like that. They just, you can tell that they're the teacher because they kind of emphasise that.
Marta TA 2	power dynamic\Authority	They think that they're a little bit better so unequal treatment really. Because they think 'yeah we know better' but then on the other hand, well explain to us so we know as much as you do. Maybe then it's going to work better. Yeah I'd say this one is the...they feel a bit superior.
Marta TA 2	power dynamic\Authority	This kind of you know unlevelled kind of cooperation that I'm the one that knows best and you will not be able to correct me
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	But for me to explain my strategies to the staff, sometimes I'm not sure they really understand what I'm doing.
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	Em things about software, if they know how to operate a computer, that will slow things down. Or even their knowledge of subjects we talk about, their subject knowledge. If that's wanting, then they're, you know, it's harder to ask them to facilitate the learning.
Clara TA 1	power dynamic\Authority\Doubting TA knowledge or skills	maybe thinks that the TA cannot come up with the intervention that's effective, that in itself can be a barrier.
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	P. Getting high quality or ones that show good potential, which I believe is hard but...
Marta TA 2	power dynamic\Authority\Doubting TA knowledge or skills	so if they make a mistake they are quite difficult to admit it because they think 'oh I'm right, I'm right. You cannot be right. I'm right because I'm the teacher. You're only a helper, you can't know as much as I do' but actually in a way I do because I'm a teacher too. I'm a qualified teacher. I don't teach but I am a qualified teacher.

Marta TA 2	power dynamic\Authority\Doubting TA knowledge or skills	So maybe believing a bit more in your helper, that she knows what she's talking about
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	some of them aren't as skilled in breaking down instructions, maybe they don't really understand the instructions. They'll get the student a short cut to it and that's not necessarily a good thing. You know, you can break it down a bit too much. I. Yeah. P. Just guide them to the answer rather than getting them to figure it out for themselves
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	sometimes most teaching assistants aren't that clued up on what targets they're meant to be meeting and how they're meant to be achieving them
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	talking to her TA, or her LSA, her one to one, I don't think she's very familiar with the condition ASD you know. I think it's more em. I'm not entirely sure how long she's been with M either, however many years since her diagnosis. I think her knowledge of ASD has come from the teacher, so whatever the teacher's told her to do she's done. But I don't think she really understands it.
Janelle TA 3	power dynamic\Authority\Doubting TA knowledge or skills	they don't realise that you, you know, that you're intelligent enough to do things..
Marta TA 2	power dynamic\Authority\Doubting TA knowledge or skills	why would I explain to you when you'll not understanding anyway?
Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	You know, she says this will work because the teacher's heard that it will work or she's looked it up a twinkle, you know use this resource because I heard it's good, rather than really unpick...really understanding how they learn. You know knowing that its a communication, social disorder, knowing these aspects. Because they're still using a em mainstream mind frame to tackle a very specific learning, learning ability or learning inability.

Tom teacher 1	power dynamic\Authority\Doubting TA knowledge or skills	you see a child you know you see a child do it once and you think they can do it all the time but there's a lack of consistency.
Marta TA 2	power dynamic\Authority\TA as invisible	Like I was unwell for a week and a half and I came back and my teacher never asked me how I was. So it was quite upsetting because I was like...Yeah, I was off for ten days
Marta TA 2	power dynamic\Authority\TA as invisible	you get missed out because you know, you're not that visible if you know what I mean. You are there but you are not there. Sometimes that is how you get treated.
Marta TA 2	power dynamic\Authority\TA not valued or appreciated	maybe they could appreciate us a bit more
Clara TA 1	power dynamic\Authority\TA not valued or appreciated	If the teacher does not value the TA, doesn't think that the TA can make a difference in the children's learning
Clara TA 1	power dynamic\Authority\TA not valued or appreciated	if the teacher's not valuing the TAs input
Marta TA 2	power dynamic\Authority\TA not valued or appreciated	just a sensation that you get, that we should be appreciated more. We don't expect anything, you know, much, just a kind word from time to time.
Marta TA 2	power dynamic\Authority\TA not valued or appreciated	Most of the teaching assistants will find they will not be, you know, appreciated enough, in their view because I had a word with other assistants and they do feel the same way. You are made to work hard but you don't get any appreciation for it.

Marta TA 2	power dynamic\Authority\TA not valued or appreciated	They should take the time to be able to you know spend time with you, just appreciate your work. We don't get much appreciation for our work. This is also on what I find you know, upsetting because I think what we do is hard work and we should get more appreciation for it. Especially that we put our heart in it, and our soul, but we just don't get much you know appreciation from the actual heads. It's like 'yeah its your job, you get paid for it', yeah I know but still you could appreciate what we do and that we do care and we do love those children a lot.
Clara TA 1	power dynamic\Authority\TA not valued or appreciated	They would be rigid in their planning. There would be no flexibility. They would be rigid and they wouldn't...they wouldn't em...so it would be...they would say 'oh I want this outcome...I want this activity to get this outcome...a outcome and they would not think of an alternative to reach that same outcome...cos...
Marta TA 2	power dynamic\Authority\TA not valued or appreciated	Yes, I speak Polish. I speak Spanish and English. Yes, that also could be, you know, appreciated a bit more.
Marta TA 2	power dynamic\Authority\TAs justifying their skills/ role	But with them it's actually, really, really hard work and it's important, very important, what we do, yes.
Janelle TA 3	power dynamic\Authority\TAs justifying their skills/ role	It's very much important, very much.

Mya TA 5	power dynamic\Authority\TAs justifying their skills/ role	<p>So I think that do you know it's really important that TAs and teachers work good together and that they're supporting each other because otherwise you just get teachers just pulling off their hair, stressed out even with TAs or can you imagine without TAs, because they have so much work and without a TA...</p> <p>I. Yeah. Support each other.</p> <p>P. and without a TA it would be even do you know harder and the reality is that most teachers are people who've got families too so they don't just have school, they have their families to attend they have to go home and do other things so I think it's really, really important.</p>
Mya TA 5	power dynamic\Authority\TAs justifying their skills/ role	<p>So, sometimes it can become quite a lot with too much adults in the class but em, you can see the need for it.</p> <p>I. Yeah.</p> <p>P. Because otherwise the children would get kind of lost</p> <p>I. Mm.</p> <p>P. amongst all those other children. So, for those children to be able to progress or be able to get something out of the education system, they need</p> <p>I. Yeah.</p> <p>P. that extra support on a one to one, which is sad but that's the only way they're going to be able to progress.</p>
Mya TA 5	power dynamic\Authority\TAs justifying their skills/ role	<p>There's so many other things besides teaching in a classroom. It's so many children do you know, so it is really vital to have that back relationship</p>
Janelle TA 3	power dynamic\Authority\TAs justifying their skills/ role	<p>they don't realise that you, you know, that you're intelligent enough to do things...just because you don't want to be in that profession, really, so I think some teachers don't understand that</p>
Marta TA 2	power dynamic\Authority\TAs justifying their skills/ role	<p>We also have skills. We're not here, you know, just by accident or by chance. We know what we're doing and we're actually good at it.</p>

Janelle TA 3	power dynamic\Authority\TAs justifying their skills/ role	we have dedication as well, we just don't go into that profession.
Marta TA 2	power dynamic\Authority\TAs justifying their skills/ role	Well I think my role is really important because I'm doing...I'm doing my teaching at the table so it might not be like the whole classroom teaching but still whatever I say to the children is really important because they'll you know they'll rely to it.
Mya TA 5	power dynamic\Authority\TAs justifying their skills/ role	Yeah and they have to have the support. If you haven't got a teaching assistant to support the teacher, I don't think it would be beneficial
Marta TA 2	power dynamic\Authority\TAs justifying their skills/ role	Yes, I speak Polish. I speak Spanish and English. Yes, that also could be, you know, appreciated a bit more.
Marta TA 2	power dynamic\Authority\TAs justifying their skills/ role	you need, you know, high ability to be able to deal with those children.
Tom teacher 1	power dynamic\Authority\TAs treated as/ talked about in similar way to students	And rather than saying "ah sir's ok he's a teacher, these adults if they want to sit down and just colour in as well", you know it's not creating the same buzz, there has to be that enthusiasm
Tom teacher 1	power dynamic\Authority\TAs treated as/ talked about in similar way to students	He just knew what I liked, what I expected and that's through modelling, you know through leading, doing it first and then showing him after. "Sir, this is what I did with so and so. What do you think?" Yes, I'm asking his opinion but I'm also showing high quality work of how I like it produced and you know just being tactful. Just knowing how you talk to people, not telling him "This is what we will do". Just "This is what I've done with him" but "Look how good it is" and for them to agree," that is good". The next day when I marked books, the table he was with, they did it exactly how I wanted them to do it.
Mya TA 5	power dynamic\Authority\TAs treated as/ talked about in similar way to students	If you are always waiting for someone to tell you what to do, then you can become a pain and you can become hard work. It's like having another child.

Tom teacher 1	power dynamic\Authority\TAs treated as/ talked about in similar way to students	It's getting them motivated, making them want to, showing them what they have, you know, just like teaching, the potential.
Clara TA 1	power dynamic\Authority\TAs treated as/ talked about in similar way to students	she sent her TA to tell me a time and day and it was basically within the same day. So basically she came in the morning around between 8.30 and 9.00 which is the time the children are not yet in school and the TA came and told me that within the next ten or fifteen minutes, the teacher wants to have a word with me in relation to the issue.
Tom teacher 1	power dynamic\Authority\TAs treated as/ talked about in similar way to students	some of them, may find, if you send them on a job, they will take a long time to do it because they want to be out of class and then what was a five-minute job may take twenty minutes. There's always that possibility.
Clara TA 1	power dynamic\Authority\too scared or no point giving feedback	and then you can actually see that it's not effective but then you're having to do exactly what they ask me to do and you're seeing it's not effective and in the long run its just going to frustrate the TA because the TAs will be doing what they're instructed to do and then find it's not working.
Janelle TA 3	power dynamic\Authority\too scared or no point giving feedback	I don't like working with teachers that you always feel frightened to say something that you don't like.
Esme teacher 3	power dynamic\Authority\too scared or no point giving feedback	I think you need to have that you as a teacher you are open because as I said, you can have people that just think "this is my way" and we're not doing it any other way. My way or high way. I. Mm. P. You know. You've got that approach from teachers and that doesn't help because you can have someone very enthusiastic and willing to do things but you can just straight away get them into the point, like, what's the point? She never listens. She never takes anything on board. She never like, you know, what's the point?

Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback	if they don't feel comfortable approaching you, then you miss out on a lot of opportunities to enhance the learning.
Clara TA 1	power dynamic\Authority\too scared or no point giving feedback	If you have a teacher that is em...that does not value TAs, well there's no point even putting your ideas forward, because they will say to you, they will just tell you, they don't value your actions. They don't value your opinions
Janelle TA 3	power dynamic\Authority\too scared or no point giving feedback	It's just, some of the teachers, over the years, not now, like before, very hard to explain things and I used to find that my confidence...because true they are the teacher, you kind of feel scared to say anything because they are the teacher.
Clara TA 1	power dynamic\Authority\too scared or no point giving feedback	or they can actually just continue doing the...acting the lesson as the teacher asked them to do it and then see it not working but they're saying 'well that's how she wants it to be done, that's it'.
Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback	Sometimes I think, at times, the TA may be a bit too apprehensive about approaching the teacher about it. I'm not very sensitive when it comes to these things but maybe you know, sometimes I feel TAs don't want to step on the teacher's toes so they tend not to say anything even though they know this may work.
Clara TA 1	power dynamic\Authority\too scared or no point giving feedback	The Senco said to me that it would be best for me to have a conversation with the teacher. I should ask her to have a conversation with her. And I...but she said it's difficult to approach this teacher because she won't be forthcoming in doing that.
Janelle TA 3	power dynamic\Authority\too scared or no point giving feedback	Yes but even though, you know, that whatever, it's wrong. You get me? Even though you know it's not right but you don't want to, kind of, as I always say step on anyone's toes because you don't want...

Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback\doing something to teacher happy/ not look silly	I had no idea, she started hiding beneath the table and I was like to the teacher, do you want me to do something or is this what she does? I don't know what do I do. You're in that state, I'm like I feel really anxious now and I look like a mug. I'm in this new school. Everyone's looking at me. I'm an adult. They're looking at me so I had to do something. I don't know what to do.
Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback\doing something to teacher happy/ not look silly	I really don't know what to do and I'm like "come on, let's go" but you feel stupid.
Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback\doing something to teacher happy/ not look silly	I will never forget that day. I don't know what to do and I want some guidance and you're not giving me any so I feel like an idiot.
Janelle TA 3	power dynamic\Authority\too scared or no point giving feedback\doing something to teacher happy/ not look silly	So really as if we're sitting there doing everything, at least you're not sitting there silly like, you know, you know because they explain to you what we're doing and how it is and "this will be like that" so you know, so it's a good kind of rapport there and I like that because at least, you know, you don't look silly.
Tom teacher 1	power dynamic\Authority\too scared or no point giving feedback\doing something to teacher happy/ not look silly	To impress. You know just to make sure that they're doing their job correctly you know, to keep the teacher happy
Tom teacher 1	power dynamic\control\no control	. To have a bit more control but then if all TAs were trained and highly competent and you know, could do the job effectively, then there wouldn't be a problem. So going to the root cause, it's still training of staff.
Tom teacher 1	power dynamic\control\no control	And it's almost impossible to really know...you know I don't know if the teaching assistant is guiding them to the correct answer. "You know, this word here. You know. We did it yesterday." I'm not too...there's no way of me knowing, to really accurately assess the child.

Tom teacher 1	power dynamic\control\no control	And then I look at the work and I'm not too sure how much support she's had and I always ask the teaching assistant to write the support. But I'm not very...I don't think she did it last year, recorded the amount of support. So, I have to ask her
Nora teacher 4	power dynamic\control\no control	depending on how they're managed as well cos we don't, the teachers don't manage the TAs. We're not their line manager so there can be issues around that if they're unhappy in that way em, em. I. If they're unhappy with their line management or? P. Yeah, yeah cos you do see that and you sort of you feel what can we do to help that? What can we give them? Can we do anything? Probably not.
Esme teacher 3	power dynamic\control\no control	if you don't have the communication, you will, you might prepare whatever resources and, and whatever. Like this group "can you do this" but if you don't go through, people just sometimes don't, you know but it's not implemented in the way that you wanted to.
Tom teacher 1	power dynamic\control\no control	So, if you don't want to debrief, if you don't want to reflect, go home. I can't keep you here. I can't make you stay for a bit
Tom teacher 1	power dynamic\control\no control\teacher input to choice of support staff	I think there should be a meeting to discuss support staff as well and I think and I'm not too sure how this would work but more teacher input on where certain support staff are placed. So, say, say if they told me, would have a challenging class, then I would like to hand pick my TAs.
Tom teacher 1	power dynamic\control\no control\teacher input to choice of support staff	If you send me in there with a weak team, I probably won't take the class. I'll take the class if I have a strong team but if you gave me a weak team, I'll be like hold on a second, is this even fair?
Tom teacher 1	power dynamic\control\no control\teacher input to choice of support staff	You couldn't really pick your team unless management knew that without this, it would be a disaster

Mya TA 5	power dynamic\control\teachers having difficulty sharing role	I tried to come and give you an idea and tried to support you and you still can't see it and you think to yourself oh here we go back to square one again.
Esme teacher 3	power dynamic\control\teachers having difficulty sharing role	it depends because I know teachers who are very, they don't like it. I had friends that are just like "I can't stand it. I just want to do it my way. I know what I'm doing and I want to have it this, this, this, this."
Esme teacher 3	power dynamic\control\teachers having difficulty sharing role	it might be the teacher that is not interested. It might be the teacher that is just as I said "no, I don't need any help" or "I don't want even that person in the classroom because it's just, you know I just want to do things my way"
Nora teacher 4	power dynamic\control\teachers having difficulty sharing role	Sometimes I can be a bit, yeah a bit of a control freak I suppose and so I find it hard to delegate sometimes when something is just not done the way that I want
Mya TA 5	power dynamic\control\teachers having difficulty sharing role	the teacher that I'm with now, she tends to do most of the stuff herself on the wall
Marta TA 2	power dynamic\control\teachers protecting their knowledge	Because they think 'yeah we know better' but then on the other hand, well explain to us so we know as much as you do.
Tom teacher 1	power dynamic\control\teachers protecting their knowledge	I will never forget that day. I don't know what to do and I want some guidance and you're not giving me any so I feel like an idiot.
Marta TA 2	power dynamic\control\teachers protecting their knowledge	It's like oh you're only in the system, why would I explain to you when you'll not understanding anyway? Maybe not literally but yeah sometimes you feel that way
Mya TA 5	power dynamic\control\teachers want things a particular way	every now and again she might need to intervene to make sure that they are being supported the way she wants them to be supported.

Mya TA 5	power dynamic\control\teachers want things a particular way	I know the other teacher she had on her mind how she wanted it and that's fine you know. You stick it the way you want to so I learn not to stick anything too hard, we just put up sellotape until she's ready I. Yeah. P. to put them on her own. Sometimes by me just putting it then it will encourage, to remind her that she needs to put it up and that's not the way she wanted it and she wants to fix it a specific way, so.
Mya TA 5	power dynamic\control\teachers want things a particular way	I left it to her to stick it the way she wanted it.
Zara TA 4	power dynamic\control\teachers want things a particular way	If she doesn't tell me what she wants me to do, I mean I can still do my job but I might not be doing it how she wants me to do it, so as long as I know what she wants me to do, then that's fine.
Esme teacher 3	power dynamic\control\teachers want things a particular way	if you don't have the communication, you will, you might prepare whatever resources and, and whatever. Like this group "can you do this" but if you don't go through, people just sometimes don't, you know but it's not implemented in the way that you wanted to.
Nora teacher 4	power dynamic\control\teachers want things a particular way	Sometimes I can be a bit, yeah a bit of a control freak I suppose and so I find it hard to delegate sometimes when something is just not done the way that I want

Mya TA 5	power dynamic\control\teachers want things a particular way	sometimes last year, I was with this teacher, she will want a specific thing, but then it was harder to read because even if she said "I want to put this up on the board" and I would think "oh I will go and put it up" and then "well I didn't want it like that" and then she will take it down and put it the way she wanted. I will think oh, ok, maybe she didn't like it so next time I learned that's how I just fix things with a pin instead of proper sticking it down and I said to her "do you want it here?", "no I didn't really want it here. I wanted it different" so I said to her "well I will just leave it here. Then you can sort it out the way you want it."
Marta TA 2	power dynamic\control\teachers want things a particular way	when something goes wrong, "oh well, I didn't want it that way"
Mya TA 5	power dynamic\control\teachers want things a particular way	Yeah and to be told if they didn't like it that way is ok as well so.
Marta TA 2	power dynamic\control\teachers want things a particular way	You also need to be able to, you know, to be able to know what you're doing and exactly how do you want me to do it and often and that ends in resulting mistakes of some sort of you know misunderstandings, like 'Oh I didn't want it that way, I want it that way', well I was never told.
Tom teacher 1	power dynamic\control\worry about the unknown	I'm not too sure, I'm not too sure how much control or how much em independence the child had. And it's almost impossible to really know...you know I don't know if the teaching assistant is guiding them to the correct answer. "You know, this word here. You know. We did it yesterday." I'm not too...there's no way of me knowing, to really accurately assess the child. But you know that's the challenge
Tom teacher 1	power dynamic\control\worry about the unknown	It's challenging in that sense. Unless I'm there with them and really observing what's happening, you know the process of linking ideas and putting it down on paper. Unless I'm a part of the experience, it's challenging.

Esme teacher 3	power dynamic\control\worry about the unknown	like in some schools, it's only the teachers and then you are expected to tell but teachers do not always tell, so then you've got the teaching assistants frustrated because they do not know what's happening.
Marta TA 2	power dynamic\control\worry about the unknown\phantasy	I really think I should take part in those meetings because they are important in case things are said about children, about you know problems at home, about their situations, you know mental situations or financial. Anything is discussed there and I think we should be taking part in it.
Marta TA 2	power dynamic\control\worry about the unknown\phantasy	Like we should be in that conversation if it's regarding you know whatever is going to happen during the day we should be in it but we're kind of left out.
Nora teacher 4	power dynamic\hierarchy	, I can trust em my current, [TA], we don't use second names.
Clara TA 1	power dynamic\hierarchy	And the conclusion I gathered was that the teacher felt it was ok to speak to me in that way and I questioned why she felt it was ok to speak to me that way. Because she had to have a dialogue with herself that it was ok to speak to me the way she spoke to me.
Esme teacher 3	power dynamic\hierarchy	Eh, I think it's a bit, em, it's not good because, in a way, it undermines, it's more difficult actually for the teaching assistant than the teacher because kids will always look at you as the teacher. I. Mm. P. But for the teaching assistant, it's then more difficult because then you obviously if your teacher doesn't like you, then "I don't need to listen to you". So, it makes their life more difficult.
Clara TA 1	power dynamic\hierarchy	I could sense she was reluctant because there was a sense of 'who are you to want to have a conversation with me about the situation?'

Clara TA 1	power dynamic\hierarchy	I gave her the opportunity to select the time and the day so she had the sense of I am still the teacher, I am still leader.
Clara TA 1	power dynamic\hierarchy	I recognise the leadership and I respect leadership so I just, even though I know...I don't know... my perspective of leadership gives me a sense of being humble under that leadership and that in itself helps em..helps prevent the breakdown of relationships
Clara TA 1	power dynamic\hierarchy	I'm dealing with someone, that I em...she's a teacher and I'm a learning support worker, then I'm going to confront the teacher and I'm a learning support worker.
Tom teacher 1	power dynamic\hierarchy	If I say it, they'll do it.
Janelle TA 3	power dynamic\hierarchy	some teachers, you know, if you kind of, say you know, it wasn't like that, they listen, but some teachers, you know, want to say, because it's like you're not in authority if you get my meaning.
Esme teacher 3	power dynamic\hierarchy	sometimes they also see teaching assistants in a different way, especially, like here, they call them by first name. I. Ok. P. This is the first school that I came across that, they normally, it's always Miss and then the surname.
Janelle TA 3	power dynamic\hierarchy	we work together really, although I know that they are the teacher
Janelle TA 3	power dynamic\hierarchy	Well I think in some places it's different you know. It's really you are the TA and that's it.
Clara TA 1	power dynamic\hierarchy	Yes, because I am the teacher. You are not the teacher. Em so she had an attitude,
Clara TA 1	power dynamic\hierarchy\menial/ admin tasks for TAs	not having the TAs just doing something like doing the bottles

Indie teacher 5	power dynamic\hierarchy\menial/ admin tasks for TAs	Last year, em, when me and Ciaran were training together, he was just, our teaching assistant was just like a photocopier she didn't get much time, you know she'd be in and out of the classroom all the time, doing things like that and I think that that's not really what the TAs role should be about.
Zara TA 4	power dynamic\hierarchy\menial/ admin tasks for TAs	P. I think it was suggested to her that she keep the book just so she can keep on top of things because there's so much photocopying that has to be done. So, anything that needs doing, I pick the book up in the morning. If there's any photocopying, it's tucked inside the book, so it just doesn't waste time like
Indie teacher 5	power dynamic\hierarchy\menial/ admin tasks for TAs	She does say like, I try and do a lot of the photocopying as well and get the kids to do all that adminy stuff that I don't think is a really, it should be just down for the TA.
Tom teacher 1	power dynamic\hierarchy\menial/ admin tasks for TAs	some teachers think that a TA just cuts paper and sticks things in books or puts displays up or sharpens pencils, I don't know, those mundane, menial tasks
Zara TA 4	power dynamic\hierarchy\menial/ admin tasks for TAs	the book is just mainly for resources, photocopying and things like that.
Zara TA 4	power dynamic\hierarchy\menial/ admin tasks for TAs	We have a book so she'll write in the book if there's anything I need to do like photocopying, things like that through the lesson day, so I get a plan each week.
Tom teacher 1	power dynamic\hierarchy\Pay difference	My contracted hours was to three fifteen. The kids were dismissed at half past three sometimes. But I'm here "you're not paying me anymore so I'm leaving." You know just like, you know it's true.
Zara TA 4	power dynamic\hierarchy\Pay difference	She's the teacher. She's the teacher at the end of the day, like, she gets paid to do all, for all the stress and everything. I just come in and do my thing so I don't have a problem feeding back to anyone.
Mya TA 5	power dynamic\hierarchy\Pay difference	sometimes I will hear some other TAs will say like "well I don't know, all the money, she will be the one..."

Mya TA 5	power dynamic\hierarchy\Pay difference	<p>then you got a TA that feels like she doesn't have to do all the work the teacher's getting paid for</p> <p>I. Mm.</p> <p>P. like you think well you should be the one doing this, I can see it really going wrong like that. Kind of attitude, well I shouldn't be doing this do you know and I think that's when things get, go wrong.</p>
Mya TA 5	power dynamic\hierarchy\TAs have worries about job security	<p>. I think the only worry I had was when I was hearing you know this new thing where they're trying to stop teaching assistants and in my head, it was like it's not going to work but then some people say in some schools, some schools already does and I think to myself how can they do that?</p> <p>I. Mm. So, is that something you've heard from people is happening in some schools?</p> <p>P. Yeah and I was quite shocked so that's why I wanted to know more about it and I wanted to you know, know exactly do you know, how would these thing work because already the education system is doing so many things that are not necessary supporting children</p>
Janelle TA 3	power dynamic\hierarchy\TAs have worries about job security	a lot of teachers could do without a TA,
Janelle TA 3	power dynamic\hierarchy\TAs have worries about job security	but the government might be stopping that now, stop TAs from you know

Esme teacher 3	power dynamic\hierarchy\TAs have worries about job security	<p>Em, the fact that they were afraid that they can lose jobs or, that affected as well because then pretty much everybody started just looking for different, you know, place to work, where you will have the security of having the full time, not part time.</p> <p>I. Yeah.</p> <p>P. That affects it because then you're not fully really involved. You're thinking 'oh I need to find something else.' So, you're not fully motivated or, so there were lots of factors there that actually affected it.</p>
Esme teacher 3	power dynamic\hierarchy\TAs have worries about job security	<p>It might be like...at my previous school, they decided that someone of the teaching assistants is em, resigning, changing jobs, they are not replacing. Then they started cutting down the hours. So, that affected it as well because people were starting like you know, "I've got family and that was my salary. Now I'm going". You know and expectations were higher, we need to be on duty all the time. We need to be there on lunch duty. We need to do this, this, this, this, this. So, there are so many different things which can affect it.</p>
Zara TA 4	power dynamic\hierarchy\TAs have worries about job security\not worried about losing job	<p>There's nothing that, if you don't do something, you're not going to get in trouble for it. So, it's not, nothing's going to happen to you. You're not going to lose your job or anything, so</p> <p>I. Yeah.</p> <p>P. There's never that worry or anything like that. It's quite easy going. This school's quite easy going.</p> <p>I</p>
Mya TA 5	power dynamic\hierarchy\TAs should know their position	<p>And you know a teaching assistant, when you apply for a job, you know what your role is.</p>
Mya TA 5	power dynamic\hierarchy\TAs should know their position	<p>Do you know because you are an assistant so you're supporting someone, so then you have to know that is what you should be doing</p>

Mya TA 5	power dynamic\hierarchy\TAs should know their position	Do you know, it's, you don't, if you're a person who doesn't like someone to tell you what to do, I would say you're in the wrong job.
Mya TA 5	power dynamic\hierarchy\TAs should know their position	I think if you're going to be a teaching assistant in, you know that you're there to assist the teacher and support them so I don't really mind, do you know if she asks me any extra work or anything to do
Mya TA 5	power dynamic\hierarchy\TAs should know their position	They should know what they should be doing. The job has a role. When they applied for the job, they should know what their role is and what they should be doing do you know how they're there to support the teachers
Mya TA 5	power dynamic\hierarchy\TAs should know their position	this is the job you applied for. You didn't apply for the other job so you have to, do you know, it's the reality
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	I don't like to have someone trying to follow it up
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	And this teacher allows me
Mya TA 5	power dynamic\hierarchy\teacher as manager/ leader	at the same time she needs to make sure that I'm supporting the children as well and that the children are getting what they need
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	But ah no, but even normal things like a management course or courses in leadership or read up on books to help you do this.
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	But when I do one to one...I...especially with topics literacy and numeracy, this teacher has allowed me to take him out to the library and I'm able to just be one to one with him
Mya TA 5	power dynamic\hierarchy\teacher as manager/ leader	Do you know but she needs to make sure that we all, not just the children but all the adults in the class are doing their work the right way as well?

Nora teacher 4	power dynamic\hierarchy\teacher as manager/ leader	Em and she would help, in some ways, she would help me with mine as well because it sort of, it's me managing someone else.
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	I recognise the leadership and I respect leadership
Kate teacher 2	power dynamic\hierarchy\teacher as manager/ leader	I think the longer you're teaching, sort of, the better developed you become at managing other people as well and I think that, you know, takes time and experience and also your kind of understanding of their role, em develops as well, the longer you're teaching.
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	I'm just trying to think about a better metaphor than managing.
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	I've worked for so many different teachers
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	In regards to coordinating and managing the TAs, what I tend to do is explain to them what kind of lesson we're going to teach and I like to look at the targets that the students are working at.
Nora teacher 4	power dynamic\hierarchy\teacher as manager/ leader	it's primarily about the pupils and their learning and overseeing anything to enable that, all the planning, teaching, reviewing and managing any adults and what they're doing in the classroom.
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	Maybe teachers should really go on management courses but I think teaching should be as well respected and there should be continuous training like there are for doctors or lawyers because you know, a teacher encompasses many, many jobs. We're in the care profession and I believe that if you lack managerial or leadership skills, the kids will copy you. So if you're shouting people down all the time, the kids will copy you. So, you have to be very diplomatic but knowing how to outsmart someone is slightly better than crushing them.

Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	more managerial skills training for the teachers
Clara TA 1	power dynamic\hierarchy\teacher as manager/ leader	my perspective of leadership gives me a sense of being humble under that leadership and that in itself helps em..helps prevent the breakdown of relationships
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	since I was at school, you know I've always been a bit of a leader,
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader	So, you know if there is a suggestion there, it may not be the most, you know highest quality suggestion but you can unpick it, take part of it and discuss it further with that person, just being approach...being a manager. It's not about, you know, the thirst for power or crushing people, not taking enjoyment out of that but to elevate people
Nora teacher 4	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	. I think, I think the head has some of them as well, I think, which is quite nice when we, when they had their first review of the year because [TA] came to me and was asking about the targets and we talked about some together. I had a bit of input there because I, so for example, I know that [TA]'s really interested in reading. Em, so we were able to talk about some ideas and things that she could do in that area.
Nora teacher 4	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	depending on how they're managed as well cos we don't, the teachers don't manage the TAs. We're not their line manager so there can be issues around that if they're unhappy in that way em, em. I. If they're unhappy with their line management or? P. Yeah, yeah cos you do see that and you sort of you feel what can we do to help that? What can we give them? Can we do anything? Probably not.
Tom teacher 1	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	I wouldn't say the teachers line manage the TAs closely but I think it's more top management.

Esme teacher 3	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	in my previous schools it was very strict that eh, the teaching assistants were reporting to the deputy head.
Nora teacher 4	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	yeah because they're managed by, so [SENCo] sort of manages all the support staff and has all the reviews, she does all the reviews but it would be useful, maybe it would be useful to be a bit more involved in that conversation or have like a kind of a three-way dialogue.
Zara TA 4	power dynamic\hierarchy\teacher as manager/ leader\teachers are not TAs' line managers	Yeah the performance management. Yeah mine is em, is the deputy head.
Esme teacher 3	power dynamic\hierarchy\teacher as manager/ leader\unsure about line management	<p>Em, in a way, I think I am her line manager em, because as I said, it's me that is setting all the tasks, all the planning, all the, what we're doing.</p> <p>I. Mm.</p> <p>P. And in a way, how we're doing it. We will have discussion and as I said it's lovely to have like, someone on board who will share discussions. I'm always open for you know different ideas because, yeah let's try, maybe it will work better. Em but I think that em, I think that eh, [name], em, the assistant head, might be the line manager. I don't even, eh, in my previous schools it was very strict that eh, the teaching assistants were reporting to the deputy head.</p>
Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	at the same time she needs to make sure that I'm supporting the children as well and that the children are getting what they need so she's got a lot more on her shoulder than I would do. For me it's easier. I finish early and go home but she'd still have to be preparing stuff for the kids and making sure that the class runs smoothly

Zara TA 4	power dynamic\hierarchy\teachers have more pressure and responsibility	Definitely, yeah. Not so much for me, for the teachers, I think, because I just come in and I do my job and I go home. I've got none of that stress, planning lessons and things like that. So, I think it is a lot more stressful for teachers.
Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	Do you know, that would be more stressful.
Kate teacher 2	power dynamic\hierarchy\teachers have more pressure and responsibility	Em, you know, there's more responsibility or pressure put on me in my role, you know em but they feed into that and help support with that and help me to do the job I'm meant to do the best I can. I couldn't do that sometimes without their support.
Zara TA 4	power dynamic\hierarchy\teachers have more pressure and responsibility	I do feel sorry for the NQTs, I think there's a lot of pressure on them.
Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	I know, do you know, how stressful it can be for the teachers when they have to do so many things and do you know it's a lot harder.
Nora teacher 4	power dynamic\hierarchy\teachers have more pressure and responsibility	in charge of the teaching and learning.
Clara TA 1	power dynamic\hierarchy\teachers have more pressure and responsibility	just to get her agreement upon it because at the end of the day it's her, she's going to have to do the report.
Zara TA 4	power dynamic\hierarchy\teachers have more pressure and responsibility	She's the teacher. She's the teacher at the end of the day, like, she gets paid to do all, for all the stress and everything. I just come in and do my thing so I don't have a problem feeding back to anyone.
Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	So I imagine it's a lot more for her. She's got a lot more responsibilities.
Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	sometimes I think to myself the teacher has so much work to do.

Mya TA 5	power dynamic\hierarchy\teachers have more pressure and responsibility	there's so much paperwork and there's so much pressure and sometimes I think as a teacher, especially if you're in a school where there is just one Year 1, one Year 2, you can practically be working by yourself.
Nora teacher 4	power dynamic\hierarchy\teachers have more pressure and responsibility	We're both there to support the learning but they just, like, I do the planning and the main delivery of that and the assessments and the paperwork.
Esme teacher 3	power dynamic\hierarchy\teachers have more pressure and responsibility	Well I'm, I'm the one, the main facilitator. So, I'm the main person that prepares, em, plans and delivers.
Tom teacher 1	power dynamic\power through experience\TA older than teacher	Some of them were quite young, twenty-one or twenty-two. They lack that worldly experience. You know, you're twenty-one and you're telling a fifty-year-old what to do. You can't tell them what to do, you know. I. Yeah. P. You're the same age as their daughter.
Mya TA 5	power dynamic\power through experience\TA taking over	...I felt that I had to be extra but at the same time I would say to her so then she doesn't feel too thingy but I thought we're going out, I can't, I have to do it this way.
Mya TA 5	power dynamic\power through experience\TA taking over	Do you know and there were times when I've felt myself taking a bit like, but I would say to her "I'm really sorry. My mind just switched" you know.
Mya TA 5	power dynamic\power through experience\TA taking over	Do you know and you always hear that sometimes teachers feel like TAs just kind of like and I'm quite talkative and very good at relationships, I used to have parents coming talking to me sometimes instead of to the teacher

Mya TA 5	power dynamic\power through experience\TA taking over	Do you know I just automatically became into this protective role and do you know and that's it? But I wasn't kind of trying to undermine her, I know sometimes it's like I'd say to her "if you don't mind, I really don't mind just making sure this group is here, this group and at the same time, I want if you are responsible for this group, well I need to see you. You need to be counting your children all the time." do you know so before I go out do you know that was and I don't know, I guess because I knew the teacher didn't have experience as well...
Mya TA 5	power dynamic\power through experience\TA taking over	if I see something that being, that where I will be like "no, no, no, no. They need to be in pairs. Can we count it first?" You know "do not move from here. Everybody needs to be close together. We can't leave one group behind far away." If so and I would be, do you know, we went last year on a trip and I felt like a lot of the time, I was like "No. Stop. Let's count". Do you know because I would find like some were walking in front and some were...and I realised I was taking a bit over and if there was even one of the, the teacher that was working with her one to one and she said to me "sometimes you think you're the teacher in the classroom" but then when we left, she said to me "I realise why you had to be like that last year" but I said to her sometimes you know it's just a natural instinct because I've worked with children for so many years.
Mya TA 5	power dynamic\power through experience\TA taking over	it was quite difficult because I didn't want her to, want her to feel that I'm overtaking her role cos I knew from experience of friends and family that worked in schools also and they would say you know, one of the worst things can be is when you take over the teacher.

Mya TA 5	power dynamic\power through experience\TA taking over	like simple things like on a trip, when we're going on a trip and I see things getting a little bit out of hand because I do a lot of stuff in the community and I've got my children myself, older and younger, I've got a daughter in secondary school as well and em I've been out with children and done lots of stuff so when we go on a trip in my mind I completely switch so in my mind children need to be protected.
Mya TA 5	power dynamic\power through experience\TA taking over	Probably I don't know, maybe because there wasn't that much of experience I would say or the person who had to be in charge and control hadn't got that much experience so then you feel like you have to overtake sometimes and then this person might feel well you actually undermined me but then they know themselves that they're not doing the things.
Mya TA 5	power dynamic\power through experience\TA taking over	Yeah. Like em, once or twice we will talk and I know she will be upset and she will say to me "Mya I'm really sorry" do you know "I didn't like you talking over me. I didn't like you..." and I say "I'm really sorry. That wasn't my intention to be honest, I knew I shouldn't have, with my instinct mind I just become...". Do you know "if you had told me that you wanted to do this, I would have supported you to do this but because you didn't say anything and I wasn't seeing anything being done so I just felt like I had to make sure that I'm in the classroom and I'm here for the children and I just want things to run smoothly and I just, my mind just becomes into that automatically".
Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	I just automatically became into this protective role and do you know and that's it? But I wasn't kind of trying to undermine her,
Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	I'm quite talkative and very good at relationships, I used to have parents coming talking to me sometimes instead of to the teacher

Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	my mind just becomes into that automatically”.
Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	sometimes you know it's just a natural instinct because I've worked with children for so many years.
Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	That wasn't my intention to be honest, I knew I shouldn't have, with my instinct mind I just become...”.
Mya TA 5	power dynamic\power through experience\TA taking over\couldn't help it/instinct	there were times when I've felt myself taking a bit like, but I would say to her “I'm really sorry. My mind just switched” you know.
Mya TA 5	power dynamic\power through experience\TA taking over\Strong/authorative TAs	if you have a teaching assistant now that she thinks that she knows it all too much and is too strong for the teacher. This is why the teacher needs to have that role because if you have a TA that thinks she's more, do you know, then it would be very easy for her to put down the teacher and it's just not going to work
Indie teacher 5	power dynamic\power through experience\TA taking over\Strong/authorative TAs	she expects me as well to come and speak to her, you know. I. Yeah. P. It's very important. She takes that quite seriously, that's quite a part of her job that she, it is quite an important part, obviously, the communication about the children, and I have to, or I go and speak to her as well, otherwise I get in trouble (laughs).
Mya TA 5	power dynamic\power through experience\TA taking over\Strong/authorative TAs	t you can have the odd ones that become too strong and if they don't get a strong teacher, a confident teacher, then do you know, you will have those problems, so I think teachers need to be confident

Mya TA 5	power dynamic\power through experience\TA taking over\teacher upset about TA taking over	Mya I'm really sorry" do you know "I didn't like you talking over me. I didn't like you..."
Mya TA 5	power dynamic\power through experience\TA taking over\teacher upset about TA taking over	there'd be time when I'd see that she's upset at me but em I would kind of say to her "I had to do this you know because of these" do you know but if you let me know that you really knew something, I could step back
Mya TA 5	power dynamic\power through experience\TA taking over\teacher upset about TA taking over	this person might feel well you actually undermined me but then they know themselves that they're not doing the things. I. Yeah. P. But at the same time they don't like it so it's you know?
Mya TA 5	power dynamic\power through experience\TAs as more experienced	And I think where I have that more experience of talking with parents and you know as a child minder and experience of work in the community and doing stuff I think it's kind of, I think I was beneficial for that teacher. She didn't have that kind of strong character.
Nora teacher 4	power dynamic\power through experience\TAs as more experienced	I think probably because em, I'm the more experienced one now. It was a very experienced TA before, who was, I felt helped me a bit more just because she knew what was what and she knew how we did things in the school and would be able to get on with stuff without me even having to think about it, so it's probably because of that, just a shift in sort of dynamics.
Mya TA 5	power dynamic\power through experience\TAs as more experienced	I think the difficulties can be if you have a new teacher and you have a very experienced TA I. Mm. P. and you have a new teacher who hasn't got confidence in herself

Nora teacher 4	power dynamic\power through experience\TAs as more experienced	I think there can be a kind of, there can be, em, issues around sort of power em, and eh and experience. If there's an imbalance and the TAs sort of, if the TA perhaps has more experience than the teacher, well there might just be a personality clash. That can be very difficult.
Mya TA 5	power dynamic\power through experience\TAs as more experienced	It's because I've been working with children for so many years and I would say to her "ok I tell you what. Take some time out. Take five minutes and come back into the classroom".
Tom teacher 1	power dynamic\power through experience\TAs as more experienced	My hardest working support staff, support staff were a bit elderly. They held positions of responsibility before that. One when I was in my SEN school, one of my TAs, she was actually eh, she owned her own hair salon so she's used to running a business or telling people what to do. She's used to that environment, that hierarchy, that authoritative environment so when I dealt with her, I knew I couldn't go in there like "I'm the new teacher". I had to get to know her story. I had to show her that I am competent
Indie teacher 5	power dynamic\power through experience\TAs as more experienced	Or if I don't give her the sort of, full plan for the week or if, yeah she sort of chides me, you know because otherwise how is she going to do her job properly?
Tom teacher 1	power dynamic\power through experience\TAs as more experienced	Some of them were quite young, twenty-one or twenty-two. They lack that worldly experience. You know, you're twenty-one and you're telling a fifty-year-old what to do. You can't tell them what to do, you know.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\avoidance or defence	and there were times when we knew we kind of upset each other and we just tried to avoid talking to each other or like 'ok, right now I just can't see you. I'm just going to let you do things your way.' I. Yeah. P. And then you think to yourself, ok. I bite my tongue and I'm not going to

Clara TA 1	reflection on the relationship\lack of attention to the relationship\avoidance or defence	And was the issue resolved? P. I have never approached the teacher about it.
Janelle TA 3	reflection on the relationship\lack of attention to the relationship\avoidance or defence	I'll just keep that to myself.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\avoidance or defence	So, let's say if it happened yesterday and it had been the day before and then it happened today again. There were many instances of something and then you get to a point, well ok we didn't talk about it that time, we didn't do, so right now do you know, we know we're both angry so do you know, maybe the best thing is to let it die down by itself.
Janelle TA 3	reflection on the relationship\lack of attention to the relationship\avoidance or defence	There's loads more but I'll just keep it to myself. I. Ok, so you feel that there's some things there that you don't necessarily want to share? P. Mmm. I. Ok and can you tell me a little bit about why that is? P. Oh it's just nothing, it's ok. I. Is that maybe stuff based on your experiences in the past, that you're not experiencing so much right now? P. In the past, yes. So I'll just leave it at that.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\avoidance or defence	Yeah and I know it's fine. I learned to be ok
Zara TA 4	reflection on the relationship\lack of attention to the relationship\avoidance or defence	Yeah. I don't know what else to say.

Mya TA 5	reflection on the relationship\lack of attention to the relationship\avoidance or defence\Reflecting after finishing working together	“oh I miss you now, I can see what you was that way last year, I really miss it now” and so we have a good laugh about it, which is good.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\avoidance or defence\Reflecting after finishing working together	but then when we left, she said to me “I realise why you had to be like that last year”
Zara TA 4	reflection on the relationship\lack of attention to the relationship\avoidance or defence\reluctant to say anything negative	sometimes, if they are stressing or whatever, it is quite hard but luckily enough it’s not every day, you know like, it’s not. I feel like I’m being horrible to the teacher now.
Indie teacher 5	reflection on the relationship\lack of attention to the relationship\hard to describe aspects of the relationship	Em, it’s quite hard to explain. Sorry if I’m doing a bad job of it.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\hard to describe aspects of the relationship	I felt that I had to be extra but at the same time I would say to her so then she doesn’t feel too thingy but I thought we’re going out, I can’t, I have to do it this way.
Mya TA 5	reflection on the relationship\lack of attention to the relationship\hard to describe aspects of the relationship	Neither did I and we were both kind of finding our feet so it was a bit of a thingy but we still had a good relationship do you know what I mean?
Clara TA 1	reflection on the relationship\lack of attention to the relationship\hard to describe aspects of the relationship	someone who is you know, what’s the word? Not...what is the word?
Janelle TA 3	reflection on the relationship\lack of attention to the relationship\hard to describe aspects of the relationship	Sorry I can’t explain myself properly.

Tom teacher 1	reflection on the relationship\lack of attention to the relationship\interview as space to vent	You know it's just like, I plan everything immaculately and then when it doesn't work out, I feel like I've wasted all that time. I. Mm. P. Planning to within every five minutes. Anyway, yeah. I think I was just venting there.
Kate teacher 2	reflection on the relationship\lack of attention to the relationship\interview prompted reflection	I'd like to think...I might have to ask them now "do you actually feel that?" because I'm saying that's what I think they do
Nora teacher 4	reflection on the relationship\lack of attention to the relationship\interview prompted reflection	Yeah, em, no I think it's all, but then maybe we should have these conversations together. If we had time, to kind of review, at the end of each term, the relationship and how things have gone and we talk every so often but yeah.
Nora teacher 4	reflection on the relationship\lack of attention to the relationship\interview prompted reflection	Yeah, sharing that with each other, which I need to do a bit more of. Yeah, it makes me a bit more aware. This is quite useful, to reflect, em and what else?
Kate teacher 2	reflection on the relationship\lack of attention to the relationship\normalising	Em, but you know, you have to establish relationships wherever you are.
Kate teacher 2	reflection on the relationship\lack of attention to the relationship\normalising	Em, I mean, I know people have disagreements or you know, sometimes people have personality clashes but that happens everywhere in life
Zara TA 4	reflection on the relationship\lack of attention to the relationship\normalising	If like someone, you worked in a big office and you knew that some people didn't get on, you'd go "I can't go over there" like "they get on my nerves" sort of thing
Tom teacher 1	reflection on the relationship\lack of attention to the relationship\normalising	you get that in any corporation or business or, you know social network even. You can't help that. Anyway.

Esme teacher 3	reflection on the relationship\lack of attention to the relationship\not knowing things aout the other	Em I don't even know, to be honest with you because, because she asked straight away was like "so when can we meet up for the...?" and I was like "yes". So, I said "yes, Thursday" because then I'm after my PPA so I've got you know, planning and everything is freshly done. So, I was like, yes Thursday, so Thursday's usually the day that we'll sit down after school and like go through whatever needs to be done but I'm not even sure if it's, if it's specifically allocated. Em, see I didn't even investigate because I had, straight away I had so easy way, like I said to you. I'm so lucky.
Nora teacher 4	reflection on the relationship\lack of attention to the relationship\not knowing things aout the other	I don't know how she feels as well, how confident she is, I don't know if I'm really giving her enough support.
Tom teacher 1	reflection on the relationship\lack of attention to the relationship\not knowing things aout the other	I'm not entirely sure how long she's been with M either, however many years since her diagnosis.
Marta TA 2	reflection on the relationship\lack of attention to the relationship\not knowing things aout the other	Most of the teachers don't even know that I'm a qualified teacher so maybe if they knew more about me by taking the time to actually have a conversation with me, they would know that they can rely on me a bit more because of all the qualifications I've got and that I could be more of a help but, you know, if they don't know, then they can't even use my, you know, ability and they could do.
Janelle TA 3	reflection on the relationship\lack of attention to the relationship\not knowing things aout the other	Well I didn't put that on my CV. I don't tell anyone here.

Mya TA 5	reflection on the relationship\lack of attention to the relationship\other people don't know what goes on in the relationship	Em, I don't think so. I don't think do you know, the office can't get too much involved in how the relationship in the classrooms are because I think they're so busy themselves that some of the time, they probably don't know. Do you know, they will ask and they will try but then sometimes you might not necessarily go into details like I'll be talking here with you but then because we are trying to do something different. Do you know, I will probably be more open but then there'd be times when I think to myself, well is it good to mention something or will I just leave things just grow so I don't think they'd ever know the relationships that goes on in the classroom that goes on are going unless someone complains and it gets really bad or something.
Indie teacher 5	reflection on the relationship\lack of attention to the relationship\relationship less thought about or valued	because we're sort of like the two, we're quite important people in their lives. If they see we're not getting on, then they're, it wouldn't be very pleasant for them just to be in that classroom but because we have a good relationship, it's quite hard for me to say how it has impacted
Marta TA 2	reflection on the relationship\lack of attention to the relationship\relationship less thought about or valued	I think it's because people are just so, you know, encompassed in their own lives, their own life problems. But yes, when you're working with people, you have to make sure that you, you know, you treat them right and you are caring for them as well.
Tom teacher 1	reflection on the relationship\lack of attention to the relationship\relationship less thought about or valued	Not as much as it should be. Em, yeah not as much as it should be. I think it would be good if it was but it isn't and em, also I'm not too sure how some teachers would go about it, whether they wouldn't want to seem like talking about their staff
Marta TA 2	reflection on the relationship\lack of attention to the relationship\relationship less thought about or valued	Yeah they're not taking I think enough time to be actually, to build the relationship between, you know, teacher and assistant,

Nora teacher 4	reflection on the relationship\relationship consideration	Because it, yeah because you work so intensely together.
Marta TA 2	reflection on the relationship\relationship consideration	Because we are together in the class, we need to actually you know cooperate. We're not separate from each other. We're kind of bound together.
Nora teacher 4	reflection on the relationship\relationship consideration	Yes, it's a lot of adults, a lot of adults of in the classroom and I yeah, that is a big resource, which I don't, it's not used. I don't use it to the best of effect.
Mya TA 5	reflection on the relationship\relationship consideration\discussing relationship issues	<p>"Mya I'm really sorry" do you know "I didn't like you talking over me. I didn't like you..." and I say "I'm really sorry. That wasn't my intention to be honest, I knew I shouldn't have, with my instinct mind I just become...". Do you know "if you had told me that you wanted to do this, I would have supported you to do this but because you didn't say anything and I wasn't seeing anything being done so I just felt like I had to make sure that I'm in the classroom and I'm here for the children and I just want things to run smoothly and I just, my mind just becomes into that automatically".</p> <p>I Yeah.</p> <p>P. "So and it just switches on". Do you know and she would say to me and then she will apologise "please don't get upset". I say "no, no. I don't and I completely understand you and that's ok for you to feel that way and it's ok for me to feel the way I feel and it's ok for us to talk about it".</p>
Mya TA 5	reflection on the relationship\relationship consideration\discussing relationship issues	I would say to her "listen, don't get upset you know and please if you don't really like something that I do, just let me know" and I would say to her if there's something you didn't really like, do you know, you know just let me know
Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students	I'd imagine if it doesn't work good, then you will have problems in the classroom with the children not listening and everything is all over the place

Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students	if they don't feel comfortable approaching you, then you miss out on a lot of opportunities to enhance the learning.
Marta TA 2	reflection on the relationship\relationship consideration\Impact of relationship on the students	it affects everyone's work, the children's learning. If I made a mistake because I wasn't explained exactly what to do in certain tasks, it might be a little detail but you know, then I'm thinking yeah maybe I explained it to them wrong because I wasn't explained in the first place so then the mistake, you know the actual misunderstanding kind of, goes to children which shouldn't get there.
Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students	It has to be able to work and the children will benefit from it.
Marta TA 2	reflection on the relationship\relationship consideration\Impact of relationship on the students	it's got a big, big, huge effect on the learning of them because I think they need to get a clear message that's what we're doing, that needs to be done this way or that way and there can't be any misunderstandings
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students	P. And then just...the TA can either go one or the other way, we can either choose totally...choose to not do anything that the teacher said...asked them to do...or they can actually just continue doing the...acting the lesson as the teacher asked them to do it and then see it not working but they're saying 'well that's how she wants it to be done, that's it'.
Marta TA 2	reflection on the relationship\relationship consideration\Impact of relationship on the students	so most teachers and students will benefit from our collaboration because then there's less misunderstandings between us and then everything gets done properly and the results, you know, of the pupils will be much better.
Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students	that's the only way the classroom will work good, if we both have a good relationship, the children will, you know work with that as well

Marta TA 2	reflection on the relationship\relationship consideration\Impact of relationship on the students	We're all experienced to one degree. We have to cooperate for the best of the children.
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students	you can actually see that it's not effective but then you're having to do exactly what they ask me to do
Zara TA 4	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	I mean it wouldn't be nice for the children to come in if the adults was bickering or they didn't get on. I think that they'd know. You'd feel that sort of, atmosphere sort of thing and you wouldn't want to work with people like that anyway. If like someone, you worked in a big office and you knew that some people didn't get on, you'd go "I can't go over there" like "they get on my nerves" sort of thing but I think children would pick up on it.
Zara TA 4	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	I think as well, the children pick up on it as well.
Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	I think it's really important that it works because if it doesn't work then I think the children would pick it up quickly
Indie teacher 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	I think that if we had a bad relationship, the kids would definitely pick up on it

Esme teacher 3	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	I think the kids can pick up as well because when you've got a good relationship and you know, and you smile at each other and you know, they can pick up that it's like, em well often, if they see me if I have a chance, once in the two weeks or three weeks' time that I can actually go out during lunch time and I will go across the playground and she's on duty with them, we always have a chat or like wave you know so the kids can see that one as well, so.
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	if there is a cordial relationship between the teacher and the TA, the children can pick up on that,
Esme teacher 3	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	if you've got a good relationship with your teaching assistant, the kids can pick up on it. I. Yeah. P. They pick up on it straight away.
Esme teacher 3	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	the kids, knew that we liked each other and it was always like em because we could have a joke during the lesson about something and so you know, we would laugh and then the kids would laugh.
Esme teacher 3	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	Yes if you have like, then they pick up, you don't like each other or you will have comments from children that "oh you don't really like each other" or something like, you know. Yes, they do. They do.
Esme teacher 3	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship	Yes, I had the comments that, "But you don't really, you don't really like each other, Miss, do you?" And obviously, it's not like you know, "we work together. It's not about liking or not liking."

Zara TA 4	reflection on the relationship\relationship consideration\Impact of relationship on the students\children pick up on the relationship\children haven't picked up on that	Occasionally I might have had a child say to me like "oh so and so's in a bad mood today" or, but that's just whatever's happened in their personal life usually or maybe in their working life as well but not usually in the classroom. The children definitely pick up on moods but I don't think they pick up, not in any classes, they've never picked up on a mood between the adults in that class.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	"Oh sir I didn't know that Sir" and "really Sir?" They love, you know they love that drama. They love that back and forth. They feed off it and you know, we eh, this class are nine. For nine-year-old kids to see a thirty-year-old man joke about with another thirty year old man or just have fun learning. I think that's massive.
Nora teacher 4	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	And also the children sort of see these positive relationships around them. It's important.
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	And the teacher's role is also to show to the children that even though we know for sure that she's the teacher, the TAs are just as important even though we know there is a difference, that difference should not be overtly shown to the children because that can then impact to the way the children could react towards the TAs and that in itself can help break down relationships, it can be breaking our relationships in the children and the TA, as well as the TA and the teachers.
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	because I was spoken to...spoken to that way in front of those children, I will not have their respect anymore.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the	Effective collaboration, the students will be happier because everyone will see that the staff will be having a good time learning and it's just to create that culture

	students\example to children/ modelling relationships	
Indie teacher 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	Em as a role model to them just to sort of get them to sort of see maybe a good model of two people working together. I hope that they see me and Nancy and that they, that's setting a good example for how they should work together.
Indie teacher 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	Em but you know, we communicate together in front of them and we're always polite and show a good working relationship and I think that that's nice for them to see.
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	How to interact with someone, how to communicate, em yeah and for the TAs to you know to each other also, all adults are communicating respectfully, em, within a classroom, yeah.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	I always believe if you're an adult in the classroom, you're not really you know...I like to call the teaching assistants assistant teachers because as soon as you're in the classroom you're a role model and the kids, well they all look up to you but they will also model themselves on you know how you behave so seeing all the adults in the room working hard or having fun learning is important because if you're sitting there just not doing anything, the kids they think that's ok.

Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	I think it models, you know, good relationships to the children, em, not that they always, you know they make mistakes don't they? And they can be unkind and hurtful but they don't see adults behaving in that manner. So when we are telling them how they need to behave, they can see that actually, that is how we behave. I. Yeah. P. Em, I think that's important for them to see that.
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	I think it's important that the children recognise that actually all adults in the room are important
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	I will always reiterate to the class, whatever adult is working with you, you do what that adult asks you and that's that.
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	I will always remind the children "you listen to any adult in the classroom. It is not just what I say"
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	If it's a good healthy relationship, if it's a fun relationship and the kids will feed off that, you know they will feed off your emotions. If you come in a bit of a grump. I'm always trying to cheer myself up before they come in. If they see myself and the support staff joking around or you know, bouncing ideas off, this is how you do it and learning should be fun.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the	if you lack managerial or leadership skills, the kids will copy you. So if you're shouting people down all the time, the kids will copy you.

	students\example to children/ modelling relationships	
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	setting the mood in the classroom, modelling how, modelling how good learning or higher quality learning takes place. That's important and that's why a good relationship with your teaching staff...
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	t's that sometimes students, you know, they don't really know how to talk to each other. As soon as they share an idea, it's copying. "Oh you're copying". But collaboration is copying really but you talk about it, you share. But that is copying. It depends how you see it. If they're not shown how to do it correctly...like this is ok this time if you work as a team, sort of copying. Then the work will be better. That's why I like to talk to the TA, to involve them in the discussion, you know, being a conversation. There isn't much structure to it at times. You say your idea, then they say "Oh, let me, allow me to interject". They'll just blurt out their answer, sometimes that can be helpful but sometimes it can be destructive. When does? it's a fine line. That's why I show them how to do it with adults.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	We're bouncing off each other. You know, "that's a good idea". That's how you build knowledge on top of other knowledge so if I say "Sir do you remember that thing yesterday?" "Good, oh yeah". They can see it back and forth. They can see how collaboration works
Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	where do you go from that position? If I'm doing playground duty, the children saw me being treated that way, there's a breakdown. It's very key, if you have respect from the children, you say to do something, it's much much easier because you will have them behave the way you ask them to behave the first time you spoke to them.

Clara TA 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships	You want to encourage the children to put that into practice
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships\the children may play the adults off each other	I will always remind the children “you listen to any adult in the classroom. It is not just what I say” because sometimes they won’t, they’ll come to me to either after they’ve got an answer they don’t want from the TA or because they think that they can’t tell them what to do.
Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships\the children may play the adults off each other	It’s almost like a home you know sometimes you know when children come to me “oh well I’m going outside”, I said “no I already told you that” so do you know and before I said to give them a chance to do anything, I will double check with teacher, you know I will say “did you ask the teacher if you can do that, well let me go and double check”.
Kate teacher 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\example to children/ modelling relationships\the children may play the adults off each other	they’ll go to who they think, you know, like say for going to the toilet, they know that I, unless you know, they have a particular need, that I will probably tell you to wait for a time, you know or little things like they want to sit beside somebody. They know that I will probably go “no, because you need to sit there and do your work”. So they’ll go to different people for different questions sometimes because they think they’ll get different answers.
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\unified message to students	. I believe it’s just more effective if everyone does the same thing, is just as passionate
Tom teacher 1	reflection on the relationship\relationship consideration\Impact of relationship on the students\unified message to students	And rather than saying “ah sir’s ok he’s a teacher, these adults if they want to sit down and just colour in as well”, you know it’s not creating the same buzz, there has to be that enthusiasm

Mya TA 5	reflection on the relationship\relationship consideration\Impact of relationship on the students\unified message to students	I'm always you know making sure that they get the same message across.
Marta TA 2	reflection on the relationship\relationship consideration\Impact of relationship on the students\unified message to students	they need to get a clear message that's what we're doing, that needs to be done this way or that way and there can't be any misunderstandings because this is really important. Otherwise they will get confused.
Nora teacher 4	reflection on the relationship\relationship consideration\indirect experience	I know there are some people who have struggled em, but I can't, I don't really know what that's like because I've not, I haven't experienced that.
Tom teacher 1	reflection on the relationship\relationship consideration\indirect experience	Not personally. Not with me, but I've heard from other teachers, yes and I can only imagine what being in that situation feels like. I have given advice in the past. I've never experienced it myself. I don't think it's nice.
Tom teacher 1	reflection on the relationship\relationship consideration\relationship considered important	But yeah, developing a relationship with your team is just as important as developing a relationship with the students. Because if they don't feel comfortable approaching you, then you miss out on a lot of opportunities to enhance the learning.
Kate teacher 2	reflection on the relationship\relationship consideration\relationship considered important	having a good relationship with your TAs is key to having a function...well-functioning classroom.
Marta TA 2	reflection on the relationship\relationship consideration\relationship considered important	I think the relations between teachers and helpers and like assistants should be improved as well.

Nora teacher 4	reflection on the relationship\relationship consideration\relationship considered important	I think you should be able to do it, yeah. It's a very different relationship, to being working in, you know in a corporation, some sort of office em, set up. It's a very different environment working in a school and I think it is important to have all these positive relationships with people. You know them and it's not, to be open with each other and you don't have to be cautious, looking around, checking and being paranoid. It's a very different setting to other sectors so yeah, it's key just like the relationship between the teacher and pupil is key.
Esme teacher 3	reflection on the relationship\relationship consideration\relationship considered important	I worked in with people that are very much like "I'm not getting involved", em just like "just tell me and give me what I'm supposed to do". It's different because then even feedback, how they worked or what worked or what didn't work. It's completely different level. You don't take it as a, as a like criticism. It's just like "oh maybe let's try this. This one isn't working anymore". So, it's much better relationship then as a working relationship as well.
Clara TA 1	reflection on the relationship\relationship consideration\relationship considered important	I'm always thinking of that
Tom teacher 1	reflection on the relationship\relationship consideration\relationship considered important	It is so important. It is, it really is, like. I know you're doing your research on the relationship between the TAs and the teachers and you're doing one of the most under, you know, under explored things. As a teacher and a former TA, I know that this is massive.
Tom teacher 1	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	. Sometimes I think, at times, the TA may be a bit too apprehensive about approaching the teacher about it. I'm not very sensitive when it comes to these things

Nora teacher 4	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	. Yeah, sharing that with each other, which I need to do a bit more of. Yeah, it makes me a bit more aware. This is quite useful, to reflect, em and what else?
Nora teacher 4	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	Cos it can, you can get bogged down, and people, you can forget because it's always, in this job, it's always, you always need to do something better, there's always something better. There's always more to do or you can always improve em so you can get quite, you can get quite bogged down and forget about em, just saying "you did that really well. That's gone really well. Well done". You can forget about that.
Mya TA 5	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	I didn't want her to, want her to feel that I'm overtaking her role cos I knew from experience of friends and family that worked in schools also and they would say you know, one of the worst things can be is when you take over the teacher.
Nora teacher 4	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	I feel I probably haven't done enough yet in terms of helping her with her professional development
Nora teacher 4	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	It didn't have anything to do with the job. It didn't really help anything apart from take up time but you just have to give, with some people, they just need that. I. Mm. P. you just have to kind of, you just judge, you just see what different people need as they're coming in each day, respond differently.
Nora teacher 4	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	that's something that I need to work on em, because a lot of it, she's just got to kind of, second guess, I think, what I mean or what I want em which she has done pretty well considering we're new to working with each other, she's done pretty well at doing that so far.

Mya TA 5	reflection on the relationship\relationship consideration\self-awareness and awareness of the others' needs	there were times when I've felt myself taking a bit like, but I would say to her "I'm really sorry. My mind just switched" you know.
Marta TA 2	systemic factors\historical and societal influence	I've noticed in most schools it's exactly the same so its something that needs to be maybe worked on.
Marta TA 2	systemic factors\historical and societal influence	so maybe the system what happened over here, before I came to the profession they were allowed to have teaching assistants, that never had any qualification. So maybe this stems from the fact that before they didn't used to have that much knowledge in the class but now they're actually quite able and they're mostly qualified because you have to be by requirement for the profession but in the past it was just anyone could become a teaching assistant so maybe that stems from that, that time in the past and the teacher is there for the teaching for twenty years they had this kind of approach, that they had twenty years ago
Mya TA 5	systemic factors\historical and societal influence\pessimistic about change	And it's, it can be draining, do you know, but then I knew that's what I was working with so I just had to be like that until the year finished.
Marta TA 2	systemic factors\historical and societal influence\pessimistic about change	So a lot of improvement to be done in that area as well. But I don't it's ever going to happen. It's just something that is, you know, going around. Maybe I'm wrong. I hope I'm wrong.
Tom teacher 1	systemic factors\historical and societal influence\pessimistic about change	That would be nice to change but I'm not sure how you would change it.
Tom teacher 1	systemic factors\historical and societal influence\pessimistic about change	That's a dilemma. I'm not too sure if that will ever be so but it would be nice. I

Tom teacher 1	systemic factors\historical and societal influence\pessimistic about change	Well if it was possible to contract everyone to an earlier start to the day or like I said before at least once a week. That would be very beneficial. The likelihood of that now, I think is quite slim just because you sign a contract and that's your contract.
Marta TA 2	systemic factors\school factors\lack of time for communication	There's never this time you know for the teacher to come and explain things to us.
Esme teacher 3	systemic factors\school factors\lack of time for communication	Because you don't even have the chance to communicate or talk. Even the breaks or lunch time or whatever, I can't even take somebody's break or lunchtime to explain.
Indie teacher 5	systemic factors\school factors\lack of time for communication	It sometimes is difficult to always you know, be able to go through what the other person wants to
Nora teacher 4	systemic factors\school factors\lack of time for communication	It's a shame because they're such an expensive resource, and with the one to ones as well, I have even less time with them, to go through and that's very different because that's sort of one specific child and they work with them so closely, much more closely than I do so they've got so much knowledge that I need to get from them but I don't ever have the time.
Nora teacher 4	systemic factors\school factors\lack of time for communication	It's just sort of me doing all the planning and preparation and not having any time to kind of, in detail, explain what I want done or how something should be done, so a lot of it's left to kind of her interpretation of what I mean.
Mya TA 5	systemic factors\school factors\lack of time for communication	So and it's a kind of communication where we might just speak a little bit, sometimes we don't have time to talk but it's about reading more than, do you know
Mya TA 5	systemic factors\school factors\lack of time for communication	So, she might just give me a little bit of information but then I kind of know what she's kind of looking for, trying to. So, and I try to support in there so then we don't need to have that much speech communication
Mya TA 5	systemic factors\school factors\lack of time for communication	So, the communication is not much sometimes but it's reading more than you know sometimes what she says.

Tom teacher 1	systemic factors\school factors\lack of time for communication	This year both my TAs come a bit later. They come in after nine sometimes. It's very hard to touch base, to catch up how yesterday went. They both leave at half three. There's no time to reflect so when I see them is when I see them and if I want to do something new, it's very difficult.
Tom teacher 1	systemic factors\school factors\lack of time for communication	ust because the students are unpredictable at times so you're on the students rather than me explaining what we can do in the classroom, maybe at twelve o'clock or a lull moment, I have to take a step back to help him or her out or I have to sort some things out there. So, you know, and it won't take long...about ten minutes.
Marta TA 2	systemic factors\school factors\lack of time for communication	we are getting told what to do but really sometimes there is no time to actually speak to us and tell us what we are doing, exactly more detail, ' I'm expecting this and this from you'
Marta TA 2	systemic factors\school factors\lack of time for communication	We don't get any breaks in the day so this is the only time we can actually you know interact with teachers,
Marta TA 2	systemic factors\school factors\lack of time for communication	We don't get the time to actually meet them

Esme teacher 3	systemic factors\school factors\lack of time for communication	<p>Well it's even difficult to say about the relationship because you've got someone, who is like, you're already in and they usually started already when the kids were in. In my previous school, the kids were coming in at twenty to nine while the teaching assistants were coming in a quarter past nine. So, I'm already in the middle of something so I can't even, just "good morning, good morning" and we are already doing guided reading so we've already started. She would be picking up and then it's like you know, just English, then it's the break which she's got a break. You don't even have, it's really difficult to even call it a relationship.</p> <p>I. Mm.</p> <p>P. It's pretty much and then you are, three o'clock they were finishing and you finish, you let the kids go at three fifteen so you can't even say anything at the end of the day because they are already gone.</p>
Esme teacher 3	systemic factors\school factors\lack of time for communication	<p>You can have, you can have people that are very, em, you don't even have time to explain to them what they're supposed to do because you don't really meet with them.</p>
Nora teacher 4	systemic factors\school factors\lack of time for communication	<p>you need to be working together for a long time to kind of get that kind of, just intuition, just knowing what, when I say something, very limited, very quickly, very briefly, they know what I mean.</p> <p>I. Mm.</p> <p>P. So ideally you want to get to that point because you don't have the time to kind of go through everything in detail</p>
Mya TA 5	systemic factors\school factors\lack of time for communication\busy teacher	<p>and that could be because she's more busy focusing on making sure that everything gets done. She's really focused.</p>
Indie teacher 5	systemic factors\school factors\lack of time for communication\busy teacher	<p>It is sometimes difficult because it's the, with any kids, if I'm really busy, having a really stressful day and someone's coming to speak to you about a certain thing, you just have to make sure that you do just stop.</p>

Marta TA 2	systemic factors\school factors\lack of time for communication\busy teacher	It's really stretched so they are working, you know, they are working on deadlines so they are always trying to be rushing things. They don't have enough time for preparation and they are just you know really really encompassed in their work. So they don't give much thought...'maybe I should speak to my assistant and explain to her' because she just thinks....They think it's obvious maybe. I don't know but they're just too busy.
Marta TA 2	systemic factors\school factors\lack of time for communication\busy teacher	Or you kind of find out from other people in the next class, next door class what we're going to do because your teacher is too busy to speak to you
Zara TA 4	systemic factors\school factors\lack of time for communication\busy teacher	sometimes I need an hour to do something em and it works because if I didn't do it, then she'd have to do it and like she definitely ain't got time to do it so.
Mya TA 5	systemic factors\school factors\lack of time for communication\busy teacher	when she manages to get a bit of time, a bit of space
Marta TA 2	systemic factors\school factors\lack of time for communication\misuse of time	at the same time, at nine o'clock, I'm supposed to be outside and get the children from the playground so I can't be you know in those places at different times as well.
Marta TA 2	systemic factors\school factors\lack of time for communication\misuse of time	Hardly ever it's used effectively.
Marta TA 2	systemic factors\school factors\lack of time for communication\misuse of time	Nobody said you can't be there but as I said, at the same time, I have to be out in the playground.
Tom teacher 1	systemic factors\school factors\lack of time for communication\misuse of time	We've moved the start of the day now to nine o'clock so the kids don't line up in the playground. They come straight to class so they don't go to the playground at all so when they do arrive, it's a bit calmer so you do have an opportunity to talk to your teaching assistant now but still, they will still come, you know, will come at nine o'clock so that, you know, that negates the kids come upstairs earlier, calmer at times but you know,

Marta TA 2	systemic factors\school factors\lack of time for communication\misuse of time	Well we always come early before the children come so always have about forty minutes for everything to be explained but usually the teachers just, you know, they prepare the lesson in front of the computer so they don't have time to talk and then they just take the time they need for their work to be prepared but they don't spend extra time speaking with us so we know what to do as well
Marta TA 2	systemic factors\school factors\lack of time for communication\misuse of time	Yes, this is a bit of a contradiction actually. Because we have a meeting at nine o'clock, every day,
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	there are teachers that are taking more time to talk to them you know.
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	you kind of find out from other people in the next class, next door class what we're going to do because your teacher is too busy to speak to you.
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	and then explaining to her what we're doing, taking this extra five minutes to explain exactly what we're doing not just giving her something 'yeah go and do this' [flicks paper] which often looks that way. Yeah they're not taking I think enough time to be actually, to build the relationship between, you know, teacher and assistant, so if they did, I think you know our life would be much nicer and probably everything would be just better. In an ideal world
Indie teacher 5	systemic factors\school factors\lack of time for communication\teachers' time	Em, communication, making sure the teacher finds time for the teaching assistant and they value them.
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	I think it's her time and you know her good will to actually come up to me and say "we're going to do this and this", not me trying you know to get it out of her which you know can come across as a bit rude when you're trying to disturb her which I'm not going to do

Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	I'm not teaching now but if I see myself as a teacher, I see it exactly as I said, come in the morning, see my staff and explain exactly what we're trying to do like we're equals and just trying to you know to take this extra time
Tom teacher 1	systemic factors\school factors\lack of time for communication\teachers' time	maybe at twelve o'clock or a lull moment, I have to take a step back to help him or her out or I have to sort some things out there. So, you know, and it won't take long...about ten minutes.
Mya TA 5	systemic factors\school factors\lack of time for communication\teachers' time	she will make some time and make sure that she speaks to them
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	They should take the time to be able to you know spend time with you, just appreciate your work
Marta TA 2	systemic factors\school factors\lack of time for communication\teachers' time	Well we always come early before the children come so always have about forty minutes for everything to be explained but usually the teachers just, you know, they prepare the lesson in front of the computer so they don't have time to talk and then they just take the time they need for their work to be prepared but they don't spend extra time speaking with us so we know what to do as well
Marta TA 2	systemic factors\school factors\negative school environment	In this school, I don't think I've met a teacher like that. I haven't been working with too many either but yeah the experiences I had in that school are not really that positive with the teachers.
Marta TA 2	systemic factors\school factors\negative school environment	I had more trouble than less trouble here in that corporation.
Marta TA 2	systemic factors\school factors\negative school environment\lack of breaks	because you don't get any breaks, formal or informal meetings, you don't get the time to speak to other assistants

Marta TA 2	systemic factors\school factors\negative school environment\lack of breaks	So yes, we don't get any, any tea breaks, just half an hour lunch, lunchtime and that's it. And this is my complaint as well because I've been to other schools and I've always had tea breaks so that gives you like you know breath, fresh breath. You can you know sometimes when the class is noisy, you just need those ten minutes for yourself just you know
Marta TA 2	systemic factors\school factors\negative school environment\lack of breaks	We don't get any breaks in the day
Marta TA 2	systemic factors\school factors\negative school environment\lack of breaks	we don't get any tea breaks
Marta TA 2	systemic factors\school factors\negative school environment\management are unavailable	And even some of the teachers complain that they were supposed to meet the head teacher and four months it took them to actually get the meeting with her. So can you imagine waiting four months to see the head teacher and ask her a question?
Marta TA 2	systemic factors\school factors\negative school environment\management are unavailable	because the head teacher is there and sometimes If you don't go to these meetings, you never get to see the head teacher. So even if you want to have a word with her you kind of have to try and catch her but in the day there is never a time when you are actually free to go and speak to her. So sometimes certain important decisions, you know, important questions get you know...you have to wait three or four weeks to be able to even see the head teacher.
Tom teacher 1	systemic factors\school factors\negative school environment\management are unavailable	I can't always access these people and to be honest with you I don't really you know, I think we have a new key stage 2 leader in this school but I hardly meet with them, they hardly check in and when the only time I remember or anyone I think remembers we have one, is when she needs us to do something so say there's someone coming around the school, "make sure your displays are up" or "make sure your classrooms are presentable". That's the only time I know of her presence.

Tom teacher 1	systemic factors\school factors\negative school environment\management are unavailable	To have someone there you can say, this staff member or that staff member, maybe they need more training. You know, something like that. That would be helpful. Because it's very hard to access, like I said, it's very hard to access top management.
Marta TA 2	systemic factors\school factors\negative school environment\separation	And then like the teachers, you can always see them talking together, explaining to themselves. But we're kind of left aside.
Marta TA 2	systemic factors\school factors\negative school environment\separation	But not everybody takes part.
Marta TA 2	systemic factors\school factors\negative school environment\separation	I didn't feel welcome in there
Marta TA 2	systemic factors\school factors\negative school environment\separation	I think in this school, there is not much, collaboration in the sense of, you know, collaboration in terms of meeting together. If we had meetings, formal or informal, I think that would result in better cooperation in general between students, children, teachers and teaching assistants and also the head teachers.
Marta TA 2	systemic factors\school factors\negative school environment\separation	It would be good for integration I think. I think everyone should definitely be there but they're not.
Esme teacher 3	systemic factors\school factors\negative school environment\separation	like in some schools, it's only the teachers and then you are expected to tell but teachers do not always tell, so then you've got the teaching assistants frustrated because they do not know what's happening.
Esme teacher 3	systemic factors\school factors\negative school environment\separation	Other factors as well, as I said, the school was very, very, set up very differently. The school were very, em, very em straight away like making you know like 'the teaching assistants are there, teachers are here' and I don't think that it helped because then, obviously, the same as someone would put me down and you know, we're not, we're not being treated equally.

Esme teacher 3	systemic factors\school factors\negative school environment\separation	<p>The school atmosphere can affect...</p> <p>I. Mm.</p> <p>P. Em, if management is making it very strict that 'teachers are here or teaching assistants are here' that I have experienced as well, that even during lunch time people wouldn't be sitting at the same table.</p> <p>I. Mm.</p> <p>P. And you would have that all the teaching staff was in one corner. There was a huge gap because there was like, the tables were together going through the whole staff room and you would have teachers on one side and it would be 'gap' and you would have all the office staff or teaching assistants on the other side. For me it was always like ridiculous, ridiculous. But it's just, the way that also like, as I said the management deals with these things, can impact.</p>
Kate teacher 2	systemic factors\school factors\positive school ethos	And it's how we deal with that and I think the ethos of the school is centred around, you know, respect and kindness and all of that to each other.
Janelle TA 3	systemic factors\school factors\positive school ethos	But I experience other places where not good but still.
Janelle TA 3	systemic factors\school factors\positive school ethos	Em because everyone work together. They support each other. And you know the headmistress is lovely as well. I mentioned that, she's lovely. It's nice when you are all heading the same way. You know, you like that.
Kate teacher 2	systemic factors\school factors\positive school ethos	Em, well I think the whole school builds a good ethos, the working ethos for everybody.
Clara TA 1	systemic factors\school factors\positive school ethos	in general the school...the staff...there is a sense of respect and friendliness and a sense of valuing the values that's in question and that has helped. That really has helped. Everyone has a sense of you know going beyond their role
Nora teacher 4	systemic factors\school factors\positive school ethos	it's a caring school. It's very, em, very caring.

Janelle TA 3	systemic factors\school factors\positive school ethos	It's a good atmosphere, good relationship and you can tell the TAs and the teachers they all get on, that's good.
Clara TA 1	systemic factors\school factors\positive school ethos	The values of the school. You want to encourage the children to put that into practice.
Zara TA 4	systemic factors\school factors\positive school ethos	This school's quite easy going.
Clara TA 1	systemic factors\school factors\positive school ethos\Christian school	Because we are a Christian school and I think she has shown that you know, that she is sorry about that and her behaviour is always respectful towards me to date.
Nora teacher 4	systemic factors\school factors\positive school ethos\Christian school	Em, a lot of the TAs here are religious and are members of that sort parish church and go there regularly and sort of. They've grown up around here and they brought their children up around here. I think that all adds to that sense of kind of looking after each other a bit more. There's a little bit more in it, in the community than just being a place of education.
Nora teacher 4	systemic factors\school factors\positive school ethos\Christian school	Yeah but I think because it's a Catholic school em, I think that a lot of the sides, our pastoral side comes from that, all these, all this other stuff we do outside of the curriculum, around being a Catholic school and caring and talking about loving each other all the time. Em, a lot just filters through just naturally.
Janelle TA 3	systemic factors\school factors\positive school ethos\good headteacher	And you know the headmistress is lovely as well. I mentioned that, she's lovely
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	because the head teacher is lovely and in general the school...the staff...there is a sense of respect and friendliness and a sense of valuing the values that's in question and that has helped
Tom teacher 1	systemic factors\school factors\positive school ethos\good headteacher	Every time I've gone to them for advice or for anything from lesson plans to behaviour strategies, to, I don't know, planning trips, they've always been very supportive but I respect them as really competent teachers

Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	I don't know where it came from but somehow it has to be from the head somehow.
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	it's something to do with the head, maybe it's a sense of her not constantly... She does do monitoring with the teachers to find out if they've been meeting the standards and stuff like that but she's not constantly trying to press on the teachers, only if she's like realising the teacher's having difficulties
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	She makes herself available somehow
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	She's more into someone who knows what they're supposed to be doing and is just doing it. She doesn't feel the need to come and look to see 'have you done this?' because she's expecting that you're doing it.
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	she's really a very lovely person, the head teacher, and I've never seen the head teacher show favouritism to a particular TA. She's just showing everyone the same respect
Clara TA 1	systemic factors\school factors\positive school ethos\good headteacher	the head has, what I've gathered from the head, the head teacher seems to be someone that thinks and values individuals that can be independent and be hard working, self-monitoring the role and what they're doing and she's not constantly trying to monitor what you're doing because she's expecting that you're doing your role
Esme teacher 3	systemic factors\school factors\positive school ethos\not seperated	here everyone is like it doesn't matter because everyone is talking to everyone so
Esme teacher 3	systemic factors\school factors\positive school ethos\not seperated	It's every, every Monday before school and it's everyone in so everybody is on board and everybody is informed of what's going on. You're not like in some schools, it's only the teachers and then you are expected to tell but teachers do not always tell, so then you've got the teaching assistants frustrated because they do not know what's happening.

Zara TA 4	systemic factors\school factors\positive school ethos\not seperated	it's not like TAs and support staff over here and teachers over here.
Kate teacher 2	systemic factors\school factors\positive school ethos\not seperated	there are mixed lunches so sometimes, you know, it's not like the staff room is teachers' only or TAs' only, you know, there is a mix of that
Nora teacher 4	systemic factors\school factors\positive school ethos\not seperated	there's some that's together and that's all, well that would be kind of inset day training, we do a lot of that stuff together.
Kate teacher 2	systemic factors\school factors\positive school ethos\not seperated	Yeah, I think so and the meetings, you know, when we have our mission development days, things like that where we all come together, when we all talk about what's best for the school and how we, you know, do things and the TAs will talk about their experiences with the children and share that with us. Em, you know, and we're aware that they have a lot of impact on the children and have a lot of understanding of what goes on outside of a classroom in the lives of the children.
Esme teacher 3	systemic factors\school factors\positive school ethos\small school	Eh and it was always like that. It's not like with the teacher but they are separate. Here, it's not. There's a different atmosphere also because the school is smaller. I. Mm. P. So it's a different atmosphere. It's not like as strict like who is above or...you know, we tend to be quite chatty, all with each other. There's not like 'I'm a teacher, not...' which you can come across. There are some schools that you will have people that won't even say "good morning". You're not a teacher, I'm not saying "good morning", which I think is appalling. It doesn't matter what you do, it's just, you know.
Esme teacher 3	systemic factors\school factors\positive school ethos\small school	I think it's like as I said, probably because it's a small environment and everybody knows each other and everybody's like you know. It's different from like huge school like I was and you don't even know everybody by name, it's like ok who's that? so it's just you know.

Esme teacher 3	systemic factors\school factors\positive school ethos\small school	very nice, it's completely different because it's smaller. It's one form entry so it's a different atmosphere. Everybody knows each other. If you are in a big school, like I was three form entry, from infants, not only juniors, from infants. So, yeah, it's lovely.
Kate teacher 2	systemic factors\school factors\TA deployment	And how many TAs do you have in the class? P. Two.
Nora teacher 4	systemic factors\school factors\TA deployment	At the moment, I've got one TA an em two sort of SSAs, one-to-ones
Marta TA 2	systemic factors\school factors\TA deployment	But I haven't really felt, I didn't feel welcome in there, if you know what I mean because the place is not big enough for all assistants and not all assistants were there so I wasn't sure if I was meant to be there or if I'm just in the way or maybe it's just the teachers or the assistants that were there, they've been in the school for like twenty years, so they are kind of part of you know...they are part of more teachers than assistants. So that kind of felt awkward. I went a few times and I said no I don't really think it's eh....Maybe I shouldn't be there.
Marta TA 2	systemic factors\school factors\TA deployment	Half a day in Year 2 in the morning and half a day in Year 1 in the afternoon so I'm split in half.
Marta TA 2	systemic factors\school factors\TA deployment	I'm actually in Year 1 and Year 2 and in Year 2 I'm supporting a boy who is probably a bit hyper.
Marta TA 2	systemic factors\school factors\TA deployment	I'm switching from class to class. I'm not there every day. I don't know what they've done yesterday in the morning because I'm not there but they expect me to know
Mya TA 5	systemic factors\school factors\TA deployment	last year, well she didn't have much adults in the class and then this year it's like so many...

Esme teacher 3	systemic factors\school factors\TA deployment	One is there all the time and one is popping in for some sessions.
Esme teacher 3	systemic factors\school factors\TA deployment	she's usually for the afternoons, not the whole week because she supports Year 1, Year 1 and Year 2 maybe, a few hours in year 2, but Year 1, so she is split in between us so I, I had to arrange the timetable according to where she can come so I can do English and Maths so she can support that group.
Mya TA 5	systemic factors\school factors\TA deployment	So there is four adults in the class and sometimes she may need to talk more to them than to me.
Mya TA 5	systemic factors\school factors\TA deployment	So, sometimes it can become quite a lot with too much adults in the class but em, you can see the need for it.
Mya TA 5	systemic factors\school factors\TA deployment	sometimes I think there are times when I can see for the teacher it becomes a bit like too much. Do you know what I mean and especially if you have like two special needs, they might be talking to each other and one of the kids, which is quite loud
Marta TA 2	systemic factors\school factors\TA deployment	that's what I'm not really sure. Because I was never told whether I could take part in those meetings or not. I took about...I went there for about you know two or three times I've been there and I've seen teachers and assistants as well but there's never all assistants there so I wasn't sure if I'm really supposed to be there
Zara TA 4	systemic factors\school factors\TA deployment	There's em an SSA, that comes in, there's a statemented child, that works in there but she gets pulled out a lot to do different, like work with different children and things like that so, there should be three of us but quite often there's only two.
Nora teacher 4	systemic factors\school factors\TA deployment	Yes, it's a lot of adults, a lot of adults of in the classroom and I yeah, that is a big resource, which I don't, it's not used. I don't use it to the best of effect.

Nora teacher 4	systemic factors\school factors\TA deployment\time to build relationship	But I think we're probably getting there, we're closer to that point now, after a term, so you know, we've still got two terms left as well.
Esme teacher 3	systemic factors\school factors\TA deployment\time to build relationship	Em, well with [TA], definitely it's much closer because with [TA], we see each other every day and like I said, we start like, she comes eight twenty, eight thirty, em, so we will have the forty minutes before the school starts so we have a chat. I. Yeah. P. Em, [2nd TA] doesn't come because she's not allocated as my teaching assistant. She's just allocated as a support that comes in.
Kate teacher 2	systemic factors\school factors\TA deployment\time to build relationship	I think within your classroom, you've got to build your own relationships, you know, I mean I won't have the same relationship with the TAs in this room that I will have with the TAs that work in the other classrooms because I. Yeah. P. I'm not working on a daily basis with them if you know what I mean and you don't have that time to do that.
Tom teacher 1	systemic factors\school factors\TA deployment\time to build relationship	I'm still trying to do it in this class but eh hopefully by Christmas, I'll have everything in place.
Nora teacher 4	systemic factors\school factors\TA deployment\time to build relationship	It can. It can take time but, but yeah. So, in some ways it is good to kind of have the same TA. Yeah, in some ways that's good and that's useful but in other ways it might not work and in that case it would be bad to have the same TA every year.
Tom teacher 1	systemic factors\school factors\TA deployment\time to build relationship	like the TA I had last year, maybe not after the first term but maybe after the middle term of Autumn, em, he began to understand how I worked. He just knew what I liked, what I expected and that's through modelling, you know through leading, doing it first and then showing him after.

Nora teacher 4	systemic factors\school factors\TA deployment\time to build relationship	<p>m can have with each other?</p> <p>P. Em, yeah, it's difficult because you wouldn't, sometimes it does need, you need to be working together for a long time to kind of get that kind of, just intuition, just knowing what, when I say something, very limited, very quickly, very briefly, they know what I mean.</p> <p>I. Mm.</p> <p>P. So ideally you want to get to that point because you don't have the time to kind of go through everything in detail, em, yeah just, just knowing, being confident. Everybody's being confident in their own, their own work, what they're doing, their role and is able to just get on with it, without any kind of drama</p>
Nora teacher 4	systemic factors\school factors\TA deployment\time to build relationship	<p>m, this TA came up with the class, which em, well for various reasons, which I think is nice. I think that's good for the class, something to maybe look at doing more regularly because it's also kind of good for the, some teachers get, kind of very stuck in their ways if they've got the same TA every year and they're not sort of thinking about doing things.</p> <p>I. Mm.</p> <p>P. It's not so much of an exchange then, sharing of kind of ideas and approaches.</p>
Marta TA 2	systemic factors\school factors\TA deployment\time to build relationship	<p>maybe it's just the teachers or the assistants that were there, they've been in the school for like twenty years, so they are kind of part of you know...they are part of more teachers than assistants.</p>
Clara TA 1	systemic factors\school factors\TA deployment\time to build relationship	<p>Well it's just maybe...I don't know if it's something to do with by this stage...I have grasped</p>
Marta TA 2	systemic factors\school factors\TA deployment\time to build relationship	<p>Yeah they're not taking I think enough time to be actually, to build the relationship between, you know, teacher and assistant, so if they did, I think you know our life would be much nicer</p>

Tom teacher 1	systemic factors\school factors\TA deployment\time to build relationship	You know you can't really teach it. You have to develop it.
Tom teacher 1	systemic factors\school factors\TA working hours	And I remember the feeling in one school I worked in, I'd just sort of get in get out because I started at nine fifteen. My contracted hours was to three fifteen. The kids were dismissed at half past three sometimes. But I'm here "you're not paying me anymore so I'm leaving." You know just like, you know it's true.
Kate teacher 2	systemic factors\school factors\TA working hours	Both of them are in at half eight, which is great. So, before class starts, I'll talk to them about what we're going to do
Tom teacher 1	systemic factors\school factors\TA working hours	But anyway, sometimes I asked the team to stay fifteen minutes of your time. To stay behind. Let's talk about what happened today, because I had to log something in the records. But you know, they nearly always stayed. They know that I don't ask this of them all the time.
Esme teacher 3	systemic factors\school factors\TA working hours	But she will very often stay after school and have a chat for twenty minutes, half an hour, how, how it went and what worked and who can cope within her group, who can do it independently.
Tom teacher 1	systemic factors\school factors\TA working hours	but some days, especially when I was teaching in an SEN school, I'd say "Guys, let me keep you for fifteen minutes" and they all stayed
Indie teacher 5	systemic factors\school factors\TA working hours	Em, if I give her my plan, she'll go over and look over it over the weekend and come up with her own ideas.
Esme teacher 3	systemic factors\school factors\TA working hours	Em, she comes early as well. She comes earlier than she's supposed to be so yeah

Clara TA 1	systemic factors\school factors\TA working hours	Everyone has a sense of you know going beyond their role. So for instance every day I'm actually going beyond 3.30 but yet I'm not getting paid for that time but I don't...I just go beyond...It's just something that happens naturally and it's not like a sense of like 'oh I'm just really upset that I went past my time and I need to get my pay back'. You don't have that sense like that.
Clara TA 1	systemic factors\school factors\TA working hours	hat's part of my time. But during that time, the kids are not in until 9.15 so during that time, the teacher's in her classroom, she's probably doing her preparation for her lesson, I will give her feedback on what's happening
Esmé teacher 3	systemic factors\school factors\TA working hours	I can't hold them against it, you know but you've got people that em, they're doing more beyond their, you know, so yeah, I'm lucky.
Mya TA 5	systemic factors\school factors\TA working hours	I come in at nine and finish at three thirty-five. That's what I'm paid for and I always think if I had that extra half an hour in the morning, that it's paid for and that you come in, do you know you could have a better relationship with the teacher and it's not just the running of the classroom, rushing and you know because not everybody can read others very quickly and easily and know what they want so I think that extra communication so you shouldn't be hired for those specific hours. You should have that extra time where you can plan with each other and talk to each other.
Esmé teacher 3	systemic factors\school factors\TA working hours	I had one in one of my previous schools that was taking work home and like doing displays or painting or something else so.
Clara TA 1	systemic factors\school factors\TA working hours	I work full time. I work from 8.30. to 3.30 and I also do after school club.

Marta TA 2	systemic factors\school factors\TA working hours	I'm actually involved in a quite a few roles, which wasn't specified in the actual contract but they kind of came as I went along so they kind of added on more as I was...because the speech and language therapy was you know just something which I didn't actually expect to be taking part in but yeah.
Clara TA 1	systemic factors\school factors\TA working hours	I'm always thinking of that because I recognise most of my days, if you think about it, that I work from 8 to 3.30 I need to be in an environment where I'm comfortable. Most of my days are spent kind of like in work and it should be enjoyable.
Tom teacher 1	systemic factors\school factors\TA working hours	I'm here from seven o'clock. When they come in at nine o'clock or a quarter past nine, I've already been here for two hours.
Tom teacher 1	systemic factors\school factors\TA working hours	It is, it is really, like last year as well, my TA actually came in at half eight and left at four o'clock or a quarter past four, I think it was. I can't remember now but that, those minutes were vital.
Nora teacher 4	systemic factors\school factors\TA working hours	it's better this year because em, R does come in a bit earlier, the previous TA, there was no time cos she had other jobs and would be out of the class a bit more and had other jobs before school. So she is really good because she does give a bit more time but it's always, always very rushed.
Zara TA 4	systemic factors\school factors\TA working hours	Like as long as I know what I need to do, I can usually fit it in my day. If I can't fit it in that day, then I'll try and make sure that I fit it in the week, sort of thing. Like if there's a display that needs to go up, she says to me "there's a display that needs to go up", I mightn't be able to do it that day but I'll make sure that it's done that week.
Esme teacher 3	systemic factors\school factors\TA working hours	She was staying over time so she was staying very often till five thirty where she finishes at three thirty so to just make sure that we are on top of everything so yeah, no. it's just, yeah, she's fantastic.

Kate teacher 2	systemic factors\school factors\TA working hours	So you've time to kind of get that organised and get ready for her for the day.
Kate teacher 2	systemic factors\school factors\TA working hours	they're paid. They're paid from eight thirty and we'll set up, you know, activities obviously for the whole class.
Tom teacher 1	systemic factors\school factors\TA working hours	This year both my TAs come a bit later. They come in after nine sometimes. It's very hard to touch base, to catch up how yesterday went. They both leave at half three. There's no time to reflect so when I see them is when I see them and if I want to do something new, it's very difficult.
Esme teacher 3	systemic factors\school factors\TA working hours	we start like, she comes eight twenty, eight thirty, em, so we will have the forty minutes before the school starts so we have a chat.
Tom teacher 1	systemic factors\school factors\TA working hours	we used to discuss ideas. He came in a bit earlier. We used to discuss ideas. I told him my plan for the day and I
Tom teacher 1	systemic factors\school factors\TA working hours	Well if it was possible to contract everyone to an earlier start to the day or like I said before at least once a week. That would be very beneficial.

Esme teacher 3	systemic factors\school factors\TA working hours	<p>Well it's even difficult to say about the relationship because you've got someone, who is like, you're already in and they usually started already when the kids were in. In my previous school, the kids were coming in at twenty to nine while the teaching assistants were coming in a quarter past nine. So, I'm already in the middle of something so I can't even, just "good morning, good morning" and we are already doing guided reading so we've already started. She would be picking up and then it's like you know, just English, then it's the break which she's got a break. You don't even have, it's really difficult to even call it a relationship.</p> <p>I. Mm.</p> <p>P. It's pretty much and then you are, three o'clock they were finishing and you finish, you let the kids go at three fifteen so you can't even say anything at the end of the day because they are already gone.</p>
Esme teacher 3	systemic factors\school factors\TA working hours	<p>You can have, you can have people that are very, em, you don't even have time to explain to them what they're supposed to do because you don't really meet with them.</p> <p>I. Yeah.</p> <p>P. Because they'll be like "well that's the time that I'm supposed to go and I'm going"</p>
Tom teacher 1	systemic factors\school factors\TA working hours	<p>you do get some people just want to walk in and walk out, you know and that's a drain on resources.</p>
Tom teacher 1	systemic factors\school factors\TA working hours	<p>You know, for them to come in ten minutes earlier and leave ten minutes later, that's never a bad thing.</p>
Indie teacher 5	systemic factors\school factors\time to communicate	<p>At one point during the day she'll feed back to me or straight after the lesson or she'll leave notes for me in the book so that when I'm marking, I can see what she's, what comments she's made for that child. Yeah so I do find she always, she always makes time for that or if it's important she will, she expects me as well to come and speak to her, you know.</p>

Kate teacher 2	systemic factors\school factors\time to communicate	Both of them are in at half eight, which is great. So, before class starts, I'll talk to them about what we're going to do, if anything's come up em that they've had a difficulty with or something they've noticed about the child, we'll talk about then and plan what we're going to do for the day. If there's anything that's changed, some of the children will need extra support in that, particularly the boy with autism. If something changes in the day, he finds it quite difficult so we'll talk about that and how we're going to manage that. So yeah, in the morning and during assembly times.
Tom teacher 1	systemic factors\school factors\time to communicate	But I'm not very...I don't think she did it last year, recorded the amount of support. So, I have to ask her. This interview takes at least five minutes and it's five minutes of my time as well.
Esme teacher 3	systemic factors\school factors\time to communicate	But she will very often stay after school and have a chat for twenty minutes, half an hour, how, how it went and what worked and who can cope within her group, who can do it independently. She will always em, write down notes in their books as well.
Mya TA 5	systemic factors\school factors\time to communicate	em in the morning, she always has everything prepared and she will, do you know if they're coming a bit early, she will make some time and make sure that she speaks to them "can you make sure that this is what you're doing today?" and "this week I want this for maths" or "can you make this book with him?" and "can you do this and that?"
Clara TA 1	systemic factors\school factors\time to communicate	I am here by 8.30. Between 8.30 to 9.00 I have that time where I can discuss information with the teacher
Nora teacher 4	systemic factors\school factors\time to communicate	I'd be grateful if you if you could do this. If we could find some time at the end of each day to just quickly go through how things went"

Zara TA 4	systemic factors\school factors\time to communicate	if I need to say anything about groups I'm working with, then I do that at the end of the lesson, at the break time or em if the lesson's finished and they're putting their books away and whatever, then I might say things to her then if I need to
Indie teacher 5	systemic factors\school factors\time to communicate	It is sometimes difficult because it's the, with any kids, if I'm really busy, having a really stressful day and someone's coming to speak to you about a certain thing, you just have to make sure that you do just stop. It sometimes is difficult to always you know, be able to go through what the other person wants to but I always try and make an effort with, obviously with Nancy because she's just so, you know, she's so important to me and the kids.
Esme teacher 3	systemic factors\school factors\time to communicate	she asked straight away was like "so when can we meet up for the...?" and I was like "yes". So, I said "yes, Thursday" because then I'm after my PPA so I've got you know, planning and everything is freshly done. So, I was like, yes Thursday, so Thursday's usually the day that we'll sit down after school and like go through whatever needs to be done but I'm not even sure if it's, if it's specifically allocated
Mya TA 5	systemic factors\school factors\time to communicate	She had to go to the dentist and I remember she said to me something about her teeth while we was passing around the shelves in the classroom but I couldn't remember exactly what she said. I. Mm. P. So we must have passed each other again through lunch. I said "oh but what's it with your teeth you told me?" so it's almost like I remind her so she might give me a little bit and in case she forgets, then I can still remind her.

Clara TA 1	systemic factors\school factors\time to communicate	that's part of my time. But during that time, the kids are not in until 9.15 so during that time, the teacher's in her classroom, she's probably doing her preparation for her lesson, I will give her feedback on what's happening like in his numeracy or in his literacy or something I found like that was really fascinating about him not able to learn a particular subject
Tom teacher 1	systemic factors\school factors\time to communicate\sytem/ allocated time	If you get two days in the week, or even one day maybe, let's not be greedy, one day in the week, we can actually sit down, maybe on Monday and you can explain exactly what's going to happen that week and then touch base on Friday. You know, "this is what happens." And, prepare your plan for Monday. And that's not asking a lot, you know.
Esme teacher 3	systemic factors\school factors\time to communicate\sytem/ allocated time	It all depends on the, some schools will give you the time so sometimes we had like the, we had half an hour. Eh in one of the schools that I was in, we had half an hour per week to sit down with our TAs and go through it. Em, but not every school's doing it so as I said, it depends.
Tom teacher 1	systemic factors\school factors\time to communicate\sytem/ allocated time	Monday set it up. Friday reflect. Monday set it up. Friday reflect. But you need something at times, you know.
Tom teacher 1	systemic factors\training	. To have a bit more control but then if all TAs were trained and highly competent and you know, could do the job effectively, then there wouldn't be a problem. So going to the root cause, it's still training of staff.
Nora teacher 4	systemic factors\training	But we've never really done any together. I mean, which would be useful, it would be useful to do more training together, apart from kind of inset days.
Tom teacher 1	systemic factors\training	So I think training of staff is paramount in all schools

Nora teacher 4	systemic factors\training	there's some that's together and that's all, well that would be kind of inset day training, we do a lot of that stuff together. Then, there's also separate training for support staff that M runs, quite a lot, I think there's a good amount for TAs, and then kind of separate for teachers.
Marta TA 2	systemic factors\training	there's this expectation of us to know everything but you can't be expected to read minds but that's what they expect you to do.
Tom teacher 1	systemic factors\training	You've really got to sell it. That's my training, you know. You have to sell it. Everything you do, you want them to stand up on the chair, you get up on the chair first and show them exactly what to do but you sell it. The thing is some TAs may think that's the teacher's job to be that energetic.
Tom teacher 1	systemic factors\training\ability to work with other adults	But it's just knowing people.
Tom teacher 1	systemic factors\training\ability to work with other adults	There were some really creative, creative lessons and "how did you think of that" and you know "you're going to be an amazing teacher" and then they'll get cause for concern or whatever because they're not getting on with the staff because they lack that
Indie teacher 5	systemic factors\training\experience makes a difference	Em, she's been working at the school a lot longer than me so she's just, she's made our class prayer book without even me having to suggest it

Mya TA 5	systemic factors\training\experience makes a difference	<p>I think because of em the experience of the teacher I've got at the moment. She's a lot more experienced. She's a lot more, she's a lot more know what she wants, more focused more do you know, she knows what she wants to put across with the children whereas the teacher from last year, she was still in, she was just in her year of graduation still so she was learning so and she was quite younger do you know? I think it was a lot more that she was learning and she didn't have experience.</p> <p>I. Mm.</p> <p>P. So we could talk more and have more of a laugh but then I think in I think in the classroom when we had to do things, things were a little bit more chaotic you know.</p> <p>I. Yeah.</p> <p>P. Do you know so it was that kind of, so I think working with, I'd rather work with somebody who knows what they're doing.</p>
Mya TA 5	systemic factors\training\experience makes a difference	<p>I think em working with a teacher who knows what she wants and she knows what she's doing, I think there's less stress in the room. If you're working with a teacher who is new and is not sure what she wants and, and is learning and it can be very, if you haven't got a very tolerant personality, the relationship can go wrong</p>
Kate teacher 2	systemic factors\training\experience makes a difference	<p>I think the longer you're teaching, sort of, the better developed you become at managing other people as well and I think that, you know, takes time and experience and also your kind of understanding of their role, em develops as well, the longer you're teaching. You know, we're all out for the same thing and sometimes that can be difficult, I know for some of the new teachers or teachers starting out at first, particularly when they're new to a role.</p>

Zara TA 4	systemic factors\training\experience makes a difference	I've had a really good experience with the teacher that's in Year 6 now. We worked together in Year 4 and she was like, it was her first year. She was a qualified teacher though, so...
Zara TA 4	systemic factors\training\experience makes a difference	It's quite panicky cos she's an NQT
Zara TA 4	systemic factors\training\experience makes a difference	Like am I doing enough work or should I be doing something different? So, I think it is easier, if you, if you've got, if you can work with a fully qualified teacher but then everyone needs to train, so...
Indie teacher 5	systemic factors\training\experience makes a difference	obviously being an NQT it helps a lot having an experienced teacher in the, in the classroom with you.
Indie teacher 5	systemic factors\training\experience makes a difference	she sort of, she knows the procedures of the school. She knows em what's expected. She knows a few things that someone coming into the school might not know, like an RE portfolio and how to do that. She's well known in the community. Yeah she's just got a good sense of belonging to the school. I. Yeah. P. And she's like a wealth of information.
Indie teacher 5	systemic factors\training\experience makes a difference	She's really experienced and she has sort of been like a life line to me.
Tom teacher 1	systemic factors\training\experience makes a difference	When you're alone, it's very hard. With the TAs on board as well, you know like, depending on their experience.
Mya TA 5	systemic factors\training\experience makes a difference	You know, think about it and so it was a completely different relationship.
Tom teacher 1	systemic factors\training\management training for teachers	But I say more managerial skills training for the teachers and more training in the conditions and actual teaching for the TAs, for the teachers and TAs, yeah.

Tom teacher 1	systemic factors\training\management training for teachers	Maybe teachers should really go on management courses but I think teaching should be as well respected and there should be continuous training like there are for doctors or lawyers because you know, a teacher encompasses many, many jobs. We're in the care profession and I believe that if you lack managerial or leadership skills, the kids will copy you. So if you're shouting people down all the time, the kids will copy you. So, you have to be very diplomatic but knowing how to outsmart someone is slightly better than crushing them.
Tom teacher 1	systemic factors\training\management training for teachers	No. I can safely say, I can honestly say when I completed my PGCE there was possibly half an hour, an hour on em reporting, managing staff. In my teaching and learning book, I remember we covered it, discussed it but then em you know talking about theory is one thing and em trying to implement it is another, especially it's just people are people you know. What may work with one person may not work with another so there wasn't much in terms of that area so everything I learned in guiding people, leading people is from experience.
Tom teacher 1	systemic factors\training\management training for teachers	You know you can't really teach it. You have to develop it. But ah no, but even normal things like a management course or courses in leadership or read up on books to help you do this. I. Yeah. P. Small things like that. They all help. They all help. Because it is a responsibility, a massive responsibility
Tom teacher 1	systemic factors\training\TAs need training	. To have a bit more control but then if all TAs were trained and highly competent and you know, could do the job effectively, then there wouldn't be a problem. So going to the root cause, it's still training of staff.
Tom teacher 1	systemic factors\training\TAs need training	And like I said at the beginning, training in specific conditions. That would make life a lot easier. A lot easier.

Tom teacher 1	systemic factors\training\TAs need training	But anyway, they cost a lot of money and the thing is, if they're not well trained, if they don't know what they're doing, then it's a waste of money. It is a waste of money and sometimes I walk the school, saying "you're a waste of money."
Tom teacher 1	systemic factors\training\TAs need training	But I say more managerial skills training for the teachers and more training in the conditions and actual teaching for the TAs, for the teachers and TAs, yeah.
Tom teacher 1	systemic factors\training\TAs need training	I don't know whether it's because I was in SEN and had a team of five or six TAs really challenging the students and I really had to coordinate and make sure they were well trained before they even fitted in my classroom.
Tom teacher 1	systemic factors\training\TAs need training	I knew that she was the key to the class because I knew that once she was trained she could lead my lessons
Tom teacher 1	systemic factors\training\TAs need training	I think a good, solid training course for TAs with certain hours and they know and they have these structured hours every week
Nora teacher 4	systemic factors\training\TAs need training	one of them is, em, is agency staff so she's sort of long term supply so it's kind of odd because she's been there for such a long time now, but there's no obligation, em there's no obligation from, where the school are concerned, to provide her with any CPD and training that would be really really useful and beneficial.
Kate teacher 2	systemic factors\training\TAs need training	sometimes the TAs will be working with children who can be difficult and I think they need support with that because sometimes you know, they're not trained in those specific needs

Tom teacher 1	systemic factors\training\TAs need training	they have many roles, to support the class teacher you know...in terms of why they're employed, funding one to one to support, to interpret the language or to break down the lesson for the student but sometimes they need training on how to do this as well but you know they're there so they can access the learning but you know that takes many guises, many fronts to...It's being skilled enough to...It's to know, it's to you know, some of them aren't as skilled in breaking down instructions, maybe they don't really understand the instructions.
Nora teacher 4	the nature of the relationship\balanced views\fine relationship	I think it's a fine working relationship. I think it's professional.
Nora teacher 4	the nature of the relationship\balanced views\fine relationship	I think it's going ok. Em, she sort of, she's very good. We get on.
Zara TA 4	the nature of the relationship\balanced views\fine relationship	I think it's really hard to be an NQT in this day and age. It is a lot, it's a lot of observations and a lot of work so, but yeah we get on all right.
Zara TA 4	the nature of the relationship\balanced views\fine relationship	So it's just, "did so and so cope with the work?" "do you think we need to repeat the lesson?", things like that. So yeah, it's fine.
Janelle TA 3	the nature of the relationship\balanced views\fine relationship	the relationship between my teachers and me is fine
Nora teacher 4	the nature of the relationship\balanced views\fine relationship	Yeah it's fine. I think we get on fine. I think she's em, as far as I can tell, happy enough.
Zara TA 4	the nature of the relationship\balanced views\fine relationship	Yeah it's good. It's friendly. It's fine. We've got no problems whatsoever.
Zara TA 4	the nature of the relationship\balanced views\fine relationship\no major problems in the relationship	But yeah, on the whole I wouldn't say there's been, I've never had a major problem. I've never had a teacher that I've never ever got on with, sort of thing.

Zara TA 4	the nature of the relationship\balanced views\fine relationship\no major problems in the relationship	None of them have ever been that bad where they sort of stick in your mind you know, like, probably just maybe you come to work and you're not in the best of moods or you're extra tired or, I don't know, it's just someone's maybe a bit short tempered and it's just basically, I've probably blown up at someone if I think they're talking to me like, I don't like people saying to me like em, "I asked you to do this and you haven't done it, blah blah" and not giving me a chance to explain, sort of why, maybe I haven't got around to it yet. But is just, it's nothing major
Zara TA 4	the nature of the relationship\balanced views\fine relationship\no major problems in the relationship	We've got no problems whatsoever.
Zara TA 4	the nature of the relationship\balanced views\fine relationship\no major problems in the relationship	Yeah. I've never needed to go into the head teacher or senior management and say like "oh God, like I've got a problem, blah blah blah". I've never had to do that. So yeah I can't really think of anything like majorly.
Mya TA 5	the nature of the relationship\balanced views\mixed views	<p>And then you think to yourself, ok. I bite my tongue and I'm not going to, you know but then, and then there were times when she will have to be supervised or she would be doing something and sometimes I see her looking at me like 'am I doing the right thing?' and I'm like "don't worry you're doing good. Don't look at me. You know it, trust yourself" and like "you are" and you're trying to make sure that, and so, there were those times where she...</p> <p>I. Where she would look to you for reassurance?</p> <p>P. Yes. So, it was a good thing and an awkward thing.</p> <p>I. Yeah.</p> <p>P. So, it was ok. I think it's important to have that support somehow. Even sometimes though it isn't working good, you knew there was somebody there, you know.</p>

Tom teacher 1	the nature of the relationship\balanced views\mixed views	I can bitch and moan about them but having been one, I know how important they are.
Tom teacher 1	the nature of the relationship\balanced views\mixed views	Then they can make, they can make it heaven or hell for you. They can make your job easier or make your job harder.
Indie teacher 5	the nature of the relationship\positive relationship	. I think it's a really positive one. It's one of the most positive relationships I've had with a TA before. I'm lucky to have her.
Mya TA 5	the nature of the relationship\positive relationship	But I think most of the time it works quite good
Zara TA 4	the nature of the relationship\positive relationship	Em, yeah, no I've had...I've never really had a really bad experience to be honest. Em, there's been clashes of personality with some teachers but on the whole, I've been really lucky. I mean, the first teacher I worked with, was that the first one, taught my daughter. My daughter was actually in that class and we got on really well.
Janelle TA 3	the nature of the relationship\positive relationship	I can say I've experienced that for the last ten, eleven years or so because you know, I always seem to have good teachers
Mya TA 5	the nature of the relationship\positive relationship	I think pretty good
Kate teacher 2	the nature of the relationship\positive relationship	I think we...a good relationship. Em, we discuss what we're doing, we talk about, I'll ask them what they feel the children are doing or need or if there's anything more they need and they'll talk to me if there's something that they're not accessing or they're not able to do or difficulties so em yeah, we've good communication and we, you know, get on well and work well in the class.
Zara TA 4	the nature of the relationship\positive relationship	I've had a really good experience with the teacher that's in Year 6 now. We worked together in Year 4 and she was like, it was her first year.

Mya TA 5	the nature of the relationship\positive relationship	it's been pretty good actually because I think we both kind of learn from each other
Mya TA 5	the nature of the relationship\positive relationship	we were both kind of new starting in the school so and she didn't have much experience. Neither did I and we were both kind of finding our feet so it was a bit of a thingy but we still had a good relationship do you know what I mean?
Zara TA 4	the nature of the relationship\positive relationship	Yeah it's good. It's friendly. It's fine. We've got no problems whatsoever.
Clara TA 1	the nature of the relationship\positive relationship\cordial relationship	just my own perspective of thinking of how can I maintain a good relationship has really helped me to em...to keep the relationship cordial when it can be not so.
Clara TA 1	the nature of the relationship\positive relationship\cordial relationship	if there is a cordial relationship between the teacher and the TA, the children can pick up on that,
Clara TA 1	the nature of the relationship\positive relationship\cordial relationship	It's much much much more...much more easy to be in a cordial relationship.
Tom teacher 1	the nature of the relationship\positive relationship\having a laugh	"Oh sir I didn't know that Sir" and "really Sir?" They love, you know they love that drama. They love that back and forth. They feed off it and you know, we eh, this class are nine. For nine-year-old kids to see a thirty-year-old man joke about with another thirty year old man or just have fun learning. I think that's massive.
Nora teacher 4	the nature of the relationship\positive relationship\having a laugh	Eh, it's just necessary, working with thirty children. You need to be able to laugh about them, at them, about things that happen. I. Mm. P. Yeah cos otherwise you'd cry.
Nora teacher 4	the nature of the relationship\positive relationship\having a laugh	Em, yeah but it's just, yeah, to be able to laugh with each other is important for any relationship, to be able to have that bit of humour that bit of fun. Em.

Nora teacher 4	the nature of the relationship\positive relationship\having a laugh	Having a sense of humour I. Mm. P. Em yeah, being able to laugh about things.
Janelle TA 3	the nature of the relationship\positive relationship\having a laugh	I do work with some lovely teachers, you know, and I like them to have a sense of humour as well because sometimes in this job sometimes you have to have a sense of humour or you could go nuts
Esme teacher 3	the nature of the relationship\positive relationship\having a laugh	I only had one teaching assistant like that before, that would go more and beyond and would have a giggle and laugh
Tom teacher 1	the nature of the relationship\positive relationship\having a laugh	if it's a fun relationship and the kids will feed off that, you know they will feed off your emotions. If you come in a bit of a grump. I'm always trying to cheer myself up before they come in. If they see myself and the support staff joking around or you know, bouncing ideas off, this is how you do it and learning should be fun.
Esme teacher 3	the nature of the relationship\positive relationship\having a laugh	It makes a huge difference because if you've got em, we will have a laugh. Very often the teacher from next door that comes like in the morning and she's always like "oh I'm so jealous because I can hear you giggling and laughing and I'm sitting here on my own" and it's always like, it helps you because sometimes you've had a bad day or kids are just you know, all over the place and we can just look at each other and it's just like, oh ok it's like, you know, one of these days or you can have a joke. As I said we laugh so much in the morning or in the afternoon after school. It really helps because it doesn't, it's em, because it's a friendship as well
Janelle TA 3	the nature of the relationship\positive relationship\having a laugh	Or a joke.
Mya TA 5	the nature of the relationship\positive relationship\having a laugh	So we could talk more and have more of a laugh but then I think in I think in the classroom when we had to do things, things were a little bit more chaotic you know.

Esme teacher 3	the nature of the relationship\positive relationship\having a laugh	the kids, knew that we liked each other and it was always like em because we could have a joke during the lesson about something and so you know, we would laugh and then the kids would laugh.
Janelle TA 3	the nature of the relationship\positive relationship\having a laugh	You can have a laugh. Although he's the teacher, sometimes you can have a laugh.
Zara TA 4	the nature of the relationship\positive relationship\lucky to have good relationships	I've never really had a really bad experience to be honest. Em, there's been clashes of personality with some teachers but on the whole, I've been really lucky.
Zara TA 4	the nature of the relationship\positive relationship\lucky to have good relationships	so I can't really comment on a really, like something really bad, cos touch wood that's never happened to me yet.
Esme teacher 3	the nature of the relationship\positive relationship\lucky to have good relationships	So it's very nice. That's why I said I'm quite lucky, you don't always have that.
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	. I think it's a really positive one. It's one of the most positive relationships I've had with a TA before. I'm lucky to have her.
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	And I find she's quite a calming presence for all of us in that classroom.
Nora teacher 4	the nature of the relationship\positive relationship\positive comments about TAs	but she's very keen and eager to sort of help and learn so she's very motivated so that makes it very easy.
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	Em she's just a very calming presence.
Nora teacher 4	the nature of the relationship\positive relationship\positive comments about TAs	Em, they're both very good TAs, they're both very good with the children and have good relationships with em, the pupils.

Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	I know how, how invaluable a good TA can be
Esme teacher 3	the nature of the relationship\positive relationship\positive comments about TAs	oh they're brilliant. I can't imagine, especially like being new at this school, I can't imagine, em you know, having everything organised as I have, without my teaching assistant being there.
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	P. Em, really positive. She's really experienced and she has sort of been like a life line to me. She's very proactive as well. I find that she suggests stuff before I even think about it. Em, if I give her my plan, she'll go over and look over it over the weekend and come up with her own ideas.
Esme teacher 3	the nature of the relationship\positive relationship\positive comments about TAs	She was staying over time so she was staying very often till five thirty where she finishes at three thirty so to just make sure that we are on top of everything so yeah, no. it's just, yeah, she's fantastic.
Nora teacher 4	the nature of the relationship\positive relationship\positive comments about TAs	she's just got to kind of, second guess, I think, what I mean or what I want em which she has done pretty well considering we're new to working with each other, she's done pretty well at doing that so far.
Tom teacher 1	the nature of the relationship\positive relationship\positive comments about TAs	sometimes but the teaching assistant, they are the unsung heroes, underpaid, lack of direction sometimes.
Tom teacher 1	the nature of the relationship\positive relationship\positive comments about TAs	TAs are the unsung heroes.
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs	That's quite hard to have fantastic behaviour when you are covering for someone so actually she does a fantastic job for, you know, for keeping them as great as they are when, when I'm not there.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs	They are a brilliant asset in the classroom because they work with particular children who have needs.

Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	, I've worked as a TA for five years so I'm aware that your TA is just like your right hand, you know
Indie teacher 5	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	I always try and make an effort with, obviously with Nancy because she's just so, you know, she's so important to me and the kids.
Tom teacher 1	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	I knew that she was the key to the class
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	I think having a TA is really important and I think it benefits not only the teacher but also the children massively no matter what the role is really.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	I would like to think that they know they're appreciated and their work is important.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	letting them know that actually there is a big difference and you know, what they're doing is worthwhile and important.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	they know that you know they're an important part of the classroom. I. Yeah. P. And what they do is important and is effective in the children's learning, not just the children they're with but the other children in the class. And I think they're aware of that as well.

Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher considers TA important	we're aware that they have a lot of impact on the children and have a lot of understanding of what goes on outside of a classroom in the lives of the children.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	Em, you know, there's more responsibility or pressure put on me in my role, you know em but they feed into that and help support with that and help me to do the job I'm meant to do the best I can. I couldn't do that sometimes without their support.
Esme teacher 3	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	I can't imagine, especially like being new at this school, I can't imagine, em you know, having everything organised as I have, without my teaching assistant being there.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	I can't, those children can't work without a support
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	I wouldn't be able to, there's no way I'd be able to teach the whole class on a daily basis with those different needs.
Esme teacher 3	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	I'm so lucky. I can't imagine it without.
Nora teacher 4	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	it just wouldn't have been manageable in this school. It just wouldn't be possible, and in Year 2 as well, you know it was a year 3 class so they're a bit older.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	No-one should ever take them away.

Esme teacher 3	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	To have someone, it's like I can't imagine as I said sometimes, especially when you've got, sometimes the diversity between their skills is so huge, like we've got now, we've got the children that are not even on there with their skills for Maths for Year 1 and they are in year three and we've got some that can do the things that Year 5 are doing.
Kate teacher 2	the nature of the relationship\positive relationship\positive comments about TAs\teacher couldn't cope without TA	Yeah, you can't do it, you know. For a classroom to run effectively, I think, you know, you need that support.
Nora teacher 4	the nature of the relationship\positive relationship\similar mindset	and that's what I mean about we've got similar attitude towards teaching and education and the school environment. It is all about the wellbeing of the child, the happiness of the child, their sort of personal and social development. I. Mm. P. more so than if they can solve all these whatever times tables problems or you know, know how to use an apostrophe.
Tom teacher 1	the nature of the relationship\positive relationship\similar mindset	But that, you know, morning meetings, and just making sure you're on the same page and em, explaining exactly em, how you want things done in terms of breaking information down
Janelle TA 3	the nature of the relationship\positive relationship\similar mindset	I like creativity and I like things to be, you know not everything can be perfect but I just like, you know, so I always seem to get teachers like that.
Nora teacher 4	the nature of the relationship\positive relationship\similar mindset	I think we've got a similar attitude towards em learning and towards the curriculum and yeah, current kind of politics within education. I think we're quite similar in our view of what's important and what, and what isn't so important, just through what you can pick up on that, just attitudes, conversations that we've ha

Zara TA 4	the nature of the relationship\positive relationship\similar mindset	I think we've just got the same sort of personality, we're quite, excuse me that's my stomach, both of us are quite laid back and em I think if the teacher's not stressed, then it's a much more easier working environment.
Janelle TA 3	the nature of the relationship\positive relationship\similar mindset	I'll do it because I'm a perfectionist, you see, so I like everything to you know, all the teachers I work with, they are always...I always seem to get teachers like that, I like everything to be precise and I always seem to get teachers that are like that as well.
Tom teacher 1	the nature of the relationship\positive relationship\similar mindset	It's far easier if you have a likeminded person next door.
Tom teacher 1	the nature of the relationship\positive relationship\similar mindset	So when I became a teacher, I knew when I have a team of people, anyway, one TA to a team of six, I'm going to get them as trained as possible so they all know exactly how I think because I knew if they know how I work, my life would be easier
Tom teacher 1	the nature of the relationship\positive relationship\similar mindset	That's em definitely helpful, just because you get to share your ideas and make sure you're both working you know singing off the same hymn sheet.
Kate teacher 2	the nature of the relationship\positive relationship\similar mindset\common goal	And that there isn't, I don't view them as, you know, we all have the role to help the children. That's what we're all doing.
Nora teacher 4	the nature of the relationship\positive relationship\similar mindset\common goal	and that's what I mean about we've got similar attitude towards teaching and education and the school environment. It is all about the wellbeing of the child, the happiness of the child, their sort of personal and social development.
Nora teacher 4	the nature of the relationship\positive relationship\similar mindset\common goal	But yeah, we're there fundamentally for the same reasons but just like different job specs.
Kate teacher 2	the nature of the relationship\positive relationship\similar mindset\common goal	I think, everyone should be, everyone here is working for the good of the children and that's the sort of bottom line of all of our roles.

Nora teacher 4	the nature of the relationship\positive relationship\similar mindset\common goal	We're both there to support the learning but they just, like, I do the planning and the main delivery of that and the assessments and the paperwork.
Kate teacher 2	the nature of the relationship\positive relationship\similar mindset\common goal	You know, obviously, there's slightly different criteria in our jobs. Em but essentially, we're all here to do the same thing.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	But if the adults in the classroom didn't participate, if it was just me. It's just the fact that all the adults, its believable, rather than just me cos 'Sir is just teaching'.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	But that's the you know, once you work as a team, the teaching is more effective because it's more immersive, you know.
Zara TA 4	the nature of the relationship\positive relationship\teamwork	But yeah, hopefully we just like work well together and so for an easier working relationship and then so we've got more time to spend with the children.
Clara TA 1	the nature of the relationship\positive relationship\teamwork	Everything will be perfect because the TA will be looking out for the teacher, the teacher will be looking out for the TA
Clara TA 1	the nature of the relationship\positive relationship\teamwork	how we can overcome that barrier...together
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	I knew I had to have a good team on board and that's important.
Mya TA 5	the nature of the relationship\positive relationship\teamwork	I think it's vital to have a team that works.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	I think the best TAs are the ones that get involved with kids, that really get involved with the kids, know how they think, so they feedback to you – “they're really enjoying this” or “we should go back a step because this went above so and so's head” but you know that, those open lines of communication and just so you develop a feel, feel your spider's web

Janelle TA 3	the nature of the relationship\positive relationship\teamwork	I think they appreciate what I can give back to them as they can to me so you know, we work together really, although I know that they are the teacher.
Janelle TA 3	the nature of the relationship\positive relationship\teamwork	I'm kind of with that child but I explain as well so the teacher kind of, you know, we work together
Clara TA 1	the nature of the relationship\positive relationship\teamwork	If anything happens, I have her. I am there to support the teacher and she is there to support me
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	If you send me in there with a weak team, I probably won't take the class. I'll take the class if I have a strong team but if you gave me a weak team, I'll be like hold on a second, is this even fair?
Clara TA 1	the nature of the relationship\positive relationship\teamwork	it's definitely helpful because two heads are better than one.
Clara TA 1	the nature of the relationship\positive relationship\teamwork	It's working together as a team.
Kate teacher 2	the nature of the relationship\positive relationship\teamwork	just having that open communication really so that they can talk to me, I can talk with them. We can work together, to help the best we can.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	say he or she is stronger with planning, creative, numeracy lessons and taking his idea and then for me to think how can I link this with the literacy, so keeping it within theme
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	so I actually showed them pictures of people training for the army and that was actually the TA's idea as well. It's just things like that, bouncing off each other.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	The thing is some TAs may think that's the teacher's job to be that energetic. I believe it's just more effective if everyone does the same thing, is just as passionate.
Janelle TA 3	the nature of the relationship\positive relationship\teamwork	they always involve me in their planning so, you know, the relationship between my teachers and me is fine because...it's just we work together.

Clara TA 1	the nature of the relationship\positive relationship\teamwork	We discuss his homework, like we pay attention to his homework, how is he doing in his homework, because in this case sometimes he doesn't actually do his homework and if he does do his homework we can tell that someone is actually just doing the homework...it's not him doing it...and thinking of possible ways of how we can overcome that situation. Its just a a matter of like me, because I'm one to one with him whatever I observe I will then feed it back to her if I think that she can give me some insight or just inform her like what's happening with him. And then if she can think of possible interventions or if I have a suggestion then we do what I think or some other alternative or intervention, just to get her agreement upon it because at the end of the day it's her, she's going to have to do the report
Tom teacher 1	the nature of the relationship\positive relationship\teamwork	We're bouncing off each other. You know, "that's a good idea". That's how you build knowledge on top of other knowledge so if I say "Sir do you remember that thing yesterday?" "Good, oh yeah".
Marta TA 2	the nature of the relationship\positive relationship\teamwork	Well I think good collaboration between teachers and children can only result in good teaching in general, so most teachers and students will benefit from our collaboration because then there's less misunderstandings between us and then everything gets done properly and the results, you know, of the pupils will be much better. So I think that cooperation is the key factor. It's the most important, good collaboration
Clara TA 1	the nature of the relationship\positive relationship\teamwork	Well it's just a sense of em being a team player

Tom teacher 1	the nature of the relationship\positive relationship\teamwork	While I picked the lesson with my TA and I explained to him exactly how I wanted things done and he then said "oh this would be a good idea" so then that collaboration was, "and then we will do this" and I was like "ok". We drew up a plan and I tweaked my plan and "ok, this is perfect. You run this section and I then can be over here and then at the end we'll bring them up and I'll get them writing. I'll sort that bit out."
Clara TA 1	the nature of the relationship\positive relationship\teamwork\easier to work well together	And once the atmosphere is relaxed, there is no tension, you can excel.
Mya TA 5	the nature of the relationship\positive relationship\teamwork\easier to work well together	Because if it doesn't work, it will be more stressful.
Zara TA 4	the nature of the relationship\positive relationship\teamwork\easier to work well together	hopefully we just like work well together and so for an easier working relationship and then so we've got more time to spend with the children
Mya TA 5	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	, if we both have a good relationship, the children will, you know work with that as well and it benefits us both, we both will enjoy the class and you know be able to support the children the way they should.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	And rather than saying "ah sir's ok he's a teacher, these adults if they want to sit down and just colour in as well", you know it's not creating the same buzz, there has to be that enthusiasm
Janelle TA 3	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	I enjoy working with the majority of teachers and the teacher I've got now, she's lovely.

Janelle TA 3	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	I like to work with teachers that you can say, you know, kind of have a rapport with.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	It would be a happy classroom. It would be a happier, more productive class
Clara TA 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	It's just working together as a team it's just really good if you enjoy doing the job that's working with children
Clara TA 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	or I found that to be em a teacher I would enjoy working with. I
Tom teacher 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	Or you can say "you take the slack on the numeracy part. I'll do the slack on the literacy and then you do the science. I'll do the history or the geography." And then you can make something amazing.

Tom teacher 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	So, discussions like “do you think if I did this with them, they would like it?”, or “what are your ideas?”, sometimes I will want something a bit more creative, like when we were doing War Horse, we wrote war letters from the trenches and they acted out or they performed an exercise circuit, a boot camp in the playground and then they came back to class as well as if they were soldiers. While I picked the lesson with my TA and I explained to him exactly how I wanted things done and he then said “oh this would be a good idea” so then that collaboration was, “and then we will do this” and I was like “ok”. We drew up a plan and I tweaked my plan and “ok, this is perfect. You run this section and I then can be over here and then at the end we’ll bring them up and I’ll get them writing. I’ll sort that bit out.” The exercise in the playground, that was key. If that experience wasn’t a quality experience, they won’t wouldn’t enjoy this part here and they won’t be as immersed in the thematic teaching that you’re going to war, you’ve got to train. If it was just playing football or running around the playground, we had to make it as realistic as possible so I actually showed them pictures of people training for the army and that was actually the TA’s idea as well. It’s just things like that, bouncing off each other. That is very, very important and there was another lesson. Sorry if I’m rambling.
Janelle TA 3	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	we just work together really and I enjoy working with some teachers.
Tom teacher 1	the nature of the relationship\positive relationship\teamwork\enjoyment from joint working	We’re bouncing off each other.

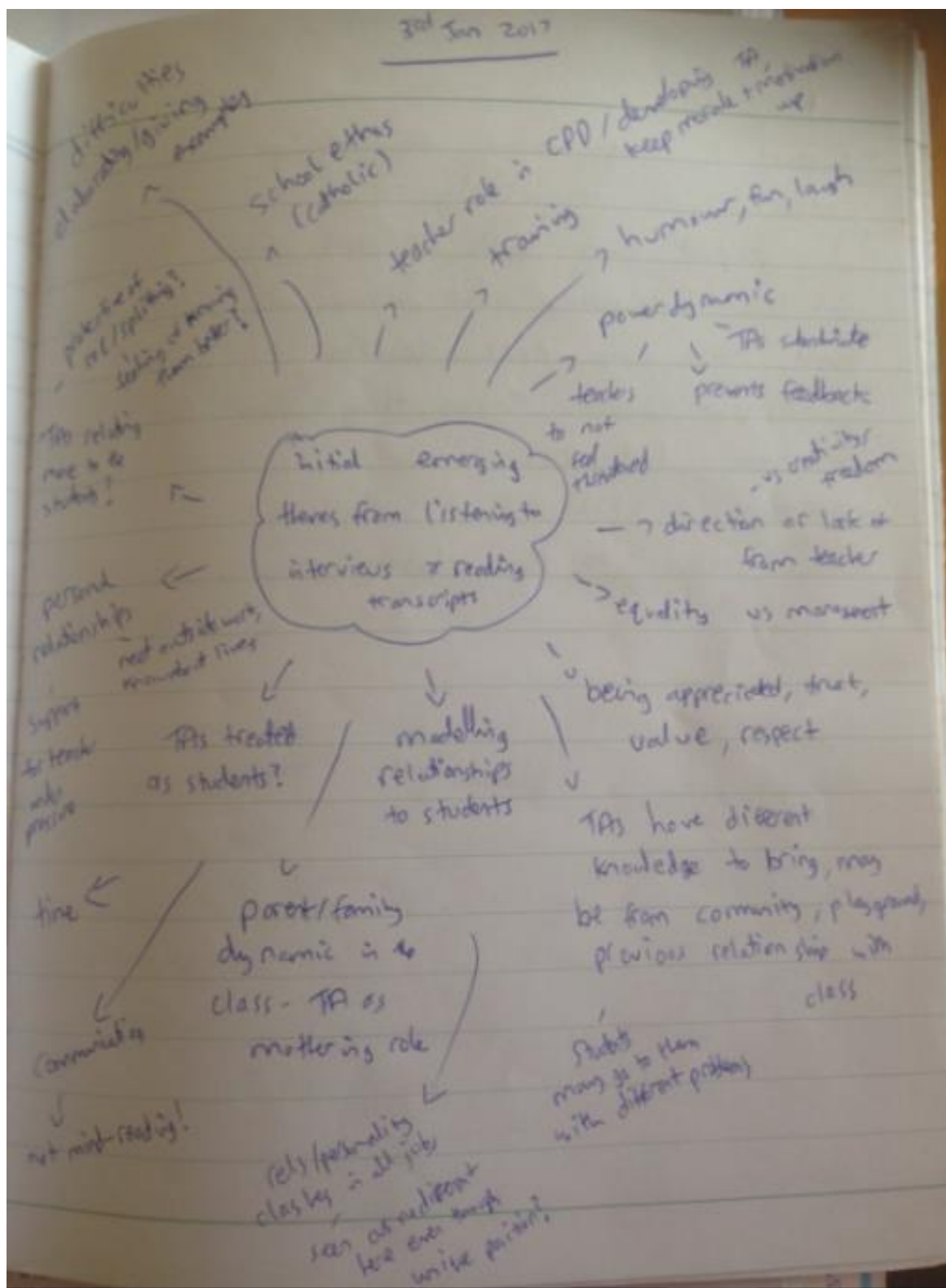
Clara TA 1	the nature of the relationship\relationship difficulties\bullying	the thing I wanted to know was what dialogue she had with herself to think that it was ok to speak to me the way she spoke to me. And she gave me information that my teacher told her to do it (
Tom teacher 1	the nature of the relationship\relationship difficulties\disagreements	And then when they disagree with your strategy or just how you're approaching things that causes friction. That's never a good thing in a, you know in a fluid team or environment like a classroom.
Clara TA 1	the nature of the relationship\relationship difficulties\disagreements	em disagreements, if you're having a disagreement. Obviously cos' we're all human beings we tend to disagree. Sometimes we benefit from disagreements because we can better understand someone's personality when we have a disagreement. Em but it's how you resolve that disagreement can really make a difference.
Kate teacher 2	the nature of the relationship\relationship difficulties\disagreements	I know people have disagreements or you know, sometimes people have personality clashes but that happens everywhere in life
Clara TA 1	the nature of the relationship\relationship difficulties\disagreements	if it wasn't my...my perspective...having a particular perspective...then there would have been a clash in personalities or a clash in disagreements
Zara TA 4	the nature of the relationship\relationship difficulties\disagreements	Like there's been disagreements but nothing that's not been sorted out..
Marta TA 2	the nature of the relationship\relationship difficulties\disagreements	so you get that conversation when she's insisting she's right and she's right and then I'm not going to get into arguments because it's going to get a bit nasty,
Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	being humble under that leadership and that in itself helps em..helps prevent the breakdown of relationships
Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	They don't value your opinions. And then that's when the relationship starts to break down.

Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	because I was spoken to...spoken to that way in front of those children, I will not have their respect anymore. So that's my...that would have been a breakdown.
Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	It has to be done because my feelings are...I see the teacher in a different light. I no longer see her in the way I used to.
Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	just using your initiative. But then that can be broken down if you're not having a good relationship with the teacher
Clara TA 1	the nature of the relationship\relationship difficulties\relationship break down	that difference should not be overtly shown to the children because that can then impact to the way the children could react towards the TAs and that in itself can help break down relationships, it can be breaking our relationships in the children and the TA, as well as the TA and the teachers
Marta TA 2	the nature of the relationship\relationship difficulties\strong negative emotions	but I know I'm actually right so I back off because the conversation's getting to the point where it's unpleasant if I can say it that way and I back off and go away but I know I was right so the situation is just not very nice for us
Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	After I was humiliated, I knew my teacher was not in support of me
Marta TA 2	the nature of the relationship\relationship difficulties\strong negative emotions	And it's really upsetting for me as well because if I knew I would do it right, because this is my...my intention is to do everything right if I can. But when some misunderstanding arises, then I'm like a bit upset that it happened because I know it shouldn't have happened, because it affects everyone's work, the children's learning.
Mya TA 5	the nature of the relationship\relationship difficulties\strong negative emotions	And it's, it can be draining, do you know, but then I knew that's what I was working with so I just had to be like that until the year finished.
Mya TA 5	the nature of the relationship\relationship difficulties\strong negative emotions	because there would be times when you would be more upset. So, let's say if it happened yesterday and it had been the day before and then it happened today again.

Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	I started off by explaining that I felt belittled and I gave my explanation as to why I felt belittled
Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	I've had other incidents but I've let it slide but this one, because it was done in front of four classes of children and the manner in which it was done, I just felt I needed to not, this one can not be ignored
Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	in the long run its just going to frustrate the TA because the TAs will be doing what they're instructed to do and then find it's not working.
Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	it's not just the way she spoke to me, it's just the fact that she spoke to me in front of everyone that's in Year 3 and 4
Marta TA 2	the nature of the relationship\relationship difficulties\strong negative emotions	Like I was unwell for a week and a half and I came back and my teacher never asked me how I was. So it was quite upsetting because I was like...Yeah, I was off for ten days
Janelle TA 3	the nature of the relationship\relationship difficulties\strong negative emotions	so make you feel a bit worthless really sometimes cos you think I know with some teachers they are dedication but we have dedication as well, we just don't go into that profession.
Mya TA 5	the nature of the relationship\relationship difficulties\strong negative emotions	So sometimes it might be like lots of homework things to stick on and do you know, I might have a day like "should we stick them before they put their names? Should we do this?" and then she probably won't have them ready before that. And then when you have the names and you have so many other things to do and then you have to stick the and ugh there's so much to stick now... I. Yeah. P. I should be doing this now do you know? I tried to come and give you an idea and tried to support you and you still can't see it and you think to yourself oh here we go back to square one again.

Marta TA 2	the nature of the relationship\relationship difficulties\strong negative emotions	This is also on what I find you know, upsetting because I think what we do is hard work and we should get more appreciation for it.
Clara TA 1	the nature of the relationship\relationship difficulties\strong negative emotions	When the disagreement happened, I felt like I was eh... humiliated and degraded. I. In the classroom, in front of the students? P. In front of the whole...in front of class...Year three's and Year four's.
Tom teacher 1	the nature of the relationship\relationship difficulties\tension	And then when they disagree with your strategy or just how you're approaching things that causes friction. That's never a good thing in a, you know in a fluid team or environment like a classroom.
Clara TA 1	the nature of the relationship\relationship difficulties\tension	Before I started working with this teacher in her class, I had an issue with her...
Clara TA 1	the nature of the relationship\relationship difficulties\tension	I don't like tension and I'm very sensitive as well because I can pick up on someone's mood,
Mya TA 5	the nature of the relationship\relationship difficulties\tension	I was with this teacher, she will want a specific thing, but then it was harder to read because even if she said "I want to put this up on the board" and I would think "oh I will go and put it up" and then "well I didn't want it like that" and then she will take it down and put it the way she wanted. I will think oh, ok, maybe she didn't like it so next time I learned that's how I just fix things with a pin instead of proper sticking it down and I said to her "do you want it here?", "no I didn't really want it here. I wanted it different" so I said to her "well I will just leave it here. Then you can sort it out the way you want it."
Clara TA 1	the nature of the relationship\relationship difficulties\tension	you just want to be productive and having that whole sense of tension in the classroom you know and just my own perspective of thinking of how can I maintain a good relationship has really helped

Appendix Q: Notes from research diary discussed in supervision



Appendix R: Example ideas for inclusion in a teacher-TA contract

- How lesson plans will be formed and shared
- How and when teachers will communicate directions to TAs
- How and when TAs will give feedback to teachers on students' learning or other aspects of students' lives which are important
- Teachers' and TAs' expectations of each other, including expectations of behaviour, support, communication and role
- How disagreements will be handled
- Clear guidance on who the TAs' line manager is
- Dates for reviewing the working relationship and the contract

