Core Standard Seven – Working Effectively with Additional Adults

There is lots of research about the effective use of additional adults, including:

- the EEF 'Making best use of teaching assistants'
- the research project by the Esmee Fairbairn Foundation 'Effective deployment of Teaching Assistants'
- the DfE's Deployment of Teaching Assistants in Schools

The main points from the research form the basis of this core standard.

Contents

Who do we mean by 'additional adults' ?

Nowadays, all educational settings have a range of 'additional adults' who undertake many different roles. This core standard focuses on the additional adults who are employed by the educational setting to support the needs of children and young people, particularly those with special educational needs or disabilities. (Although much of the information in this core standard will apply to other additional adults as well) . Their job title may vary – Teaching Assistant (TA) , Learning Support Worker (LSW), Classroom Assistant (CA) , Learning Support Assistant (LSA), Special Needs Assistant (SNA), Learning Mentor (LM), Higher Level Teaching Assistant (HLTA). This may also include SMSAs, site staff, admin staff and so on. For clarity, throughout this core standard, the term 'additional adults' includes all these roles and any equivalent roles.

Why does there need to be a focus on additional adults?

The research shows that the number of additional adults in educational settings has more than trebled since 2000. Additional adults make up over a quarter of the workforce in mainstream educational settings in England: 35% of the primary workforce, and 14% of the secondary school workforce. It is vital that best use is made of this significant element of the work force (and of the settings budget).

Children/ young people in many classrooms now experience interactions with additional adults as well as teachers on a daily basis.

One reason for the growth in the numbers of additional adults is the push for greater inclusion of children/ young people with special educational needs and disabilities (SEND), with additional adults often providing the key means by which inclusion is facilitated. Additional adults have become an essential component of practice with regard to the inclusion of pupils with SEND in mainstream schools and the delivery of interventions and booster programmes for literacy and numeracy. Almost all teachers will have daily contact with one or more additional adult and many have management responsibilities for them as well.

Additional adults support children and young people in a number of ways including with their learning and with non-academic areas of development. However, the EEF study found that the evidence for the impact of additional adults on non-academic outcomes (including well-being) is thin and largely based on impressionistic data and anecdotal reports. The study also highlighted concerns that additional adults can encourage dependency, because they prioritise task completion rather than encouraging children/ young people to think for themselves. Evidence also shows that over-reliance on one-to-one support from additional adults leads to a wide range of detrimental effects on children/ young people, in terms of interference with ownership of, and responsibility for their own learning, and separation from their classmates. This is especially the case for a child /young person who has an EHC plan that includes one-to -one support. In such cases settings need to avoid 'velcro-ing' a single adult to the child/ young person. Instead, a range of additional adults need to work with child/ young person (including the class teacher) and the additional adult needs to support the child/ young person alongside other children/ young people. This may mean settings have to work closely with parents/carers to help them to understand why their child is not receiving individual one to one support from the same additional adult each day.

With all the above factors in mind, educational settings need to ensure that the main purpose of additional adults is to increase the overall effectiveness of the setting by improving the quality of teaching and learning for children and young people, including those with EHC plans. Additional adults can only fulfil this purpose if they have the maximum impact on the outcomes for the children and young people they are working with, especially those with SEND. This can only be achieved by leaders having a strategic approach to how additional adults are deployed within their setting.
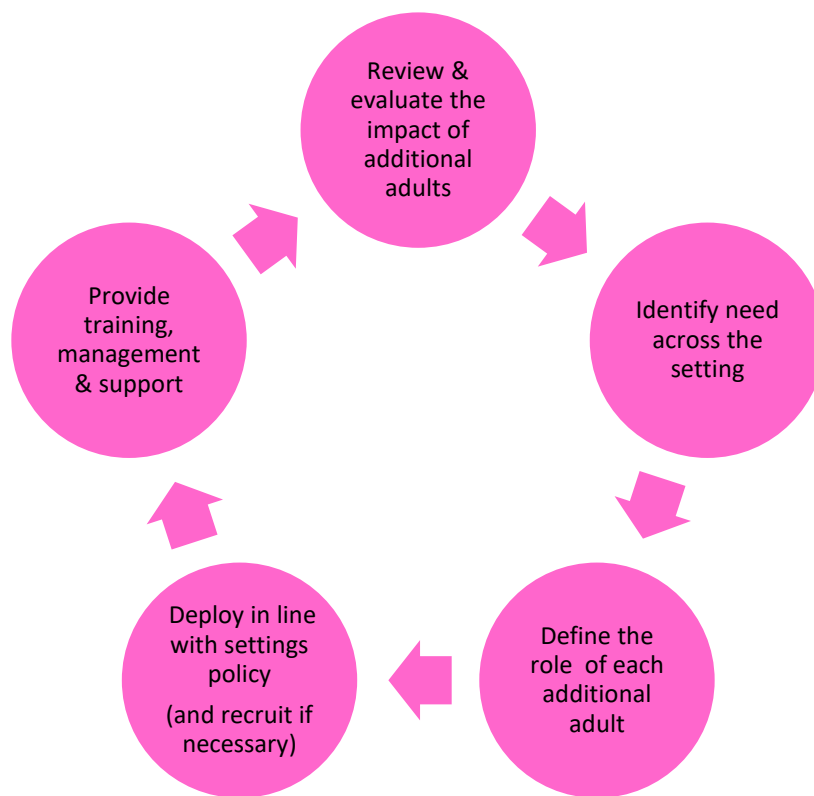
How should settings deploy additional adults?

The evidence in the EEF report is clear: poor deployment of additional adults has a negative impact on attainment; effective deployment of additional adults can have positive impacts. This highlights the need for careful planning when thinking about the deployment of additional adults in any given setting. The EEF say:

> "There is no 'one size fits all' solution; as a setting, you will need to arrive at solutions that draw on the research and apply them appropriately within your context."

This means that each setting needs to have a cycle of review that looks at the overall pattern of need a cross the setting each year and enables leaders to deploy, and if necessary recruit, additional adults according to that level of need.

Cycle of review for deploying additional adults

Review & evaluate the impact of additional adults

Identify need across the setting

Define the role of each additional adult

Deploy in line with settings policy (and recruit if necessary)

Provide training, management & support

This will ensure that leaders avoid allocating additional adults based on assumptions, for example, that younger age groups will need higher levels of support than older age groups. A KS1 class that includes 3 pupils with SEND is likely to need less input from additional adults than a KS2 class that includes 6 pupils with SEND, but this will also depend on the individual needs of each child /young person.

Leaders should ensure that it is the needs of the children and young people that drive their decisions about the deployment of additional adults rather than other factors such as easing the administrative work load for teachers.

It is important for leadership around the deployment of additional adults to come from the SLT. It is not enough to assign the job to the SENDCo or other member of staff. This is especially the case if changes are going to be made to the way that additional adults are deployed in the setting.

Additional adults are usually deployed in one of three ways in educations settings:

- Whole class support
- In class – targeted group and individual support
- Withdrawal – delivering group and individual interventions

Many settings deploy additional adults flexibly across these different roles. However, the following quotes illustrate that the impact of additional adults on improving the quality of teaching and learning does not just depend on how they are deployed, but also on how well they are used, managed, and supported.

"No matter how well qualified or experienced additional adults are, they can only be as effective as their use, deployment, management and support allows them to be."

"Additional adults will only add value if they are effectively deployed by teachers and managers."

"More staff does not necessarily mean more effective support even when the staff involved are themselves individually effective."

"There is little benefit to children and young people's achievement levels merely by having additional adults in class if the adult efforts are not coordinated towards increasing pupil achievement but are merely a division of labour ("you do the photocopying while I get the equipment")"

The 'Deployment and Impact of Support Staff' (DISS) study in 2009 and more recent studies in 2017 also showed that:

> **"Children** and young people receiving the most support from additional adults made less progress than similar children/ young people who received little or no support from additional adults. There was also evidence that the negative impact was most marked for children/ young people with the highest levels of SEND, who, typically receive the most support from additional adults."

This means that it is essential for all educational settings to have a strategic overview of, and written policy on how they deploy, use, manage, train, support and evaluate the impact of their additional adults. The EEF TA policy template provides guidance on what other information should be covered in the policy. This includes:

- Recruitment including the qualifications required
- Conditions of employment including hours of work
- Line management arrangements
- Performance review arrangements
- Deployment including different roles that additional adults might undertake
- Expectations about day-to-day interactions with children and young people
- Expectations about how and when teachers and additional adults will work together and liaise
- Training and preparation requirements for working in classrooms and delivery of interventions
- How the impact of additional adults is evaluated

What are the key considerations for ensuring the effective use of additional adults?

The EEF research resulted in 7 key recommendations that settings need to consider in order to ensure that additional adults are used effectively and have maximum impact on outcomes. These are:

The effective use of additional adults under every day classroom conditions	1. Additional adults <u>should not</u> be used as an informal teaching resource for low attaining children/ young people	• The evidence on the deployment of additional adults suggests educational settings have drifted into a situation in which additional adults are often used as an informal instructional resource for children/ young people in most need. This has the effect of separating these pupils from the classroom, their teacher and their peers. • Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. • School leaders should systematically review the roles of both teachers and additional adults and take a wider view of how additional adults can support learning and improve attainment throughout the setting. • Leaders should identify activities where additional adults can support learning, rather than simply manage tasks • Ensure that teachers do not reduce their support or input to the children/ young people being supported by additional adults
	2. Use additional adults to add value to what teachers do, not replace them	• If additional adults have a direct instructional role it is important they add value to the work of the teacher, not replace them. • The expectation should be that the needs of all children/ young people are addressed, first and foremost, through high quality classroom teaching. • Settings should try and organise staff so that the children/ young people who struggle most have as much time with the teacher as others. • Breaking away from a model of deployment where additional adults are assigned to specific children/ young people for

		long periods of time requires more strategic approaches to classroom organisation. • Leaders should develop effective teams of teachers and additional adults, who understand their complementary roles in the classroom. • Where additional adults are working individually with low attaining children/ young people the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6)
	3. Use additional adults to help children and young people develop independent learning skills and manage their own learning	• Research has shown that improving the nature and quality of how additional adults talk to children/ young people can support the development of independent learning skills, which are associated with improved learning outcomes. • Additional adults should, for example, be trained to avoid prioritising task completion and instead concentrate on helping children and young people develop ownership of tasks. • Additional adults should aim to give children and young people the least amount of help first. • Additional adults should allow sufficient wait time, so children/ young people can respond to a question or attempt the stage of a task independently. • Additional adults should intervene appropriately when children/ young people demonstrate they are unable to proceed.

	4. Ensure additional adults are fully prepared for their role	• Setting should provide sufficient time for additional adults to access training
		• Settings should provide support and training for teachers and additional adults so that they understand how to work together effectively
		• Settings should allow sufficient time for teachers and additional adults to meet out of class to enable the necessary lesson preparation and feedback.
		• Settings need to identify creative ways of ensuring teachers and additional adults have time to meet including:
		  o Adjusting working hours (start early, finish early) for additional adults
		  o Using assembly time
		  o Having additional adults join teachers for(part of) Planning, Preparation and Assessment (PPA) time.
		• Leaders need to set clear expectations about how liaison time is used
		• Settings need to ensure that during lesson preparation time teachers provide additional **adults with the essential 'need to knows' for the lesson:**
		  o Concepts, facts, information being taught
		  o Skills to be learned, applied, practised or extended
		  o Intended learning outcomes
		  o Expected/required feedback

The effective use of additional adults in delivering structured	5. Use additional adults to deliver high quality one-to -one and	• Research on additional adults delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to **four additional months' progress.**

interventions out of class	small group support using structured interventions	• Crucially, these positive effects are only observed when additional adults work in structured settings with high quality support and training. • When additional adults are deployed in more informal, unsupported instructional roles, they can impact negatively on the learning outcomes for children and young people

	6. Adopt evidence-based interventions to support additional adults in their small group and one-to-one instruction	• Settings should use structured interventions with reliable evidence of effectiveness.
		• There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if settings are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:
		  o Sessions are often brief (20–50mins)
		  o Sessions occur regularly (3–5 times per week)
		  o sessions are maintained over a sustained period (8–20 weeks)
		  o Careful timetabling is in place to enable consistent delivery
		  o Additional adults receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)
		  o The intervention has structured supporting resources and lesson plans, with clear objectives
		  o Additional adults closely follow the plan and structure of the intervention
		  o Assessments are used to identify appropriate children / young people, guide areas for focus and track pupil progress.
		  o Effective interventions ensure the right support is being provided to the right child/ young person
		  o Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7)
		  o

Integrating learning from work led by teachers and additional adults	7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions	• Interventions are often quite separate from classroom • activities. • Lack of time for teachers and additional adults to liaise allows relatively little connection between what children /young people experience in, and away, from, the classroom. • The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that children/ young people understand the links between them. • It should not be assumed that children/ young people can consistently identify and make sense of these links on their own.

In light of the above, if settings think it would be sensible to conduct a self - review of additional adult deployment NASEN and Whole School SEND have produced a self -review form that can be found [here].

This covers:

- Leadership of additional adults
- Strategic use of additional adults
- Classroom deployment
- Effective interactions

- Preparation and training
- Structured interventions
- Monitoring, tracking and evaluation
- Outcomes/ improving outcomes

How should settings review, evaluate and improve the impact of additional adults?

Settings should use their regular quality assurance activities to review and evaluate the impact of additional adults. This includes:

- Observing them working – in class and when delivering interventions
- Providing feedback
  Regular supervision
- Reviewing and analysing relevant progress and attainment data for the children/ young people receiving support
- Clear line management responsibilities ensure that additional adults receive an annual performance review/ appraisal which is linked to their job description and to the 'professional standards for teaching assistants' (these are not statutory but were issued and are fully supported by the unions) and where appropriate HLTA standards
- Setting targets to improve and enhance their practice, this could be in the form of a specific project or a piece of research that will improve practice across the whole setting
- Identifying their training needs

How should teachers and additional adults work together?

It is important to remember that teachers may hold very different views about having an additional adult in their classroom and may not always see them as the asset they can be. For instance:

A younger or less experienced teacher who perhaps has a lack of training, awareness of experience of how to manage an additional adult might privately be thinking:

> *Oh dear. I don't know what to do with this additional adult. They make me feel incompetent. They seem to know much more than I do, but I am supposed to be in charge.*

Whereas an older, more experienced teacher who is likely to have well- established classroom routines may privately be thinking:

> *I do not want or need this additional adult. I have never needed an additional adult before. It's just extra work and extra pressure for me. I am happy in my classroom on my own.*

Any one of the following statements may apply to how a teacher views their relationship with the additional adults in their classroom:

- I see myself as being 'in charge'
- I see the additional adults as my subordinates
- We are partners in the teaching process
- Additional adults have complete freedom to use their own judgement
- Additional adults always have to refer decisions to me
- We make joint decisions about some things but not others
- We make joint decisions about everything
- Additional adults are people with a wide range of skills and assets
- Additional adults can only be assigned a limited range of tasks because of lack of qualifications and knowledge
- As leader of the class team I support the additional adults to work effectively
- The additional adults **don't need my support as they are so good at using their initiative**
- I have systems in place that enable the additional adults to understand how I like to work
- Additional adults work in my classroom but are not necessarily under my control

It is easy to see how some of these views will support a positive working relationship and effective outcomes for children and young people while others will be detrimental to a positive working relationship and to the outcomes for children and young people. This emphasises the need for settings to have a clear and consistent approach and policy that defines how teachers and additional adults are expected to work together.

As a minimum, having an additional adult in their classroom creates an additional responsibility for the teacher, that of having to manage another adult. This requires a set of 'team management' skills that teachers are generally never taught. Settings need to be proactive in ensuring teachers are able to access training on how to manage a team, for instance by making part of their regular CPD programme and by including it in their induction training for all new teachers.

The EEF recommendations above provide lots of information about how teachers and additional adults can work together effectively and the support they need to be able to do this.

Additionally, settings need to understand that an effective working relationship between teachers and any additional adults who support in their lessons is essential for the success of the children/ young people. This is a two-way process that needs effective teamwork and 'real-time' information sharing during lessons. The needs of the children/ young people should drive teachers' moment-by-moment decision-making about how additional adults are deployed, ensuring this creates opportunities for teachers, as well as the additional adults, to provide targeted support.

Additional adults need to understand that teachers are responsible for planning an ambitious curriculum, teaching an engaging lesson, and for assessing progress effectively. It is also the teacher's responsibility to set expectations and boundaries, and for issuing rewards and sanctions. But additional adults need to know what behaviours the teacher will and will not accept, what the consequences of any poor behaviour might be and their role in addressing any unacceptable behaviour.

Teachers need to make sure that the role of the additional adult is clear and unambiguous in every lesson, including:
- Which children/ young people will they be working with
- What are the specific learning needs of the children/ young people they will work with.
- Where do they need to sit
- What will they do during whole-class interactions
- What concepts and information will be taught
- What skills need to be learned and applied
- What are the intended learning outcomes
- Who has responsibility for checking work
- Who will prepare the resources

The best way for teachers to do this is to include information in their planning about what they want the additional adult to do in each lesson and to have time to share this planning with the additional adult before the lesson begins.(see recommendation 4 above). Teachers may find it useful to include information about what they expect additional adults to do in each stage of a lesson in their planning, so that it is clear that they are supplementing not replacing the teacher.

There also need to be consistent mechanisms in place so that additional adults can capture meaningful feedback for teachers, which is used to inform the next stages of learning within and/or after lessons.

Teachers should be able to talk openly with additional adults so they can ask them for their thoughts on all the above and check that they agree. Teachers should also gather any useful information that the additional adults may have about the children/ young people's capabilities, as well as any difficulties or disabilities they may have.

Teachers need to appreciate that additional adults may have worked with many different teachers in many different classes and as such they may know what works and what doesn't work for particular children / young people but additional adults need to accept that ultimately it is the teacher's classroom room and

the teacher's rules. However, they also need to feel able to raise any concerns with the teacher if there is something they disagree with or don't understand.

Teacher need to be able to communicate effectively with additional adults. Careful consideration needs to be given to the working hours for additional adults so that they have time to meet with teachers at the beginning and /or end of each day. Teachers also need to think carefully about how they communicate with the additional adults in their classrooms. For instance do they:

Ask	Request
Tell	Inform
Demand	Shout
Instruct	Demonstrate
Suggest	Show
Order	Indicate
Discuss	Recommend
Command	Advise
Direct	Insist

Positive communication is vital for a productive working relationship. It also ensures that additional adults feel that they are treated with respect and that they have high expectations of themselves, of each other and of the children and young people they are working with.
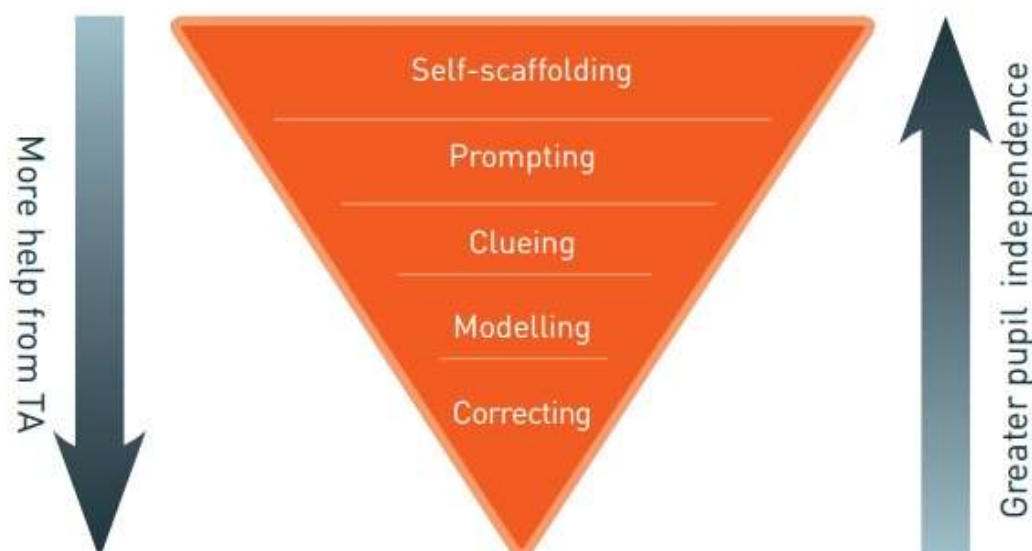
How should additional adults interact effectively with children and young people?

Additional adults need to know and understand how to interact effectively with the children / young people to avoid the issues of increased dependency, prioritising task completion and interference with ownership of, and responsibility for learning. Key to this is the type and level of scaffolding and prompting that the additional adult provides.

Scaffolding

Scaffolding is temporary support that is removed when it is no longer required. It can come directly from an additional adult or can be a piece of apparatus or text. Scaffolding enables a child or young person to structure their thinking and problem solve correctly so they can **process** and complete a task

The following diagram from EEF shows the scaffolding framework that additional adults should use

Self-scaffolding – This represents the highest level of independence for children/ young people. Additional adults observe, giving children/ young people time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem- solve as they go; and review how they approached a task.

Prompting - Additional adults provide prompts when children/ young people are unable to self-scaffold. Prompts encourage them to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge the children/ young people into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing - Often children/ young people know the strategies or knowledge required to solve a problem, but find it difficult to call them mind. Clues worded as open questions provide a hint in the right direction. The answer must contain a key piece of information to help children/ young people work out how to move forward. Always start with a small clue.
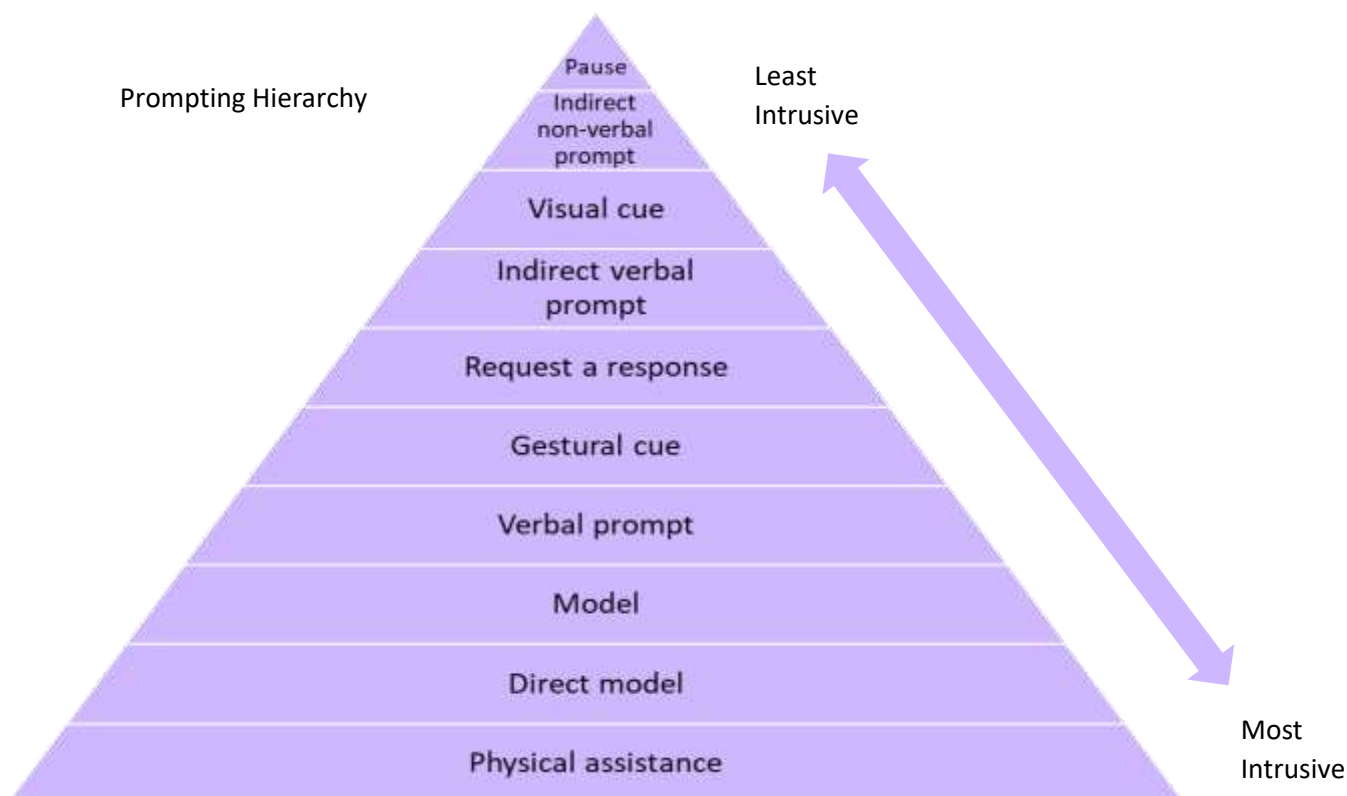
Modelling - Prompts and clues can be ineffective when children/ young people encounter a task that requires a new skill or strategy. Additional adults, as confident and competent experts, can model while children/ young people actively watch and listen. The children/ young people should try the same step for themselves immediately afterwards.

Correcting - Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, additional adults should always aim instead to model and encourage the children/ young people to apply new skills or knowledge first.

Prompting

Prompting is used by additional adults to remind a child or young person when to do something or how to do something correctly. A prompt is something that comes directly from the additional adult and is done immediately after an instruction has been given (by the teachers or by the additional adult) to help a child or young person **perform** a task.

The following diagram shows the prompting hierarchy. A common mistake when prompting is to assume that verbal prompts are the least intrusive, but as the diagram below shows, gestural cues are less intrusive than verbal prompts and nonverbal prompts and visual cues are less intrusive than indirect verbal prompts. Over prompting a child / young person is a key factor in children/ young people developing **over dependency. (also known as 'prompt dependency')**

Prompting Hierarchy

Least Intrusive

Pause
Indirect non-verbal prompt

Visual cue

Indirect verbal prompt

Request a response

Gestural cue

Verbal prompt

Model

Direct model

Physical assistance

Most Intrusive

It is important that teachers and additional adults know the difference between scaffolding and prompting, that they have a shared understanding of both and recognise how and when each should be used.
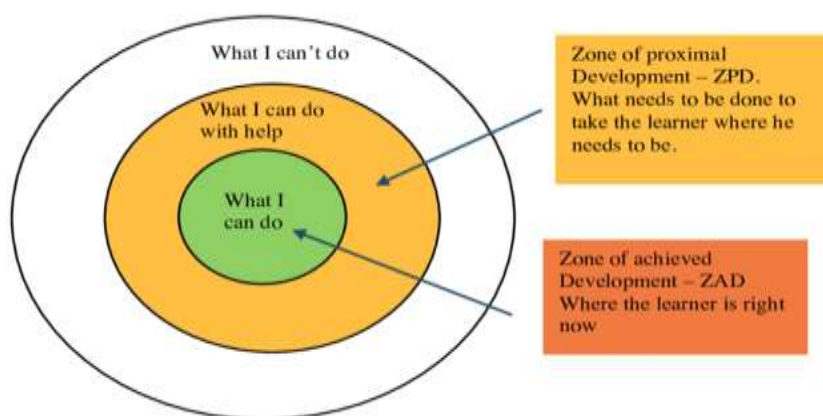
Additional adults also need to be able to link the prompting and scaffolding they are providing to the learning that the teacher wants to take place. For example, if a child/ young person is required to complete a reading comprehension task, the additional adult needs to recognise that if they rephrase the question or read out the text, they are changing the task from reading comprehension to verbal comprehension. Instead they need to use scaffolding and prompting techniques to enable the child/ young person to read and understand the questions and the text for themselves.

Similarly, additional adults need to **know the different between 'doing' and 'learning' and ensure their** support is enabling children/ young people to learn, think and problem solve independently rather than simply focusing on **supporting them to 'get the task done'.**

Zone of proximal development

Prompting and scaffolding should both take place within the <u>zone of proximal development</u>

The zone of proximal development is the range of tasks that a child / young person can perform with the help and guidance of others but cannot yet perform independently. Scaffolding and prompting are directly related to the zone of proximal development in that it they are the **support mechanisms** that helps a learner successfully perform a task within his or her ZPD.

Types of questioning

Additional adults need to understand how and when to use different types of questioning and the need to balance the types of questioning they use. The four key types of questions they need to know are: :

Closed questions	Check understanding and often only require a one word answer or specific response. Over use can shut down discussion and limit opportunities for children/ young people to develop their thinking: - Do you understand? - Are you feeling ok? - What is 7+3? - Who was the first person to walk on the moon? - What is your favourite colour? - Was this written by Shakespeare?
Open questions	Initiate discussion and debate, enable children/ young people to express their views and develop their higher order thinking. Have a range of acceptable responses: - Why do you like the colour blue? - What makes a good friend? - What do you think might happen? - How does it work? - What can you tell me about it?

	- What impact will global warming have? - Was Henry VIII a good king?
Focusing questions	Help to push the child/ **young person's thinking forward:** - Where could you start? - What are you trying to figure out? - Why does that work? - Is there another way to approach this? - Could you represent this differently? - How do these ideas link together?
Funnelling questions	Guide the child/ young person down the teachers chosen path: - What if you tried this here? - So could you find this first? - What if you did this instead of that?

What training should take place to ensure additional adults are used effectively?

It is up to individual settings to decide the minimum qualifications and/ or experience that candidates will need to have to be able to apply for an additional adult role. Many settings now recognise the importance of these roles and are stipulating, for example, that candidates need to have GCSEs in English and maths **at grade 4 (grade C) or above or that they have 'extensive school experience'.**

Settings should provide support and training for teachers and additional adults so that they know the role of additional adults within the setting and understand how to work together effectively to improve the outcomes for children and young people.

Additional adults

There should be a thorough induction programme for additional adults joining the school. As well as information about the settings practices and policies, this should include training on:
- Their role and responsibility within the setting
- How to help children and young people develop ownership of tasks and avoid prioritising task completion
- Scaffolding
- Prompting
- Questioning (see above)

Additional adults should be expected to keep their knowledge and skills up to date and, as such, should be included in all of the settings CPD activities.

Within a setting training for additional adults may take many forms including coaching, mentoring, peer observations, team teaching, sharing good practice, observation and feedback, and whole school development activities. The training needs of individual additional adults should also be identified through their supervision and annual appraisal/ performance review.

Settings should ensure that additional adults who are delivering targeted interventions have received extensive training from experienced trainers and/ or teachers (EEF suggest 5–30 hours per intervention). Settings also need to ensure that additional adults have completed all the required training and that the training remains up to date. There is a danger that if those delivering targeted interventions have not received adequate training , the purpose of the intervention and the quality of its delivery get lost, are watered down or become mutated. This compromises the effectiveness of the intervention and has a

significant negative impact on the learning outcomes for the children and young people accessing the intervention.

Additional adults who are working with children/ young people with specific diagnoses or medical conditions will need to have training about the condition. They will also need to understand how the diagnosis or medical condition impacts on the individual child/ young person as this will be unique to each individual. For example, an additional adult may have a good understanding of autism, but they will still need to understand how the difficulties associated with having autism affect each child/ young person with a diagnosis of autism.

Additional adults will need to training to ensure their subject knowledge is at an appropriate level to be able to support children and young people effectively. This is especially important if, for instance, in a secondary school setting, additional adults are supporting within a specified subject rather than in an particular class or tutor group

Teachers

It is really important that settings ensure teachers receive high quality training and support on how to manage additional adults in their class on a day to day basis. This includes:
- How to plan lessons to include additional adult input
- Sharing information
- Positive communication, giving instructions and direction
- Timetabling/ deployment
- The 'art' of delegation
- Team work
- Providing support and motivation
- Managing conflict and 'difficult' behaviour of the additional adult (see below)
- Having difficult conversations (see below)

As part of this training, settings may want to consider asking teachers to work in the 'additional adult' role in another classroom for a morning. This will enable them to:

- Experience how another teacher works with an additional adult
- Recognise the importance of sharing information with the additional adults, clarifying expectations and including them in the planning and evaluation of lessons.
- Realise that too much individual tuition from an additional adult can be counterproductive, as the child/ young person is working away from their peers and having less attention from the teacher

It may also support them to:

- Gain an Increased understanding of different learning needs and the importance of differentiation
- Become more aware of how additional adults need to develop children/ young people's thinking skills within different lessons effectively
- Identify areas of SEND that they need to develop their knowledge

If teachers are acting as line managers for additional adults, they will need training, guidance and support to undertake supervisions and appraisals effectively. Ofsted have found, less successful settings do not have good performance management systems in place for additional adults.

How should conflict and difficult behaviour be addressed?

Despite the many advantages having an additional adult in a class can, there's also the possibility for conflict if the teacher and additional adult aren't 'on the same page'.

The best way to resolve conflict is to prevent it from occurring in the first place. A lot of difficulties can be avoided by keeping an eye out and 'nipping them in the bud' before they become a real issue.

Key methods for avoiding problems include:

- Eliminate ambiguity. Additional adults need to be clear of their role and of the expectations relating to their conduct and behaviour
- Make sure additional adults are given clear support and guidance
- Create an environment where additional adults feel motivated, a lack of motivation is a prime cause of 'difficult behaviour'
- Ensure there is mutual respect and that additional adults feel appreciated – praising and thanking can significantly reduce conflict
- Make sure the wellbeing of additional adults is as important as that of other members of staff – listen to their concerns about issues such as workload, multiple roles, conflicting demands and working with challenging children/ young people
- Ensure good team work
- Establish clear communication

If a potential problem is arising, if something is not working or if difficult behaviour is starting to occur, it is important that this is addressed as soon as possible. When poor practice has been identified, as a basic response, the person /people involved need to be told about the problem away from the classroom and away from other people, suggestions need to be made as to how to deal with the situation and support offered to improve it.

Managing difficult behaviour and conflict can be a challenge. The managers that need to address the situation (Teacher, SENDCo, SLT) may have a range of concerns, such as:

- What questions should I ask?
- What targets should I set?
- When should I take it to the next level?
- **What should I do if performance doesn't improve?**
- **What if two people just can't work together?**
- How do I remain neutral and not take sides?
- How do I address the situation fairly?
- **I don't like conflict!**
- I find it difficult to give critical and constructive feedback

This can lead to one of three reactions to the situation:

Fight - bad behaviour is reacted to with what, at a professional level may be viewed as equally bad behaviour
Flee - nothing is done about the situation, those who should be addressing it, ignore it and walk away, often in the hope that it will resolve itself **it won't!)**
Freeze – Those who need to address the situation are caught off guard and don't know the best action to take

When concerns about difficult behaviour occur, it is important for the manager to establish if the person is **being perceived as 'difficult'** because their behaviour does not match their own or that of the person raising the concerns. They need to take a step back and determine whether the behaviour is likely to cause problems for others or whether the person simply have a different approach to life and their **apparently 'difficult' behaviour is in no way** unprofessional, nor is it detrimental to relationships and team work. If this is not the case then the manager has to take action .

David Cotton (managing difficult people in a week) suggests there are two rules that are important for mangers to remember when dealing with difficult people:

Rule number 1: This is not about you

Rule number 2: Actually it may be about you but you have to deal with it dispassionately, setting your emotions to one side and deal with it as though rule number one were true.

He goes on to say that Whether rule 1 or rule 2 applies, it is worth managers taking a step back and asking if there is anything in their own behaviour which may have promoted the perceived difficult behaviour in the other person / people. If so, it becomes easier to manage – the manager needs to acknowledge and amend their own behaviour.

Other things managers need to consider when addressing conflict or difficult behaviour are:

- Look at their own behaviour – **it's the one thing** they can control
- As a manager everything they do and say gives their team the permission to do and say the same thing. **(You can't be a manager one minute and not the next, you are a manger full time!)**
- If they **are rude, bad tempered, 'not bothered', bad at time keeping etc it gives th**eir team permission to be/do the same – the manager forfeits the right to complain about it. (it goes back to being a good role model)
- Managers need to distinguish between the person and the behaviour - I dislike this type of behaviour, not I dislike you
- Managers need to be aware of the self –fulfilling prophecy – if they have been told someone is difficult then they will interpret their behaviour as being difficult. Managers need to take time to think - Is it really?

Difficult conversations / giving feedback

This is the area that causes managers most anxiety, possibly even more than the person receiving the feedback. Often the recipient will receive feedback without challenge knowing their behaviour was out of line

It is vital for managers to give feedback as early as they can. If they are tackling behaviour that an individual has been displaying for weeks, months or years, the individual has every right to ask why the manger **didn't address it sooner**.

The general principles that managers need to remember when addressing difficult behaviour are:

- **Don't view the feedback as either positive or negative, but as a 'gift of information'**
- Remain calm
- Focus on the single issue at the centre of the feedback
- Avoid fluff and social talk and make the feedback the only topic of conversation
- Focus on behaviour t**hat can be changed, not on personality that can't**
- Use **'I' when describing their experience of the person's behaviour**
- Make it a two-way conversation about the person and avoid bringing other names into it
- If describing unacceptable behaviour, make it clear why it is unacceptable
- Get the balance between being sensitive to the recipient but leaving them in no doubt about the message
- Make sure their voice, words and body language are all conveying the same message as each other
- Give the recipient time to think, reflect and answer
- Listen when the recipient is talking
- Avoid overload, it is better to tackle a single issue in a single session
- Work towards a positive outcome and positive actions
- Give the person time to change their behaviour. For some it will be instant, for others it may take time

Giving feedback

Managers are often told to use the 'feedback sandwich' when giving a negative message, this means putting the negative feedback between two positive messages. This helps to make the manager and the recipient feel better. However there are significant pitfalls to giving negative information in this way: The positive messages dilutes or totally obscures the message in the middle, this means the staff member fails to understand the real issue and does not see the importance of rectifying their behaviour.

David Cotton suggests two effective **alternatives to the 'feedback sandwich' that managers should use to** address difficult behaviour:

1. EEC – Example-Effect-Continue/ Change
   - **Example** – a specific example of the behaviour you have witnessed
   - **Effects** – The effects of the behaviour on you or others
   - **Continue /Change** – If it was good, do it again, if it wasn't, what will they do about it?

can be used to give instant feedback on straightforward issues
can be used for positive and negative feedback

Giving Positive Feedback using the EEC approach
Example
Bill, on Tuesday when I wasn't in and the new TA Alex joined the class, he said you took him under your wing and showed him round.
Effects
He said it made him feel really welcome.
Continue
Thank you for doing that, I really appreciate it. Could you please do the same when Salma starts tomorrow.

Giving Negative Feedback using EEC approach
Example
Bill, on Tuesday when I wasn't in and the new TA Alex joined the class, I understand that he was pretty much left alone for the day. No one introduced themselves and he was left to find his own way round
Effects
He said he felt terribly unwelcome and was really quite upset about it.
Change
Salma is starting tomorrow. What are you going to do to make her feel more welcome than Alex did?

2. EENC – Example – Emotions – Needs –Consequences

   - **Example** – what they did
   - **Emotions** - How you and/ or others feel (describe this, don't demonstrate it!)
   - **Needs** - What they need to do differently
   - **Consequences** – What will happen if they do or don't change their behaviour

used for more serious issues and for giving negative feedback only

Example
Olivia, I noticed you haven't reduced the amount of language you are using when you interact with the Billy (pupil) even though you have been asked to do this on 4 occasions and you know that this is important to help him to understand what you are saying.
Emotions
I'm really disappointed that you haven't reduced your language levels and that Billy is frustrated because they cannot understand what you want them to do
Needs
I need you to use the symbols on your key ring and make sure you reduce the amount of language you are using every time you interact with Billy
Consequences
If you do then I am prepared to overlook the fact that you didn't do it when you were first asked, if you don't then you know I will have to take this to a more formal level.

The text in blue explains how this can be made into more of a two way conversation

Example

Olivia, I noticed you're still using too many words when you talk to Billy, even though I've spoken to you about this on 4 occasions and you know that this is important to help him to understand what you are saying.

Setting targets

Ideally when managers are setting targets to improve the performance or behaviour of a member of staff, the targets should be SMART so progress towards them can be measured however this isn't always easy to do when it comes to difficult behaviour.

David Cotton suggests an alternative approach to target setting in this context:

- CASE targets
  - C = Context - what behaviour and in what context
  - A = Action – what action should the individual take to address the issue
  - S = Standards – What are the standards that the individual has failed to uphold
  - E = Evaluation – How will you monitor, give feedback and evaluate the change in the individuals behaviour?

Context:

During all lessons in the past two weeks Olivia has been heard using too much verbal language with Billy. She has been asked on four occasions to reduce the amount of verbal language she uses when interacting with Billy but has not done so.

Action:

Olivia will use the visual key ring and will focus on using key words when interacting with Billy in order to reduce the amount of language she uses throughout the day

Standards:

This is in accordance with the staff code of conduct page 6 and page 31

Evaluation:

 I (Name of person setting target) will monitor Olivia's language levels and use of the visual key ring throughout each day for the next week after which I will monitor it at intervals throughout each day for a further week

Remember to set time and date to review progress towards the target within a realistic timeframe

Keeping a record

It is really important that managers (teachers, SENDCo, SLT) keep a record of everything they do in connection with a **person's 'difficult' behaviour(s)** this might include:

- Keep a log or diary of when the behaviour(s) occurs
- Keep a log of any support that has been offered/ provided to support them with the issue(s)
- Keep a written record of every occasion they have been spoken to about the issue(s)
- Keep a written record /minutes of any meetings that are held with them
- Keep written copies of any targets that are set for them
- Keep a written record of when the targets are reviewed and the progress That has been made towards them.

Ultimately, if a person isn't up to the job, without the evidence to support this, nothing can be done about it.

EFFECTIVE USE OF ADDITIONAL ADULTS - DESCRIPTORS

1.	The setting ensures that the main purpose of additional adults is to increase the overall effectiveness of the setting by improving the quality of teaching and learning for children and young people, including those with EHC plans.
2.	Leaders having a strategic approach to how additional adults are deployed within their setting.
3.	The setting has an annual cycle of review that looks at the overall pattern of need a cross the setting and enables leaders to deploy, and if necessary recruit, additional adults according to that level of need.
4.	Leaders avoid allocating additional adults based on assumptions such as that younger age groups will need higher levels of support than older age groups.
5.	Leaders ensure that it is the needs of the children and young people that drive their decisions about the deployment of additional adults rather than other factors such as easing the administrative work load for teachers.
6.	Leadership around the deployment of additional adults to come from the SLT
7.	The setting has a strategic overview of, and written policy on how it deploys, uses, manages, trains, supports and evaluates the impact of additional adults.
8.	Leaders closely consider the 7 EEF recommendations to ensure that additional adults are used effectively and have the maximum impact of pupil outcomes: 1. Additional adults should not be used as an informal teaching resource for low attaining children/ young people 2. Use additional adults to add value to what teachers do, not replace them 3. Use additional adults to help children and young people develop independent learning skills and manage their own learning 4. Ensure additional adults are fully prepared for their role 5. Use additional adults to deliver high quality one-to -one and small group support using structured interventions

	6. Adopt evidence-based interventions to support additional adults in their small group and one-to-one instruction 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions
9.	Leaders have identified if a self-review of additional adult deployment needs to be undertaken and have completed this where necessary
10.	The setting includes the monitoring and quality assurance of additional adults in its regular quality assurance activities
11.	Clear line management routes ensure that additional adults receive regular supervision and have an annual appraisal/ performance review linked to their job description and to relevant professional standards
12.	The setting has a clear and consistent approach and policy that defines how teachers and additional adults are expected to work together.
13.	The setting provides appropriate training and support to enable teachers and additional adults to work effectively together in classrooms
14.	Teachers understand what additional adults need to know to be clear about their role in every lesson. This information is included in planning that is shared with additional adults before lessons begin
15.	The setting ensures that teacher and additional adults have time to meet on a regular basis
16.	Consistent mechanisms are in place so that additional adults can capture meaningful feedback for teachers, which is used to inform the next stages of learning within and/or after lessons.
17.	Teacher communicate effectively with additional adults in their class
18.	Additional adults understand and use scaffolding correctly
19.	Additional adults understand and use promoting appropriately
20.	Additional adults know and use different types of questioning effectively
21.	Additional adults keep their knowledge and skills up to date and take part in all of the settings regular CPD activities
22.	Additional adults access a range of training within the setting including: coaching, mentoring, peer observations, team teaching, sharing good practice, observation and feedback, and whole school development activities.
23.	Additional adults who are delivering targeted interventions have received extensive training from experienced trainers and/ or teachers. This training is up to date
24.	Additional adults who are working with children/ young people with specific diagnoses or medical conditions have had training about the condition. They understand how the diagnosis or medical condition impacts on the individual child/ young person they are working with
25.	Additional adults receive training to ensure their subject knowledge is at an appropriate level to be able to support children and young people effectively.
26.	Teachers receive high quality training and support on how to manage additional adults in their class on a day to day basis.

27.	Where teachers are acting as line managers for additional adults, they have received training, guidance and support to undertake supervisions and appraisals effectively
28.	**Line managers have received appropriate training on how to address conflict and 'difficult behaviour' in another adult**
29.	Line managers know how to give negative feedback to another staff member
30.	Line managers know how to set and review targets to improve the performance of a member of staff
31.	Line managers know how and when to keep records of all activities connected with addressing the performance or behaviour of a member of staff