## Research for Teachers

## The Impact of Classroom Support

**How does classroom support affect teaching and learning?**

The number of teaching assistants (TAs) in schools has increased dramatically in recent years. At the same time there has been a large increase in the number of pupils with special educational needs (SEN) in mainstream schools, and increased numbers of pupils identified as in need of support by school staff.

In 2003 Peter Blatchford and his research team explored the way TAs were deployed at that time and the impact they had on teaching and learning. This new Research for Teachers updates the picture presented by the earlier research findings, by summarising more recent research by a team led by the same principal researcher.

Blatchford’s later research provides a wide range of data including, for example, support staff characteristics, conditions of employment, training and experience, as well as an analysis of the impact of TA support in the classroom, in what amounts to the largest study yet undertaken on support staff. This summary is focused on those aspects of Blatchford’s research relating most directly to teaching and learning. It includes evidence about the impact of TAs on pupil engagement and the individual attention pupils received in class, as well as pupils’ academic progress over a school year.

[Click here](http://www.tla.ac.uk/site/SiteAssets/RfT1/06RE056%20The%20impact%20of%20classroom%20support%20-%20new%20evidence.pdf) to access the full RfT on the TLA site.