

**Table 2.1: Categorisation of the role of the TA by different researchers**

Clayton (1993)	Tennant (2001)	Kerry (2005)
<p><b>1. Educational</b> frees up the teacher from some of the mundane classroom activities, such as listening to readers</p> <p><b>2. General</b> mentoring activities etc.</p> <p><b>3. Care</b> toileting, feeding</p> <p><b>4. Paraprofessional</b> implementing specific programmes such as a speech and language programme</p>	<p><b>1. scribe</b></p> <p><b>2. interpreter</b></p> <p><b>3. motivator</b></p> <p><b>4. organiser</b></p> <p><b>5. accessor</b></p> <p><b>6. partner</b></p> <p><b>7. emotional/ behavioural helper</b></p> <p><b>8. reinforcer</b></p>	<p>1. <b>Dogsbody:</b> Manual/ menial tasks</p> <p>2. <b>Routine administer:</b> Classroom paperwork</p> <p>3. <b>Factotum:</b> Marking, supporting children, minding the class</p> <p>4. <b>Carer/ mentor:</b> Carer of pupil’s welfare; psychological and physical</p> <p>5. <b>Behaviour manager:</b> Control and support of children’s behaviour</p> <p>6. <b>Curriculum supporter:</b> Prepare curriculum materials</p> <p>7. <b>Ring-fenced operative:</b> Trained in a specific role</p> <p>8. <b>Specialist:</b> Such as a foreign language speaker</p> <p>9. <b>Delineated paraprofessional:</b> Clear role of what the support staff can do; listen to reader etc and clear roles that the teacher can do.</p> <p>10. <b>Teacher support/ partial substitute:</b> Taking groups/ individuals, invigilation, marking under the guidance of a teacher</p> <p>11. <b>Mobile professional:</b> Trained and can supervise classes without teacher support</p>