

## **ABSTRACT**

The diploma thesis deals with the work of teaching assistant working with pupils with disabilities at the common primary school. Within the framework of the inclusive education the number of pupils with disabilities is increasing and in the result increase also the teaching assistant in the primary school. Work with teaching assistant is in the beginning for many schools but there are still various problems. This topic is relevant today and it is discussed in both academic field and general public.

The aim of this diploma thesis is to define the work of the teaching assistants at the primary school and the partial aim is to find out how the teaching assistants perceive their profession or what they would change. To meet these goals, qualitative research methods were used, especially semi-structured interviews together with the information from the respondent's demographic survey. The interviews were processed using note-based coding and for obtained data analytical induction was used.

The result of the research is an overview of the activities of the assistant teacher and teamwork of teachers and other professional staff. The obtained data show that teachers' assistants still work mainly with assigned pupils (pupils with SEN) and do not give the teacher enough space to work with these pupils individually. On the plus side, the qualification of the respondents was high, as more than a third of them had higher education. Assistants generally see their cooperation with teachers and parents as positive, but primary schools lack the "coordinator" who tells the assistants about their work and the activities they expect from them. At the top of that, teaching assistants are underpaid and their social status is low.