Thesis "Teacher assistant competences" responds to growing number of teacher assistants in educational system and reflects still remaining ambiguities in delineating requirements on assistants' services and activities. The objective of thesis is on the basis of empirical findings define the basic competences of teacher assistant working in a regular basic school. In its theoretical part thesis works with legislative norms specifying the role of teacher assistant and with findings of relevant researches. The explorative part of thesis is based on qualitatively orientated methodology and processes data from eighty interviews realized with assistants, teachers, principals and pupils with special educational needs from twenty basic mainstream schools. Data in research were processed by classification, coding and schematization with using the form of framework analysis. From the research results author formulates the main outcome – suggested model of competences for teacher assistant professional standard.