

ABSTRACT

The bachelor thesis focuses on the role of a teaching assistant in the inclusive education system. Attention is paid mainly to what new brings into his profession the acceptance of the act No. 82/2015 Coll., which amends Act No. 561/2004 Coll., on pre-school, basic, secondary, higher vocational and other education which with supplementary Decree No. 27/2016 Coll., on education of pupils with special educational needs and gifted pupils, came into force on September 1, 2016. The thesis is divided into two parts: theoretical and practical. The theoretical part aims at the characteristics of the profession of teaching assistant, defining the concept of inclusion in the context of new legislative changes, as well as the description of students with special educational needs. The practical part concentrates on teaching assistant's view of his role in the school education system, the co-operation between a teaching assistant and a teacher, whether they make the preparations of lessons together and how communication between them takes place. In addition, it also focuses on the conditions for their work in schools. The qualitative research through interviews is used here. The aim of the thesis was to find out what role teaching assistant has in an inclusive educational process. Based on the analysis of interviews conducted in the research, it has been exposed that teaching assistants consider that especially their role in inclusive education is a substantial support for the teacher and all the pupils involved in education. The mutual communication and cooperation with the teachers is also essential in order to fulfil their role. According to the statements of the respondents, the conditions in schools are sufficient, except for low financial valuation and technological equipment.