

## **Negotiating and influencing**

I show sensitivity to the concerns and feelings of others and the confidence to know when to intervene to move forward. I can demonstrate that I have developed and inspired people outside my organisation to achieve excellence through coaching and feedback. I can demonstrate that I have empowered and motivated people to achieve goals.

### **Stage: Transforming and leading**

Evidence for skills.

#### **Supporting statement**

As I took up post, there was discussion of 'single status' for TA. This clearly needed work 'beyond my team', as we needed to involve the governing body, so a presentation was developed for the Full Governing Body, and the pros and cons of my proposals discussed.

I presented the finances as we had them, and the hours which I needed Teaching Assistants to work, in order to bring into play the indications of the new Code of Practice and an effective way of ensuring progress from our SEND students.

I prepared a presentation to discuss at length in our meeting - the governors were not aware of any need for change, or the change to SEND funding and its impact on schools. This required careful explanation to ensure that it was understood fully enough to ensure that decisions made were based on the most likely outcomes of the Indicative Code of Practice, and implications from the proposed Children and Families Act.

The governors were complimentary about the way in which the information had been presented, with a full update of training, provision changes, legal changes in the pipeline, and my vision for SEND in school.

This was a sensitive area, as the previous post-holder had been in post for 27 years, was very highly regarded in the community and by the governing body, and had resisted change to effective practice, convincing the governing body that the old ways of doing things were the best for the SEND children, and that they should not be measured by results or outcomes academically.

I took the nurturing aspect of the old role and applauded its value, but suggested that this was moved to a different format to allow students to prepare for "life after school" - the governors appreciated that I was not trying to devalue everything that they had previously thought to be good, but felt included in the moving forward of the SEND provision at the school, and empowered to be included in discussions on allowing all students to access a curriculum appropriate to their needs and aspirations.

As supporting evidence for this section, I have uploaded the governor papers, the proposed coverage of the first 9.5 hours as shown to governors, the Teaching Assistant hours proposals, revised job descriptions and agreements.