

## **Challenging, developing and innovating**

I have approached change creatively, leading innovation to develop and challenge colleagues. I make well considered and professional decisions, accepting responsibility and taking ownership. This has had a measurable impact on learners regionally or nationally.

## **Stage: Transforming and leading**

Evidence for skills.

## **Supporting statement**

The restructure of the Inclusion team was an opportunity to be creative, in that existing staff could be challenged and supported to develop their skills. Creating new opportunities within school would attract new staff with different skills and experiences. To ensure the new model would be fit for purpose I spent time in other schools speaking to senior leaders responsible for inclusion/ SEN, discussing what they found worked well and the areas that needed developing.

As well as visiting other schools I also read a number of articles on how to ensure students with SEN make progress, how children learn and how effective are support staff. (EEF making best use of TA - TA guidance report interactive - books Visible Learning for Teaching, Visible Learning by J. Hattie).

X who had progressed to Inclusion Manager through the restructure became the SENCO and her focus changed from not only supporting students with challenging behaviours, but also to closely focus on students with SEN. Our line management meetings focus on student progress and at each tracking point progress is measured and action plans are put in place for each student off track. X also allocated key staff to mentor students and they are held to account for progress.

The ASENCOs are asked to meet with myself and the SENCO and are now given specific responsibilities that they are accountable for, related to Numeracy, Literacy, Reading age and SLC - these staff are also responsible for the quality assurance of interventions, this is to ensure students receive quality first teaching.

Appraisal targets for support staff are all consistent and focus on learning and progress, all staff are aware that they are responsible for progress which appears to have made them more focused and driven.