**SEND department audit of the work of teaching assistants**

This tool can be used in different ways. It might be used by the SENCO alone or in discussion with a single teaching assistant or a group. Equally, it might be a tool used by a teaching assistant to self-review their own practice.

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|  | What makes this an area of strength? | Why might it be something that could be improved? |
| **Buying into the ethos of the department** | | |
| Clear understanding of an ethos of inclusivity |  |  |
| Knows the department’s priorities |  |  |
| Supports colleague teaching assistants |  |  |
| Shares and seeks good practice |  |  |
| Is well engaged in the department |  |  |
| Is proactive and will make contributions |  |  |
| Shares information effectively |  |  |
| **In the classroom** | | |
| Checks what outcomes have been set for the SEND pupil(s) |  |  |
| Promotes the TA role as a support for all of the pupils |  |  |
| Focuses on pupils’ outcomes in the support and guidance they provide |  |  |
| Promotes independence and doesn’t support and guide unnecessarily; doesn’t do work for pupils they can do themselves |  |  |
| Questions are used well to get pupils to think for themselves |  |  |
| Gives helpful feedback to pupils on how well they have done and how they might further improve |  |  |
| Verbal rewards are used meaningfully and are given when appropriate |  |  |
| Gives feedback to the teacher primarily on what has and hasn’t been achieved |  |  |
| Takes opportunities if needed to influence the teacher’s planning and practice |  |  |
| **Preparedness** | | |
| Has read and understood key information about the SEND pupils, for example, their strengths and weaknesses and the advised strategies to use |  |  |
| Buys into training provided and applies it |  |  |
| Curriculum knowledge is appropriate to the pupils’ needs |  |  |
| Has suitable knowledge of the SEND pupils’ needs and |  |  |
| Knows own strengths are areas for development and is self-reflective |  |  |
| **Delivering Interventions** | | |
| When leading interventions the focus is on outcomes |  |  |
| Pupils’ achievement in interventions is measured, not only through starting and completion measures, but also through the impact back in class |  |  |
| The delivery of interventions minimize disruption to that pupil’s other learning; they are brief and regular |  |  |
| Resources are readily at hand so no learning time is lost |  |  |
| Records are well kept and used to match work to the pupil’s next step in learning |  |  |
| **Key actions for development** | | |
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