



# Wouldham All Saints Church of England Primary School

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Headteacher : *Mr Carl Fitter B-Ed(Hons) NPQH*

16<sup>th</sup> November 2022

## For attention of all support staff

We are now close to approaching the end of Term 2 and Caroline, our Inclusion Leader, has got settled into her role.

As reported back in the summer we assigned TA roles to suit the needs at the start of the year with things being reviewed once our new inclusion leader had time to assess future needs.

We are needing to make some changes before the end of this term and then others following Christmas.

Pre-covid, we used to hold a weekly staff briefing at 8:30 on a Monday. This time was built into TA hours and has remained there even though we haven't yet reinstated the meeting. From the week beginning 28<sup>th</sup> November we will be holding these meetings but will be held on Wednesdays instead. These will initially be within your classes at 8:30.

The plan is to develop this time to include family meetings with teachers and TAs as the previous whole school briefing isn't possible as the staff room wouldn't cope with us all.

There will also be 'short and sweet' training sessions organised for some of the Wednesdays (but possibly not until after Christmas).

We also have challenges around lunchtimes and need to change arrangements to cover this. All TAs will have their lunchtime between 12 and 12:45 (there may be a small number of exceptions to cover needs of some individual children). At 12:45, all TAs will need to provide cover for the children until end of lunchtime (1pm for KS1 and 1:15 for KS2). As part of this we need to cover supervision of Rainbow Room and would also like to organise some lunchtime activity clubs. These would be indoor clubs (most likely for KS2) and aim to support children who may struggle with outdoor freedom. If you would like to volunteer for the Rainbow Room then please message Corinne and to offer to run a club please see Holly.

There are a number of new opportunities to develop an 'area' specific role rather than being attached to a single class. This means we can better support the needs of our children across the school. You may fancy specialising in one area and then work with targeted individuals across classes. These TAs will be managed directly by Caroline and will get specialised training to deliver set interventions and programs.

The different areas to be covered are detailed below:

### **Teaching Assistant for Cognition and Learning**

This role will involve you working with children that are struggling with their reading, writing and/or maths. The children you would be working with will need specialist individualised support predominately on a 1:1 basis, there may be some occasions when group work is also needed.

You will be required to follow basic plans and evaluate and record each session you complete with children. On a termly basis you will need to give feedback to class teachers on how the children you support are progressing. You will work closely with the Inclusion Lead. Training and development will be provided in house and at times also externally with different training providers.

You will need to have enthusiasm for, and experience with, supporting children to progress in their learning using different strategies depending on what you are supporting the child in. A knowledge of phonics and whole word reading would be of advantage.

### **Teaching Assistant for Communication and Interaction**

This role will involve you working with children that find it difficult to communicate, find social situations challenging, struggle pronouncing words and following instructions. The children you would be working with will need specialist individualised support on a 1:1 basis or in a group.

You will be required to follow basic plans and evaluate and record each session you complete with children. On a termly basis you will need to give feedback to class teachers on how the children you support are progressing. You will work closely with the Inclusion Lead and speech and language therapist. Training and development will be provided in house.

You will need to have a passion for moving children's communication skills on and understand the importance of speech and language for children's learning.

### **Teaching Assistant for Social, Emotional and Mental Health Support**

This role will involve you working with children that find it difficult to regulate their emotions, find it hard to stay in the classroom, talking about feelings, developing resilience and may have experienced trauma throughout their life. The children you would be working with will need specialist individualised support on a 1:1 basis or in a group.

You will be required to follow basic plans and evaluate and record each session you complete with children. On a termly basis you will need to give feedback to class teachers on how the children you support are progressing. You will work closely with the Inclusion Lead and speech and language therapist. Training and development will be provided in house and at times with different training providers.

You will need to have a passion for supporting children with social, emotional and mental health difficulties, understanding that behaviour is a communication and wanting to support children to be able to understand their feelings and manage their emotions. Patience and calmness when dealing with challenging behaviours is a key value that you need!

### **Teaching Assistant for Physical and Sensory Support**

This role will involve you working with children that have difficulties with their fine and gross motor skills. The children you would be working with will need specialist individualised support on a 1:1 basis or in a group.

You will be required to follow basic plans and evaluate and record each session you complete with children. On a termly basis you will need to give feedback to class teachers on how the children you support are progressing. You will work closely with the Inclusion Lead and at times external professionals. Training and development will be provided in house and at times with different training providers.

You will need to be passionate about supporting children to develop their skills. You will also take a lead in sensory circuits, with support from the Inclusion Lead. Having additional training in sensory needs would be of an advantage, however support and training will be given.

### **Family Liaison Officer (FLO)**

This role will involve working with children and their parents to continue to build strong relationships between school and home. Following the attendance records of our most vulnerable children will highlight families to engage with and support. The children you would predominately be working with are our most vulnerable, supporting them in their well-being, attendance, emotional and social development.

You might be required to complete home visits and meet with parents and teachers to discuss attendance and put plans in place to support children coming to school. You would be required to participate in nurturing lunchtime clubs to support children that find unstructured parts of the day challenging. You will work closely with the Inclusion Lead, well-being lead and other members of the school leadership team.

You need to be passionate about supporting children with their emotional well-being, have a nurturing approach to children and their wider families. You would need to have good interpersonal skills alongside excellent communication and be able to use these to build strong positive relationships with hard to reach families.

Our intention is to assign people to the above roles and then re-organise and re-shuffle class-based and individual based TAs to match need around the school. There is no change in status for the roles and no regrading with the exception of the following possibility:

### **Cover Supervisor/HLTA**

This role involves covering classes for absent teachers during illness, for training courses and/or other planned reasons. This may be organised on a full time, part-time or as and when needed basis. The pay is likely to be at KR5. Cover could potentially be required in any age group. You will report directly to the SLT and will be expected to manage classroom behaviour well and be able to show good initiative.

If you would like to be considered for any of the more specialist positions rather than your current general one then please see Caroline. Speak to Holly for more information on the cover supervisor role. We need you to tell us as soon as possible and by Friday 2<sup>nd</sup> December.

Finally, Tuesday 3<sup>rd</sup> and Wednesday 4<sup>th</sup> January are both school development days with a focus on SEND. We have booked external providers to come and develop our skills in specific areas as well as utilising some of the many strengths we already have on the team to develop others.

These will be two days of learning about SEND and school activities and will include elements of speech, language, SCERTS, Zones, ASD, Safeguarding, Phonics and approaches for reading and writing with non-verbal children.

We would like all TAs to join in with this and you would then claim the extra hours. We're expecting a 9.15am start, finishing at 2:30pm and with a 30 min break for lunch (5 hours each day). Unfortunately, we can't offer any childcare provision and it isn't possible for you to look after your children whilst you complete the training. Please confirm with Caroline if you will be joining us so that we can sort sessions and groupings as needed. Please do this as soon as you can and by Friday 9<sup>th</sup> Dec at the latest.

You are part of a highly valued and committed team that supports the children in developing them to their full potential. We are looking to make this even better with a SEND team working alongside a classroom team. All roles are equally important but the changes shown above will enable us to provide even greater levels of support at the same time as building on your strengths, experiences and interests. It will take time to realise our plans and intentions but we hope to have everything sorted with training and support in place and interventions operating smoothly by the end of Term 3.