

Template: Assessing competency across modes of working

Whole Classroom Mode		
Support Strategy	Prompts	Successes/Action points (Record your thoughts/discussion points in this column)
Working with children that have a range of needs	<ul style="list-style-type: none"> • Is the staff member able to consistently work with children that have a range of abilities? • Do they show the ability to provide adequate challenge for some children, as well as support those that require help to complete tasks? 	
Keeping a time limit for each child	<ul style="list-style-type: none"> • Is the staff member able to spend appropriate amounts of time with each child? • Can they move on to another child successfully after 5/10 minutes? • Does that child remain on task after having been supported? 	
Overseeing	<ul style="list-style-type: none"> • Can the staff member make accurate judgements regarding the engagement of a whole classroom of children? • Is the staff member able to make appropriate independent decisions about which child to support during a session? 	
Using time wisely	<ul style="list-style-type: none"> • Does the staff member consistently demonstrate effective use of their time in the classroom? • Are they always engaged in meaningful activity? 	
Consistent use of language with children	<ul style="list-style-type: none"> • Does the staff member mirror consistent use in language/terminology with the children? • Can they provide accurate explanations of concepts when asked to by children? 	

Small Group Mode		
Support Strategy	Prompts	Successes/Action points (Record your thoughts/discussion points in this column)
Familiarity in programme content/resource used	<ul style="list-style-type: none"> • Is the staff member adequately familiar with the materials used during the small group work? • Have they taken the time to explore/amend the materials as necessary before the group commenced? 	
Allowing all children to partake in the session	<ul style="list-style-type: none"> • Is the staff member able to encourage quieter children to partake in the session? • Can they achieve an effective balance in the discussion? 	
Assessment arrangements	<ul style="list-style-type: none"> • Can the staff member articulate the assessment requirements associated with the small group work? • Can they accurately complete assessments of the children and use these to inform future sessions? 	
Regular review of abilities	<ul style="list-style-type: none"> • Is the staff member able to undertake effective informal review of individuals' abilities after each session? • Does this review result in effective differentiation of content? 	
Effective grouping of children	<ul style="list-style-type: none"> • Can the staff member effectively group the children to ensure smooth running of the intervention? • Do they make good use of partnering/wider group organisation to facilitate learning? 	
Building upon learning outside of the group	<ul style="list-style-type: none"> • Can the staff member refer to the concepts explored in different contexts? • Do they make good use of praise and reward to consolidate the learning outside of the small group? 	

One-to-One Mode		
Support Strategy	Prompts	Successes/Action points (Record your thoughts/discussion points in this column)
Communication with class teacher/other staff members	<ul style="list-style-type: none"> • Is the staff member engaging in frequent and open discussion regarding the needs and abilities of the child they regularly work with? • Does this communication help to inform better teaching and learning approaches for that child? • Are the thoughts of the staff member listened to by other staff members? 	
Supporting independent working	<ul style="list-style-type: none"> • Is the staff member mindful of the dangers of over-reliance? • Can they promote independent working during sessions? • Are they aware of how to avoid an unhealthy reliance between themselves and the child they support? 	
Encouraging collaboration between the child and his/her peers	<ul style="list-style-type: none"> • Does the staff member encourage the child they work with regularly to build relationships with his/her peers? 	
Knowing when to adapt materials	<ul style="list-style-type: none"> • Can the staff member successfully adapt materials so that they are appropriate to the abilities of the child they work with? • Do they share these resources with others and notify the class teacher when materials are adapted? 	

Table 13.1 reproduced from Martin-Denham, S. and Watts, S. (2019) *The SENCO Handbook*. London: Sage.