

# **Unit 5, Assignment 3**

## **Understanding Group Dynamics**

### ***3.1 Reflect on own role(s) and function(s) within a group***

### ***3.2 Reflect on impact of group on self***

### ***3.3 Reflect on impact of self on group***

*3.1 - 3.3 Students should complete a reflective piece that focuses on: their own role(s) and function(s) within a group; the impact of the group on self; the impact of self on group.*

*Word count: 600 minimum.*

(Please note: this is an incredibly vague question. I have chosen to focus my answer on my professional role within a primary school team of staff.)

#### **3.1**

On a day-to-day basis, I work as a Special Educational Needs (SEN) Liaison Officer within a primary school. I work within an 'SEND Team' compounded of two SEN Liaison Officers, one SEND Interventions Officer and the Special Educational Needs and Disabilities Co-ordinator (SENDSCO). I will focus this question on my role and functions within group, as well as the function within the broader workforce of the entire school team.

My job role ultimately is to provide administrative support to the process of assessing, planning, doing and reviewing the SEND provision for children across school. This covers the many facets of school-running, encompassing a large team and the children. My responsibilities include: planning an annual and termly review schedule which requires liaising with external agencies, staff, parents and children; making external referrals for children to other services for further support; assessing children; planning appropriate interventions; monitoring pupil progress.

Since beginning this role, I have also taken a strategic lead in planning the SEND processes across the whole of school - consistent with the school's SEND policy *and* the government's SEND Code of Practice. This has given me more of a leadership function which necessitates a directorial function in detailing a vision and action plan for the team to work towards. After the vision was established, I have worked collaboratively with my immediate SEND team to achieve those strategic outcomes.

Within the broader scope of the school, the SEND team offers additional support to the teaching staff and the SENDSCO who are the two legally accountable roles within the school. Our function is to permeate and disseminate confidential information about children to the appropriate staff members and ensuring that the appropriate support is being provided by different staff.

#### **3.2**

The immediate SEND team impacts upon myself in the sense that there is a support network available to me composed of people I can approach for professional (and personal) advice. Other members of the team have much more experience than I do in the way of supporting

SEND children, so the team impacts upon myself in a way that trains me and teaches me on a daily basis.

The broader scope of the teaching team impacts upon me as they are the accountable staff members who I am employed to support. The teaching group impact upon me as I aspire to ensure that their students have access to the right provision and that teaching staff receive the appropriate information about the status of the their pupils' SEND.

My workload is ultimately directed by the needs of teachers, children and parents - which all form the larger group. This is the most significant impact that the larger 'group' has upon myself.

### 3.3

My impact upon the group can be observed through the support that is made available to SEND students through the acquisition of more funding for them. I impact the group through the significant administrative support that goes on behind the scenes which supports children, staff and the parents of children. I impact upon the SEND team through my strategic planning which makes it easier for us to all work towards the same aspirations and over-arching ambition.