

Job Description

TITLE:	Assistant SEND Manager (SEMH and Neurodiversity Champion)
POST HOLDER:	Vacancy
GRADE:	G8 Pt 12-15
START DATE:	ASAP
CONTRACT:	Permanent
WEEKLY HOURS:	34 hours 25 mins
WEEKS PER ANNUM:	39 weeks
RESPONSIBLE TO:	SEND Manager with accountability to SENDCO
RESPONSIBLE FOR:	SEMH intervention programmes and targeted support for pupils with neurodiverse and SEMH needs

Job Purpose:

The Assistant SEND Manager (SEMH and Neurodiversity Advocate) will support the identification, assessment and provision for pupils experiencing Social, Emotional and Mental Health (SEMH) barriers and those with neurodiverse profiles, including autism, ADHD, dyslexia, dyscalculia, dyspraxia and speech, language and communication needs.

The post holder will:

- Champion SEMH across the school, promoting inclusive practice and working collaboratively with staff, families and external agencies to reduce barriers to learning, participation, attendance, wellbeing and belonging.
- Champion neurodiversity across the school, promoting understanding, acceptance and inclusive practice, and ensuring that neurodiverse pupils are supported to thrive academically, socially and emotionally.
- Support the development and implementation of the school's Special Educational Needs and Disability (SEND) policy, ensuring alignment with the School Improvement Plan, the SEND Code of Practice and statutory requirements. Monitor and evaluate the effectiveness of SEND provision to improve outcomes for pupils.
- Act as Deputy to the SEND Manager, providing leadership and operational oversight of SEND provision in their absence. This includes ensuring continuity of support, maintaining statutory compliance, leading day-to-day decision-making, and acting as a key point of contact for staff, pupils, families and external agencies.
- Support the SEND Manager in the day-to-day management of SEND provision, ensuring that appropriate support is identified, implemented and reviewed for pupils with SEND to enable them to achieve positive educational, social and emotional outcomes. Maintain accurate SEND records, including the SEND Register, Individual Support Plans (ISPs), provision mapping and SEMH screening information.

- Analyse assessment, attendance, behaviour and wellbeing data to identify emerging needs, implement evidence-informed interventions through the Assess, Plan, Do, Review cycle, and evaluate their effectiveness in improving outcomes for pupils.
- Lead and coordinate the screening of pupils with emerging or changing needs, including SEMH and neurodiverse needs, and support the implementation of appropriate interventions, reasonable adjustments and access arrangements to reduce barriers to learning.
- Identify, design and deliver continuing professional development (CPD) for staff on SEND, SEMH, neurodiversity and inclusive practice, including advice on adaptive teaching, the graduated approach and strategies for supporting vulnerable learners.
- Work collaboratively with parents, carers, external agencies and other professionals to secure appropriate provision and achieve the best possible outcomes for pupils with SEND and SEMH needs.
- Maintain accurate, timely and confidential records in line with school policies, data protection requirements and statutory expectations.
- Undertake any additional duties commensurate with the grade and responsibility of the post, as reasonably directed by the SENDCo and/or Headteacher.

Core Tasks and Responsibility:

***SEMH Champion* Key Responsibilities**

- Lead and coordinate the school's SEMH provision, ensuring that pupils experiencing social, emotional and mental health difficulties receive timely and appropriate support.
- Identify barriers to learning through assessment, screening, observation and stakeholder feedback.
- Design, implement and evaluate targeted interventions that improve emotional regulation, resilience, engagement and attendance.
- Develop and maintain individual support plans and risk assessments for identified pupils.
- Monitor behaviour, attendance, attainment and wellbeing data to measure the impact of support and inform next steps.
- Work collaboratively with pastoral, safeguarding and attendance teams to provide a joined-up approach to pupil support.
- Contribute to strategies that reduce suspensions, exclusions and emotionally based school avoidance.

***Neurodiversity Advocacy* Key Responsibilities**

- Act as the school's champion for neurodiversity, promoting understanding, acceptance and inclusion of neurodivergent pupils.
- Support the early identification of pupils with possible neurodiverse needs, including Autism, ADHD, Dyslexia, Dyspraxia and Speech, Language and Communication Needs.
- Advise staff on evidence-informed approaches, reasonable adjustments and adaptive teaching strategies.
- Promote strengths-based approaches that recognise and celebrate individual differences.
- Support the development of sensory-aware and neuro-inclusive learning environments.
- Facilitate pupil voice activities to ensure neurodivergent pupils contribute to decisions about their support.

- Deliver awareness sessions and guidance for pupils, staff and parents to improve understanding of neurodiversity.

Graduated Approach and SEND Provision Key Responsibilities

- Lead the Assess, Plan, Do, Review process for allocated pupils and ensure provision is regularly reviewed and refined.
- Support the identification, assessment and monitoring of pupils with emerging or changing needs.
- Contribute to the development and maintenance of accurate SEND records, provision maps and pupil profiles.
- Support the preparation and completion of statutory assessments and Education, Health and Care Plan processes.
- Contribute to annual reviews and person-centred planning meetings.
- Ensure provision remains outcome-focused and aligned with individual needs.
- Monitor the effectiveness of interventions and produce reports for leaders and stakeholders.

Pupil and Family Support Key Responsibilities

- Build positive and trusting relationships with pupils and their families.
- Support parents and carers to understand their child's needs and access appropriate services and support.
- Attend and contribute to meetings with families, ensuring their views are reflected in planning and decision-making.
- Provide guidance on SEMH needs, neurodiversity and available support pathways.
- Support pupils during key transition periods, including primary to secondary and post-16 transitions.
- Promote pupil participation and ensure children's voices are central to decision-making.

Staff Development and Professional Support Key Responsibilities

- Deliver training and briefings on SEMH, neurodiversity, adaptive teaching and inclusive practice.
- Provide coaching and mentoring to colleagues to improve classroom practice and pupil outcomes.
- Support staff in implementing effective SEND strategies and interventions.
- Share current research, guidance and best practice relating to SEND, SEMH and inclusion.
- Model inclusive approaches and provide practical support to staff working with pupils experiencing barriers to learning.
- Contribute to whole-school development priorities relating to inclusion and wellbeing.

Multi-Agency Working Key Responsibilities

- Establish and maintain effective working relationships with external agencies and professionals.
- Coordinate referrals to specialist services where appropriate.
- Attend multi-agency meetings and contribute to support plans and professional recommendations.

- Liaise with Educational Psychologists, CAMHS, Family Help services, Social Care, Speech and Language Therapists, Occupational Therapists and other relevant professionals.
- Ensure recommendations from external professionals are implemented and reviewed effectively.
- Maintain effective communication between school, families and external partners.

Safeguarding and Wellbeing Key Responsibilities

- Work closely with the Designated Safeguarding Lead to promote the welfare and safety of vulnerable pupils.
- Identify and escalate safeguarding concerns in line with school procedures.
- Recognise the impact of trauma, adverse childhood experiences and mental health difficulties on learning and behaviour.
- Promote positive mental health, wellbeing and resilience across the school.
- Maintain accurate, confidential and compliant records of support and interventions.
- Contribute to safeguarding meetings and risk management processes as required.

Deputising for the SEND Manager Key Responsibilities

- Act as Deputy SEND Manager and assume responsibility for SEND provision in the absence of the SEND Manager.
- Provide day-to-day leadership and operational management of the SEND department.
- Support strategic planning, self-evaluation and school improvement activities relating to SEND and inclusion.
- Chair meetings and represent the SEND department as required.
- Oversee statutory processes, including annual reviews and EHCP provision, in the SEND Manager's absence.
- Support the line management, deployment and development of Teaching Assistants and intervention staff.
- Ensure compliance with the SEND Code of Practice and school policies.
- Provide professional advice and guidance to staff, parents and external agencies on SEND, SEMH and neurodiversity matters.

Record Keeping and Administration Key Responsibilities

- Maintain accurate and up-to-date SEND, SEMH and intervention records.
- Produce reports, case notes and documentation to support pupil outcomes and statutory responsibilities.
- Monitor and update provision mapping systems and pupil tracking records.
- Ensure records meet data protection, confidentiality and safeguarding requirements.
- Contribute to audits, reviews and quality assurance processes.

Strategic Inclusion and School Improvement Key Responsibilities

- Contribute to the school's vision for inclusion, belonging and equity.
- Support the implementation of whole-school inclusion strategies and action plans.
- Use data and stakeholder feedback to identify areas for development.
- Promote high expectations and positive outcomes for disadvantaged, vulnerable and SEND pupils.
- Support the evaluation of inclusion initiatives and report on their impact.
- Contribute to the development of policies and practices that strengthen inclusive provision across the school.

Other Duties

- Undertake professional development as required and participate in the school's annual professional development programme
- To comply with the requirements of Health and Safety, other relevant legislation and school policies and to understand and comply with the school's Equal opportunities Policy
- Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.

Physical Requirements

- There are no physical requirements, but the successful candidate is expected to be in good health and capable of working at a workstation and travelling in a car.

Annual Leave

- All annual leave MUST be taken in school holidays

DMI October 2026

Signed: _____

Date: _____

(This role description is to be reviewed on an annual basis and any changes deemed necessary negotiated with the post holder.)

	Start	Finish	Brunch	Lunch	Total
Mon	08:15	16:15	00:30	00:35	06:55
Tues	08:15	16:15	00:30	00:35	06:55
Wed	08:15	16:15	00:30	00:35	06:55
Thurs	08:15	16:15	00:30	00:35	06:55
Fri	08:15	16:05	00:30	00:35	06:45
TOTAL WEEKLY HOURS					34:25:00

Person Specification

Post Title: Assistant SEND Manager (SEMH and Neurodiversity Champion)

	Essential criteria required for the role	Desirable
Qualifications	○ Hold GCSE in English and maths, grade A*-C ○ Hold a recognised qualification at level 4 or equivalent.	○ HLTA qualification ○ Specialist Access Arrangements Assessor
Skills, Knowledge & Experience	○ Sound knowledge of the SEND Code of Practice ○ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ○ Ability to plan and evaluate interventions ○ Data analysis skills and the ability to use data to inform provision planning ○ Effective communication and interpersonal skills ○ Ability to build effective working relationships ○ Ability to influence and negotiate ○ Robust record-keeping skills ○ Experience of multi-agency processes for pupils and their families. Work with and liaise with other professionals, such as speech therapist, Educational Psychologists, Police School Liaison Officer, Family SENCO, Targeted Support, CAMHS, and occupational therapists ○ A strong commitment to the continuous development of the highest quality provision for including all pupils at Parkside Community School ○ Observe children and young people interpreting their developmental abilities and taking into account children and young people's cultural backgrounds ○ Knowledge of and procedures for supporting and leading learning activities, including adapting activities according to children and young people's responses	○ Arbor Information system ○ Provision Map information system ○ Pupil transition ○ Individual Education Plans and behaviour support plans ○ Experience of neurodiversity advocacy ○ Experience of Screening For SEMH
Professional Qualities	○ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ○ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ○ Ability to work under pressure and prioritise effectively ○ Commitment to maintaining confidentiality at all times ○ Commitment to safeguarding and equality ○ Positive support for and implementation of school policies and procedures. ○ Smart and professional appearance ○ Excellent attendance and punctuality ○ Absolute trust and confidentiality ○ Energy and enthusiasm, friendly and positive attitude	

Parkside Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to demonstrate and share this commitment.

