



POST TITLE: Compass Room Manager	GRADE: 6
RESPONSIBLE TO: SENCO	

Purpose of role:

- To be fully conversant with the Special Educational Needs and Disability Code of Practice and assist the SENCO and SEND Leadership Team with the strategic management of the department.
- To manage the Student Support Room and the students that attend.

Principle Accountabilities:

- To be fully conversant with the Special Educational Needs and Disability Code of Practice and assist the SEND Leadership Team with the strategic management of the department
- To research and share best practice relating to an area of SEND Education including areas such as SEMH, administration and legislation, and to contribute to the Student Support Team and whole staff training as required.
- To be confident in using school and departmental data and systems
- To use own wide-ranging knowledge and experience to advise on teaching & learning strategies which promote the integration of students with SEND within a mainstream setting and maximise their opportunities to learn and develop.
- To be solutions-focused and have an in-depth knowledge and understanding of identified students with complex SEND in order to plan and deliver appropriate provision and/or collate necessary evidence of the delivery and monitor the agreed outcomes.
- To feed back on students with significant difficulties and work with SENCO and SEND Leadership Team to ensure they have an appropriately differentiated academic and social curriculum
- To be an integral part of the whole school team, contributing to overall aims and working efficiently within agreed policies and procedures.

SPECIFIC DUTIES:

Support for Students

- To be a champion for all children with SEND and advocate on their behalf, especially those with identified complex needs (EHCP/TUF)
- To ensure the 'Voice of the Child' is heard and informs all planning and practice
- To promote well-being and independence for students with SEND by encouraging relationships based on mutual respect and developing self-reliance and self-esteem
- To contribute an SEN perspective to discussions around behaviour and suggest reasonable individual adjustments for students with known complex SEND, as appropriate
- To oversee personalised provision, in conjunction with the SEND Leadership Team, and be responsible for devising individual timetables for students with complex SEND within school

Support for the School

- To ensure excellent personal and departmental communication links and maintain supportive working relationships with parents, staff and other professionals using own judgement and initiative
- To plan, deliver and evaluate interventions for students with SEND
- To manage the Student Support Room, the students that attend and direct Student Support staff as appropriate
- To set up and run departmental systems, compatible with existing school systems to track and analyse progress towards agreed outcomes and compile reports, as required

- To collate and interpret key information for identified students in order to update SENCO & other relevant parties
- To work with the SEND Leadership Team to ensure that Access Arrangements for school assessments/public exams are delivered and staffed appropriately.
- To support the SEND Leadership Team in collating evidence and writing bids for TUF applications
- To support the SEND Leadership Team in collating evidence for referrals such as ADHD and Autism and completing referral forms
- To write professional reports for parents/external agencies and contribute to other key documents eg EHC Plans, Annual Reviews, referrals
- To understand the importance of safeguarding, child protection and confidentiality issues and work with the safeguarding team accordingly
- To participate in before/after school activities and supervise students with SEND during unstructured time, commensurate with hours worked
- To attend relevant school meetings, commensurate with hours worked
- To maintain a commitment to continuing professional development

Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbs-filtering-guidance> '

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification – Compass Room Manager	Essential (E) or Desirable (D)
Education/Qualifications	
Sound Level of Secondary Education	E
Appropriate role related qualifications and training qualifications	D
Inter-Agency Safeguarding Level 2 Award	D
Experience	
Knowledge and experience of full range of special educational needs and disabilities	E
Good working knowledge of SEND Code of Practice and Equality & Disability Act	E
Experience of leading / evaluating provision of learning for SEND students	E
Evidence of recent CPD to increase understanding and enhance practice for work with students with SEND, plus additional professional qualifications relating to SEND	D
Considerable experience of supporting children/young people in a secondary school or other learning environment	E
Experience/qualifications for supporting/organising extra-curricular activities for young people	D
Previous responsibility for aspects of strategic planning and delivery related to SEND	D
Experience of planning, delivering and evaluating individual or small group intervention relating to an area of SEND and recording progress	E
Responsibility for delivering staff training to small groups and larger audiences on aspects of SEND	D
Line management responsibility, including appraisal, for group of less experienced staff, reporting to senior leaders	D
Experience of gathering data and completing Learning Support Plans, professional referrals, reports, references, funding bids and contributing to other SEND-related documentation, such as school publications, policies and Education, Health & Care Plans	D
Behaviours	
Operates with integrity	E
Committed to continuous professional development	E
Committed to a team collaborative approach	E
Skills	
Energy and Enthusiasm	E
Flexible approach to work	E
Positive & Reliable	E
Ability to carry out tasks given quickly and competently	E
Confidence in offering guidance to teachers/support staff on differentiation, the graduated approach and strategies for inclusion	E