

Role Title: Phase Lead Complex Needs
Salary Range: L1 to L6
Reporting to: Vice Principal – Lower School
Responsible for: Teaching Assistants

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave empower young people to succeed, these are the values we are looking for when we seek new staff.

Responsible For:

- Coordination of SEND assessment
- Contribute to strategic decision making, working with academy management to share expertise and insight, and help shape the academy's vision
- Set high expectations for all pupils in the phase, and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance
- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
- Contribute to strategic decision making, working with academy management to share expertise and insight, and help shape the academy's vision
- Set high expectations for all pupils in the phase, and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance

- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
- Establish short-, medium- and long-term plans for developing and resourcing the curriculum across the phase
- Develop the academy's approach to assessment within the phase, and lead strategy to improve the quality of teaching and learning
- Take a leading role in inducting new staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within the phase (e.g. through observations, analysing performance data, etc.)
- Establish short-, medium- and long-term plans for developing and resourcing the curriculum across the phase
- Develop the academy's approach to assessment within the phase, and lead strategy to improve the quality of teaching and learning
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Main Duties:

Leadership and Management

- Model high quality teaching and to support teachers and teaching assistants in carrying out their role.

Teaching and Learning

- Act as mentors for new staff to ensure that they are familiar and understand academy systems
- Support the delivery of baseline assessments
- Supporting teachers to devise strategies to ensure pupils make good progress
- PLGs – monitor the collection of data and evidence linked to pupil PLGs to ensure that Learning Journals are effectively populated
- Model high quality teaching and adaptive teaching in line with the monitoring cycle
- To collect evidence of activities covered throughout the term to contribute to the celebration of achievements and contribution to newsletters
- To model and advise on communication friendly classroom environments (that agreed visual information is displayed and referred to)

Behaviour and Pastoral

- Model effective strategies to manage behaviour

- To support colleagues in pupil briefings to identify effective strategies to support pupils.

SEND

- Provide guidance to colleagues on teaching pupils with SEN and advise on graduated approach to SEN support
- To monitor the implementation and effectiveness of in class and out of class interventions

Personal Development

- Monitor implementation and to support with trouble shooting curriculum development opportunities

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies & professionals

Trust-wide organisation, strategy and development

- Contribute to the development, implementation and evaluation of the Trust's Five Year Plan, policies, practices and procedures, so as to support the Trust's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe
- Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety At Work Act, ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the Trust's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside Wave

- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the education community
- Respect individual differences and cultural diversity

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to perform other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

Wave Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Experience of using a wide range of office equipment and ICT software, information systems in an administrative environment • Experience within an education setting • Knowledge of current best practices in special education, including evidence-based interventions and strategies for supporting pupils with ASC, anxiety, or SLCN 	<ul style="list-style-type: none"> • Previous experience of leadership.
Education & Training	<ul style="list-style-type: none"> • GCSE Level 2 in Maths and English, or equivalent • Qualified Teacher Status (QTS) and experience teaching pupils with special educational needs 	
Special Knowledge & Skills	<ul style="list-style-type: none"> • Robust self-management skill • organised • Able to work under pressure • Ability to work on own initiative & within a team. Demonstrate a clear commitment to the team approach; exchanging ideas and providing support to colleagues • Able to work accurately and with attention to detail • Good interpersonal skills • Ability to build effective working relationships with a wide variety of individuals • Proven high communication skills, oral and written in order to produce detailed reports and memos • Ability to collaborate effectively with colleagues, parents, and external stakeholders. • Commitment to promoting equity, diversity, and inclusion in education 	
Any Additional Factors	<ul style="list-style-type: none"> • Regular access to a car • Current driving licence • Motor insurance certificate with Business use • Strong team player 	