

SEN SUPPORT LEAD – JOB DESCRIPTION AND PERSON SPECIFICATION

POST TITLE: SEN Support Lead

GRADE: Scale 6

DEPARTMENT: Inclusion

RESPONSIBLE FOR: Allocated Learning Support Assistants

REPORTING TO: Deputy Headteacher / SENCo

JOB PURPOSE

The aim of this post is to support and work with the Inclusion team in leading and managing the provision of special educational needs learning across the school.

This will involve supporting children with complex behavioural, social and emotional difficulties whilst delivering high quality learning and teaching, ensuring progress for all.

MAIN RESPONSIBILITIES:

- Plan, prepare and deliver learning to individuals and/or groups to provide positive learning outcomes.
- Assess, record and report pupil progress and attainment.
- Plan and implement strategies.
- Use teaching and learning objectives to plan, evaluate and adapt lessons as appropriate within agreed systems of supervision.
- Contribute to the development and implementation of the SEN Support Plans for pupils, including attendance at, and contribution to annual reviews.
- Oversee the implementation of a variety of specialist programmes or intervention within school.
- Manage the work and development of other support staff where appropriate.
- Develop and prepare resources for learning activities in accordance with plans and in response to pupil need.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Evaluate pupils' progress through a range of assessment tools, with SENCO support.
- Monitor pupils' participation and progress and provide feedback to SENCo / Deputy Head, in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.

DUTIES AND RESPONSIBILITIES:

- Provide emotional, physical and specialist support to manage the provision of SEND pupils.
- Use knowledge and understanding to extend and challenge pupils learning.
- Support pupils who have a range of difficulties, including, communication, physical or social, emotional and mental health difficulties. Considering advice and programmes provided by other professionals and implementation of behaviour support plans and risk assessments.

- Provide support for pupils who display challenging behaviour and contribute to their development.
- Work collaboratively with teachers, SLT and other relevant professionals and external agencies.
- Working alongside multidisciplinary professionals by assisting with the planning and delivery of relevant programmes.
- Assess the needs of pupils and use detailed knowledge and skills to support and advance pupils' learning.
- Plan and implement strategies to support pupils in their social development and their emotional well-being, dealing with and following the school's policy on reporting problems as necessary.
- Establish and maintain relationships with parents, carers and other professionals.
- Provide regular communication to parents / carers in-regards to pupils' learning.
- Contribute to meetings with parents / carers by providing constructive feedback and specialist advice/knowledge e.g., pupil progress/achievement.
- Assist with the supervision of pupils before school, break times, lunchtimes (but not as a supervisory assistant) and after school clubs, if required.
- Assist pupils with eating, dressing and hygiene, as required and in line with school policy, whilst encouraging independence where possible.
- Provide basic first aid, liaising with senior leaders and medical staff and if appropriate referral to health service in emergency cases.
- Support pupils to develop their skills of independence, resilience and confidence and self-esteem.
- Motivate and progress pupils' learning by using clearly structured teaching and learning activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and resources.

WHOLE-SCHOOL DUTIES AND RESPONSIBILITIES:

- Be aware of and work within the school policies and procedures.
- Be aware of and comply with policies and procedures relating to safeguarding, confidentiality and data protection, reporting all concerns to an appropriate person.
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements.
- Be aware of and support inclusivity and ensure that all pupils have access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- To attend all relevant meetings including morning briefings, staff meetings and parents' evenings.
- Participate in training and other learning activities and performance development as required.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviours and practices that could be discriminatory

- To promote the safeguarding of children.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.
- Any other duties required by the Headteacher / Deputy Headteacher, which is within the scope of this post.

PERSON SPECIFICATION:

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

E – Essential Criteria

D – Desirable Criteria

EDUCATION & EXPERIENCE

- Meet HLTA standards or equivalent qualification or experience. E
- Hold relevant qualifications at a level equivalent to at least NQF Level 3. E
- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C). E
- Attend induction training; training as appropriate and training relevant to the post, including behaviour management and Child Protection training. E
- A minimum of two years' experience of working with children in a paid capacity, preferably in an education setting. E
- Evidence of specialism in specific curriculum areas or areas of a particular learning difficulty. D

KNOWLEDGE & UNDERSTANDING

- Understanding of behaviour management strategies. E
- Understanding of First Aid procedures. D

SKILLS

- Effective oral and written communication skills. E
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. E
- Good organisational and time management skills. E
- Sound IT skills to support learning and maintain electronic information systems. E
- Input data into spreadsheets and computer programs (SIMS & pupil tracking systems) and be able to analyse these results to track progress. E

ABILITIES

- Able to form and maintain appropriate professional relationships and boundaries with children and young people. E
- Ability to organise, lead and motivate a team. E
- Ability and willingness to work constructively as part of a team. E
- Ability to supervise pupils effectively in line with the school's behaviour policy. E
- Ability to organise the classroom activities e.g., preparing and setting out resources and implementing strategies for T&L. E
- Ability to deal with sensitive information in a confidential manner. E
- Ability to help children to transfer their learning to other parts of their lives. D
- Ability to provide a good role model to pupils. E
- Ability to work in partnership with parents and teachers. E
- Ability to use own initiative and work flexibly. E
- Ability to adapt lessons for pupils with SEND. E

OTHER

- Empathy with pupils facing barriers to their learning. E
- A commitment to helping pupils achieve, through education and learning. E
- An understanding of and a genuine commitment to Equal Opportunities. E
- An excellent record of punctuality and attendance. E
- Ability to demonstrate personal integrity. E
- Ability to support the aims and ethos of the school. E
- Flexibility in the approach to work and the demands of the post. E
- Willingness to undertake continuing professional development. E
- An understanding of Health and Safety legislation in the context of an educational environment. E
- An understanding of Safeguarding legislation and its operation in a school environment. E