



ROBERTSBRIDGE COMMUNITY COLLEGE JOB DESCRIPTION

Job Title:	SEND Facility Manager
Pay Scale:	Teachers' Main/Upper Pay Scale
Last updated	September 2024
Responsible to:	SENDCo

Job Purpose (Main purpose of the role)

To lead the daily management and safeguarding aspects of our onsite SEND Facility at the College, including line management of a small team of staff based within the Facility.
 To contribute to a wide range of teaching and learning activities, and to assist and support the work of qualified teachers. To work within the statutory frameworks relevant to the role.
 To work closely with the SENDCo to ensure that all young people in the Facility flourish and make the best possible progress.

Key Responsibilities and tasks

1. To ensure the safe and effective day to day running of the Facility.
2. Line management of the team of staff based within the Facility.
3. To be the daily point of call for all Facility students' parents and external professionals.
4. To be able to problem solve and make decisions that affect the safety and wellbeing of vulnerable children.
5. To ensure all staff are able to carry out their daily duties - teaching, interventions etc.
6. To be able to manage challenging behaviours from vulnerable children and respond in a calm and firm manner.
7. To be able to intervene to prevent potentially volatile situations between children.
8. To have a firm understanding of autism and specific learning difficulties.
9. To have experience with the with the day-to-day management of a small team.
10. To have experience in delivering targeted interventions to children with EHCPs.
11. To contribute to the EHCP Annual Review processes.
12. To ensure that relevant plans are in place in relation to the specific needs of each student within the Facility e.g., risk reduction plans, risk assessments, personal care plans, positive intervention plans etc.
13. To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
14. To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
15. To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
16. To use ICT to advance pupils' learning and use common ICT tools for personal and pupils' benefit.
17. To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
18. To demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
19. To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
20. To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
21. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
22. To work collaboratively with colleagues, supporting and challenging as appropriate.
23. To monitor pupils' responses to learning tasks and modify your approach accordingly.
24. To promote and support the inclusion of all pupils in the learning activities in which they are involved.

25. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
26. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
27. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
28. To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
29. To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
30. To improve own practice, including through observation, evaluation and discussion with colleagues.

Child Protection and Safeguarding Policy

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with the College's Child Protection and Safeguarding Policy, and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Signed:	Post Holder:	Date:
Signed:	Headteacher:	Review Date:



PERSON SPECIFICATION

Essential key skills and abilities

These criteria will be assessed at the application and interview stage

- Ability to effectively plan and prepare high quality lessons as part of a scheme of learning that meets the needs of the full range of learners.
- Ability to support and lead a team.
- Able to use data and other sources to identify underachievement and plan and adapt learning programmes.
- Ability to monitor pupils' responses to learning and modify approach accordingly.
- Ability to communicate effectively and sensitively with pupils to support their learning.
- Ability to work collaboratively with colleagues as part of the school team.
- Ability to guide the work of other adults in the learning environment.
- Ability to liaise sensitively and effectively with parents and carers, and other professionals recognising their roles in pupils' learning.
- Ability to recognise and respond effectively to equal opportunities issues as they arise.

Essential education and qualifications

These criteria will be evidenced via certificates, or at interview

- Qualified Teacher Status.

Desirable education and qualifications

These criteria will be evidenced via certificates, or at interview

- SEND related qualification.

Essential knowledge

These criteria will be assessed at the application and interview stage

- Specialist knowledge and experience e.g., in behaviour management, pastoral care, early years, special educational needs or individual subject areas.
- Knowledge of the legal definition of Special Educational Needs (SEND), and familiarity with the guidance about meeting SEND given in the SEND Code of Practice.
- Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- Knowledge of the key factors that affect the way pupils learn.

Essential experience

These criteria will be assessed at the application and interview stage

- Experience of working with children who have a range of special educational needs.

Desirable experience

These criteria will be assessed at the application and interview stage

- Experience of working in a range of settings across different age groups.
- Experience of leadership of a team.

Other essential criteria

These criteria will be assessed at the application and interview stage

- A commitment to improving own practice through observation, evaluation and discussion with colleagues.
- A commitment to the Education Department's Equality of Opportunities policy.



Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	Yes
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No