

Job Description

Job Title: Special Education Needs and Disabilities (SEND) Manager

Location: Jane Austen College, Norwich

Closing: 12pm on Monday 6th June 2022

Job title	Special Education Needs and Disabilities (SEND) Manager
Salary Scale	Scale G
Hours of Work	Full Time
Weeks Worked	Term Time + 1 Week (39 weeks)
Responsible to	SENCo
Location	Jane Austen College, Norwich

Main purpose of the role

To support the implementation of a broad, balanced and inclusive curriculum for pupils with SEND

- To lead and promote appropriate provision for pupils with Special Educational Needs as part of the high standards for teaching and learning and achievement and progress for pupils with Special Educational Needs.
- To manage EHCP processes, including applications for needs assessment, annual reviews and consultations
- Providing CPD for staff to help them deliver interventions and support sessions in line with academy/provider expectations as required.
- To work with the SENDCO to develop and implement procedures, processes, systems and practices that will ensure effective support for all pupils with SEND at the Academy

Organisational relationships

Reporting to the SENDCo and deputising for them in their absence

Direct liaison with a range of internal stakeholders including teachers, parents, carers, pupils, and other Inspiration Trust staff as well as external agencies as required.

Line Managing Teaching Assistants / HLTAs as appropriate

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> ● Deal with queries in a prompt and professional manner, including prioritising the importance of the query. ● To effectively deploy staff within the SEND team to ensure that pupils are provided with effective support and their progress and attainment are accelerated. ● To maintain pupil records accurately and securely inline with GDPR regulations and statutory requirements. ● To assist, where necessary, with assessments and individual casework. ● Support the SENDCo at external and internal meetings including multi-agency meetings.
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	<ul style="list-style-type: none"> ● To support the coordination, implementation and monitoring of interventions and individual education plans and arrange and chair reviews as required. ● To ensure that all Academy SEND data is accurate and up to date. ● Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. ● To contribute to any pupil support processes as required. ● To assist the SENDCo in coordinating baseline testing for pupils in the academy as required. ● Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager.
Engagement	<ul style="list-style-type: none"> ● To offer a professional and courteous service to all stakeholders, ensuring all visitors are made to feel welcome and provide hospitality as required. ● Assess and identify pupils with barriers to learning. ● Design and implement an appropriate graduated approach to meet the needs of our pupils with SEND. ● Monitor and evaluate the implementation and impact of any SEND related provisions including, but not limited to, lesson visits and data analysis. ● Work with our teachers in leading the development of the most effective teaching approaches for pupils with identified barriers to learning including the sharing of advice and guidance from outside agencies. ○ Being a role model for staff with regards to supporting pupils with SEND ● Regularly meet with line manager and other departments (as required) to update on SEND developments and pupil progression (referring to individual pupils, local updates and national level changes) ● Regularly meet and establish cohesive relationships with parents & carers, ensuring effective communication between home and school through, but not limited to, the process of termly reviews ● Keep comprehensive up to date records, in a way that is compliant with GDPR regulations and statutory expectations, on all pupils with SEND to ensure that the most effective strategies are identified and in place ● Liaise with external agencies, where appropriate, to ensure coherence and appropriate transparency of intervention ● Create a climate for learning within teams and support the notion that all staff are also learners.
Equality	<ul style="list-style-type: none"> ● Commit to embedding equality, diversity and inclusion in all activities.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy.

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Good numeracy and literacy skills/GCSE (or equivalent) Maths and English 	<ul style="list-style-type: none"> Appropriate qualifications/significant experience of working with SEN Students Specialist skills/training in curriculum or learning area eg ASD, SEN, SEMH
Experience	<ul style="list-style-type: none"> General clerical or administrative work Fully competent at using ICT Experience of working with children with special educational needs Understanding of learning difficulties and strategies to support pupils learning Experience of working with or caring for children of relevant age Working in partnership with parents 	<ul style="list-style-type: none"> Experience of working in a school Basic knowledge of first aid
Professional Skills and Attributes	<ul style="list-style-type: none"> Ability to work on own initiative Able to build good working relationships with stakeholders, working well with children and adults Ability to work constructively and flexibly as part of a team Ability to work well under pressure Can meet deadlines by effective planning and time management Calm and courteous approach Excellent communication skills, both written and spoken, in dealing with a wide range of visitors / stakeholders Participate in development and training opportunities Ability to work with tact and diplomacy Proactive and flexible approach with ability to embrace a fast-paced changing environment Able to make decisions, identify and solve problems based on thorough analysis and sound judgement. 	
Knowledge and Understanding	<ul style="list-style-type: none"> Good understanding and ability to use relevant technology and computer software 	<ul style="list-style-type: none"> An understanding of Academy roles and responsibilities An understanding of the support function in an Academy setting and the wider Inspiration Trust setting Knowledge of relevant policies/codes of practice/legislation

This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder’s professional responsibilities and duties.

SignatureDate

Name