



JOB DESCRIPTION

Title: SEND Manager

Grade: TPLTSS7

Academy: Priory

Main purpose of the role

To work closely with the SENDCo acting as a responsible adult and oversee the day to day running of Support to Learn

The post holder will be responsible for the Line Management of a team of Learning Support Assistants (LSA) and Teaching Assistants.

Main Duties and Responsibilities:

- To deputise for the SENCo in their absence.
- To hold meetings with parents and professions including Special Educational Needs (SEN) reviews, Educational Health and Care Plan (EHCP) reviews, multi-professional meetings; with SEN teams, social workers and other outside agencies.
- To line manage a team of identified LSAs and TAs.
- To effectively identify and plan for individuals who need additional support with regards to their learning and communication needs.
- To support in carrying out and analysing diagnostic assessments and sharing with key staff.
- To oversee the planning, implementing and evaluation of our provision in the SEND department being a key point of contact for parents and carers.
- To support the enhanced transition package for students with SEN both into and out of Priory Community School, transitioning into year 7 and leaving year 11.
- To engage in conversations with Heads of Year and Central Leaders to gain a greater understanding of individual student needs and ensuring information is shared.
- To liaise with teaching staff, pastoral staff and the SENCo on the progress of the key students.
- Ensure all students accessing Support to Learn collate work from mainstream teachers and return it to them for assessing and marking.

Creativity & Innovation

- Further develop policies and procedures relating to the use of Support to Learn
- Feed into assess, plan, do and review paperwork termly.

Contacts & relationships

- Contact with parents/carers to ensure that they are kept regularly updated
- Contact with professionals from outside agencies to support the provision of all young people.
- Build relationships with some of our most vulnerable students and their parents.
- Liaise with colleagues in the wider school
- Contact other schools for information and support where necessary.

Decision making and consequences

- Make decisions on a daily basis on what a student's needs to access learning.
- Hold annual reviews for students with EHCPs

- Make decisions on students' timetables.
- Make decisions on staff allocation if needed to cover staff absence
- Make decision on what support can be offered to young people

Resources

- Manage Support to Learn
- Relevant resources are sources based on individual needs.

Line management/supervisory duties and responsibilities

The post holder will line manage identified LSAs and TAs

Safeguarding responsibilities

This role works directly with students and is therefore classed as regulated activity. Details of our Child Protection & Safeguarding Policy can be found on iTrent and is available on request.

Be committed to safeguarding and promoting the welfare of children and young people.

Work Demands

Able to work to strict deadlines but also be flexible to deal with changing priorities and unforeseen circumstances which could be lengthy to resolve.

Physical Demands

Normal physical effort required.

Working Conditions

Role is office and classroom based but may include visiting schools within the Trust for training and meetings.

May involve dealing with challenging situations which can require conflict resolution and dealing with emotive situations.

Expectations of Jobholder

Be aware of and comply with all Trust policies as well as individual academy policies and procedures.

Contribute to the management of student behaviour and security.

Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.

Demonstrate professionalism towards sensitive and confidential information.

Commit to professional self-development, through participation in training, to include any necessary health and training and annual safeguarding training.

Support the Trust's sustainability ambitions to reduce our carbon footprint and to act as responsible global citizens by reducing energy consumption and waste production at our schools.

Undertake such other duties as are commensurate with the grade of the post.

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. This job description may be amended at any time following discussion between the line manager and member of staff and may be reviewed annually.

Skills/Qualifications

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

Person Specification

Job Title: Inclusion Lead and Assistant SENDCo

| Assessment criteria | Essential | Desirable |
|----------------------------|---|---|
| Qualifications | Literacy and numeracy equivalent to GCSE at grade A*- C or level 2 national framework. | Understanding SEMH needs Safeguarding qualifications other relevant to associated qualification Working towards HLTA or foundation degree |
| Experience | Significant experience working to support students in a secondary school environment. Specific areas of expertise in supported learning. | Experience of working at whole school level |
| Skills | Competent ICT skills Excellent and effective communication skills. Good record keeping skills. Have the ability to work flexibly within a team and motivate students. Ability to work with a wide range of people across the school and from external Reliability, motivational and resilience under pressure. | Knowledge of subject specific software Sound knowledge of SEN code of practice Data analysis skills and the ability to use data to inform provision planning. |
| Knowledge | Sound understanding of: - SEN code of practice - Child protection - Specific areas of understanding children who display challenging behaviour. Specific areas of curriculum/pastoral expertise which they are prepared to | Understand young people with specific identified needs Understanding of young people that display challenging behaviours |

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| | develop while in post. | |
| Personal competencies, qualities, attitude and behaviours | <p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Positive attitude to use of authority and maintaining discipline.</p> | |
| Equality | <p>An understanding, acceptance and commitment to the fundamental principles of an equal opportunities.</p> <p>To work in a way that promotes equality of opportunity and respect for diversity.</p> | |
| Safeguarding | <p>Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>To work in a way that promote the safety and wellbeing of children and young people.</p> | |