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| Job Title: SEND Officer | Pay Scale: PPS9-12 |
| Normal Place of Work: Priory Witham Academy | Line Manager: SENCO |
| Role Summary: <ul style="list-style-type: none"> • To support the SENCO in leading the provision for SEND and help plan initiatives. • To deputise for the SENCO in matters relating to SEND. • To liaise with multiple external agencies and stakeholders to ensure that individual SEND targets and the requirements of EHCPs are met fully. • To provide administrative support for the Academy in relation to SEND. • To support the SENCO in managing the implementation of an inclusive curriculum. • To supervise all the systems and processes relating to SEND | |

DUTIES AND RESPONSIBILITIES

1. To support the SENCO in leading the provision for SEND:

- To discuss pupils' needs with staff and their concerns with regard to initial identification of pupils with Special Educational Needs informed by observation, review and data.
- To contribute to the SEN Provision Map identifying pupils' needs and provision made or proposed.
- To work closely with parents supporting them and their children in meeting a wide range of needs including working with external agencies.
- To liaise with the Senior Leadership Team, SENCO, Teachers, Student Teachers, Learning Support Assistants, Administrative and Support Staff on matters relating to SEND.
- To work with the SENCO and other members of the SEN team to discuss future initiatives – national and local.
- To work with class teachers and pastoral support to develop effective transitions for young people joining or leaving the academy.
- To ensure own knowledge of all matters relating to SEND is in line with current legislation, guidance and initiatives.
- To assist in arranging staff training.

2. To provide administrative support for the Academy in relation to SEND:

- To regularly update data on the SEN Register.
- Oversee the maintenance of provision maps termly.
- Keep dated records of meetings/involvement/actions on each individual's SEN profile.
- Upload and maintain documents and information onto SharePoint and SIMS.
- To ensure Pupil Profiles are shared with parents and all staff working with the pupil.
- To monitor and review pupils' progress at agreed intervals.
- To set dates for SEN Support/EHCP reviews, send out invitations, attend, process minutes and follow up agreed actions.
- To co-ordinate sharing of information between education phases for all pupils on the SEN Register transferring in or out of the Academy.

- To arrange and attend Planning Meetings with Educational Psychology, Speech and Language, Autism Outreach, School Nurse, Health Visitor, Physiotherapist, Occupational Therapist, CAMHS and other external agencies when appropriate. Liaise with staff prior to the meeting, seek parental agreement, discuss individual pupil's needs in detail, follow up agreed referrals and suggested actions.
 - To write supporting letters for parents to GP, Child Health, Community Paediatrician. To support parents in applying for courses and conferences.
 - To support in the collation of all forms, evidence, reports minutes and other relevant paperwork for referrals requesting consideration for an EHCP.
 - To arrange dates, send out invitations, attend and complete paperwork for Annual Reviews of EHCPs.
 - To complete applications for Early Years funding and Medical funding along with supporting paperwork.
 - To maintain an audit of SEN resources and advise on how they are accessed. To order and maintain specialised equipment, resources and books.
3. To be available for the supervision of pupils at break and lunchtime duties and before and after school duties.
 4. To interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues regarding the support for all SEND students.
 5. To act in accordance with Federation policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
 6. Any such other duties as may be determined from time to time within the general scope of the post.
 7. Act a positive role model for the PSAs and adopt a professional persona that all staff can rely on for support and guidance.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

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| • Head Teacher, SLT and all Trust staff | To ensure a high quality service is provided that meets the needs of the Trust. |
| • Parents and Students | |
| • Visitors | |

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day to day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12 month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Person Specification – SEND Officer

| | | Essential | Desirable | How assessed* |
|---|--|------------------|------------------|----------------------|
| QUALIFICATIONS | | | | |
| 1 | GCSE English and Maths grade (9-4) or equivalent experience | X | | AF / Cert |
| 2 | Level 2 IT Qualification / Experience or equivalent | X | | AF / Cert |
| 3 | Proficient in the use of email and the internet | X | | AF / Cert |
| 4 | A commitment to undertaking regular CPD relevant to the role. | X | | AF / Cert |
| 5 | Hold the full SENCO qualification | | X | AF / Cert |
| 6 | National professional qualification in leadership (or equivalent) | | X | AF / Cert |
| KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT) | | | | |
| 7 | Current knowledge of the SEND code of practice and the statutory processes in places for students with SEND | X | | AF / IV |
| 8 | Recent and relevant experience of working in an administration environment. | X | | AF / IV |
| 9 | Experience of working with children with SEND and supporting groups of students as well as students on a one to one basis. | X | | AF / IV |
| 10 | Experience of using SIMS. | X | | AF / IV |
| 11 | Experience of efficient budget management and resource deployment | X | | AF / IV |
| 12 | Proven record of raise standards of achievement and sustaining improvement through self-evaluation and strategic planning | X | | AF / IV |
| SKILLS AND ABILITIES | | | | |
| 13 | Ability to communication effectively with a range of stakeholders. | X | | AF / IV |
| 14 | Ability to work independently, prioritise workload and manage time effectively | X | | AF / IV |
| 15 | Ability to motivate students, strong interpersonal skills | X | | AF / IV |
| 16 | Able to work under pressure to meet specific deadlines | X | | AF / IV |
| 17 | Proven ability to lead by example and model excellent practice | X | | AF / IV |
| 18 | Self motivated and able to work with initiative | X | | AF / IV |
| 19 | The ability to adapt approaches to meet the needs of the pupils. | X | | AF / IV |
| 20 | Must accept and actively support the Trust's agreed values. | X | | AF / IV |
| 21 | A commitment to equality, diversity and inclusion. | X | | AF / IV |

***Key to how skills are assessed:**

AF = Skill assessed via application form

IV = Skill assessed via interview

AT = Skill assessed via test/work-related task

Cert = Certificate checked at interview

I have read and accept the content of the job description.

Signed Line Manager :

Dated:

Signed Employee.....

Dated.....