

Rye College, Part of the Aquinas

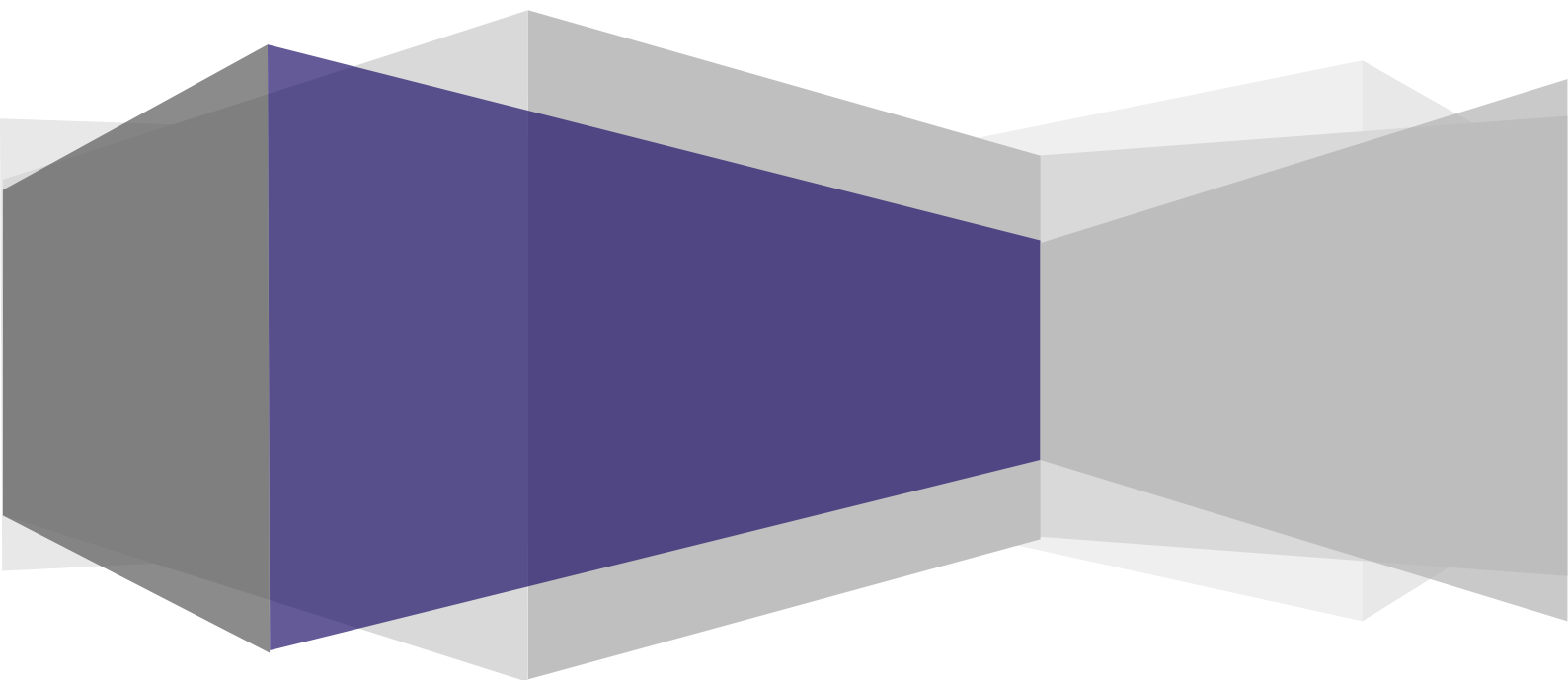
www.aquinastrust.org

Application Pack

**SEND Practitioner Speech, Language,
Communication Needs (SLCN), Neurodiversity
and Reading**

Required: After 20th September 2026

£31,077.00 p.a. – £33,125.00 p.a.





SEND Practitioner – SLCN, Neurodiversity and Reading

An exciting new role has been created to support the ongoing development of our inclusive practise and provision. We are looking for a skilled individual who has a passion for supporting students with additional needs and SEND.

The **SEND Practitioner- SLCN** will work with the SENCo to support children with Special Educational Needs & Difficulties across key stages 3 and 4 and within the College Community. This post is specifically to support the development of **SLCN** across the school, although will also contribute to all areas of SEND. The role will also include the support of other vulnerable learners within our community.

Our ideal candidate will have:

- A flexible attitude.
- Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.
- Experience co-ordinating provision for children with SEND and sound knowledge of the SEND Code of Practice and its application.
- Good time management skills, and the ability to organize, prioritise and maintain a multifaceted workload.
- The ability to work as part of a team and on own initiative.
- Excellent written and spoken communication, and interpersonal skills.
- High levels of drive, energy and integrity.
- A commitment to improve current skills and demonstrate a willingness to develop further.
- An ability to work with pupils and their families in a sensitive and positive way.
- A commitment to developing an inclusive ethos and culture where neurodiversity is celebrated.

In return, we offer:

- A happy community committed to the professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- Access to the Local Government Defined Benefit Pension Scheme with an average employer contribution of >20%.
- A skilled and experienced team of teachers and other professionals.
- A motivated leadership team leading rapid improvement to the students' life chances.
- A Trust in which the students are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit prior to application.



THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- Closing date for applications: **midday 28th September 2026**

SHORT LISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates will have their references taken-up before any interview – unless explicitly requested in your application.

INTERVIEWS

Candidates will be invited for interview.

Interview dates: **Wednesday 30th September**

APPOINTMENT

All candidates will be contacted following interview.

Appointment to commence: **After 20th September 2026**

APPLYING

Please send your completed application form, outlining your suitability for the role against the enclosed person specification and job description, by email to Aquinas.recruitment@aquinatrust.org. Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

All sections of the form should be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form.

Please note a signed copy of your application form will be required prior to interview.

If you would like to discuss the role prior to application, please contact the HR Officer at Aquinas.recruitment@aquinatrust.org



RETENTION OF INFORMATION

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records policy.

The Aquinas Trust is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check. As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.



JOB DESCRIPTION

DETAILS

Job Title:	SEND Practitioner SLCN
Grade:	East Sussex Single Status 8
FTE Salary:	£31,077.00 - £33,125.00 p.a.
Pro-rata Salary:	£26,612.74 p.a - £28,366.54 p.a.
Hours:	37 hours per week, 39 weeks per year
Contract:	Permanent
Reports to:	SENCo

THE ROLE

The **SEND Practitioner- SLCN** will work with the SENCo to support children with Special Educational Needs & Difficulties across key stages 3 and 4 and within the College Community. This post is specifically to support the development of **SLCN** across the school, although will also contribute to all areas of SEND. The role will also include the support of other vulnerable learners within our community.

Key Responsibilities

- To undertake the planning, preparation, delivery, monitoring and review of specialist evidence-based intervention programmes according to designated area of specialism (SLCN, Neurodiversity and Reading) both on a 1-1 and group basis.
- Develop, implement and review individual plans for pupils (e.g. student's passports and additional needs plans). Attending pupil reviews and parent meetings as directed.
- To monitor progress of allocated students through a programme of planned reviews including observations in classrooms, assessment of need reviews, and regular meetings.
- To be responsible for organising and running agreed targeted before school, lunchtime and after school interventions to support the educational, social, emotional and personal development of vulnerable students.
- Actively promote and engage in the whole school development of SEMH interventions and support.
- Support the role of parents / carers in pupils' learning and development.
- Contribute constructive feedback on pupil development, progress and achievement.
- In collaboration with external professionals and parents/carers, write health care plans and administer first aid and medication as required.

SLCN, Neurodiversity and Reading Responsibilities

- Deliver targeted SLCN and reading interventions using structured, evidence-based programmes.
- Support pupils with communication, interaction, and social-emotional needs.
- Offer guidance and support regarding pupils with a range of neurodiverse needs and diagnoses e.g. autism, ADHD, dyslexia
- Provide guidance and advice with regard to the development of executive functioning skills/strategies and study support.
- Oversee interventions designed to develop social skills and understanding and to regulate and effectively communicate emotions and needs.
- Provide information with regard to sensory auditing and sensory processing requirements



- Collaborate with the Literacy Lead to identify and support pupils with reading difficulties, including dyslexia.
- Provide tutor time support and contribute to the development of literacy-rich environments.
- Ensure pupils are regulated and ready to learn through proactive support strategies.
- Maintain and analyse data to inform planning and report on pupil progress.
- Plan, deliver and review interventions
- Provide feedback to pupils and families in line with school policies.
- Contribute to staff training and awareness around SLCN and literacy needs.
- Create and review additional needs plans and associated documentation.

General Responsibilities

- To assist in promoting the learning, wellbeing and personal development of all students, including, but not exclusively, those with special educational needs through evidence-based interventions and assessment tools.
- To be responsible for supporting and mentoring vulnerable students including regular meetings and parental engagement.
- To provide learning support as directed by the SENCo
- To provide evidence in support of exam access arrangements requests
- To provide learning materials as directed by the SENCo
- To support students either individually, or in groups as directed by the SENCo
- To provide administrative support as directed by the SENCo
- To assist in the induction and training of new TA's
- To support inclusion team colleagues.
- To support in the preparation of SEND documentation
- To attend multi agency meetings as required by the SENCo
- To establish professional learning relationships with students
- To support students in developing social and organisational skills both in and out of the classroom
- To assist students to develop appropriate strategies to write and record their ideas, providing alternative means of recording e.g. touch typing, assistive technology.
- To use the school system for recording students' needs and progress
- To provide regular feedback on students' learning and behaviour to the SENCo & class teachers
- To know and apply all school policies
- To maintain confidentiality at all times
- To undertake any such reasonable duties as requested by the SENCo.

TRAINING

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and department's needs. These include external courses, internal workshops, staff meetings and departmental training. The successful candidate will be required to undertake training to fulfil the requirements of the post.

Each member of staff has a responsibility towards their own professional development and that of those they are accountable for.

The specific responsibilities described are subject to annual review by the Headteacher.



The post holder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

VARIATIONS

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.



PERSON SPECIFICATION

SEND PRACTITIONER – SLCN NEURODIVERSITY AND READING

Qualifications and training	
Essential	Desirable
- Math's & English GCSE Grade C (Or equivalent) - A willingness to undertake safeguarding training.	- Evidence of undergoing sufficient safeguarding and child protection training. - Relevant qualifications in education, SEND, child development, or a related field (e.g., Level 3/4 Certificate in Supporting Teaching and Learning, HLTA status, or equivalent).
Knowledge, skills and experience	
Essential	Desirable
- Experience of working with pupils with SEND, and pupils with emotional and behavioural dysregulation. - Experience co-ordinating provision for children with SEND. - Sound knowledge of the SEND Code of Practice and its application. - Sound knowledge of the graduated approach to providing SEN support. - Experience of behaviour support techniques for groups and individuals with SEND. - Experience working effectively with colleagues to improve classroom practice. - Experience utilising and analysing effective assessment systems and recording and maintaining pupil records. - Working closely with parents in home-school partnerships that support pupils' needs. - Using basic diagnostic tests for identifying specific needs. - Judge a situation effectively and have the confidence to act on their initiative so that an effective solution is developed. - Work closely with disadvantaged pupils. - Implement techniques to boost self-esteem and motivation, to improve resilience.	- To have experience of working within a secondary school setting. - Experience liaising with a range of people, agencies, and professionals including the parents of pupils, the LA and other providers. - Demonstrate a greater understanding of how pupils with SEND develop. - Experience in making reasonable adjustments and access arrangements for pupils with SEND. - Demonstrate an understanding of statutory processes, including annual reviews and outcome reviews.



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| <ul style="list-style-type: none">• Foster effective relationships with parents, staff and key stakeholders and encourage them to take an active role in pupils' development.• Keep accurate records in line with data protection legislation.• An ability to work in a multiagency way, liaising with a range of agencies and professionals to support pupils.• Promoting pupils' learning and welfare. | |
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