the LatimerArts College

INFORMATION PACK:

SEND PROVISION LEAD

(Non-teaching Assistant SENDCo)

Learning Support Team: ***Unlock Potential and Inspiring Excellence***

At The Latimer Arts College our core purpose is to unlock potential and inspire excellence. We place no boundaries on ambition, no limits on aspirations and no barriers in the way of achievement. All of this is underpinned by our values, which truly define us:

Honesty, **E**xcellence, **A**mbition, **R**espect, **T**eamwork

Nowhere is this core purpose and these values better reflected than in the provision that our Learning Support team deliver.

Our team work tirelessly with students, parents/carers and colleagues across the school to ensure that all young people in the school have the best learning environment to allow them to learn and develop to their fullest potential.

At all times we endeavour to meet the needs of individual students by providing an effective support service to identified students across the age and ability range.

We work closely with students, parents/carers and outside agencies to:

- Create an environment in which students with SEND can fulfil their potential;
- Enable students with SEND to function as independently as possible within the school environment and the outside world;
- Create a partnership in which the school, home and other agencies work together for the benefit of students with SEND.

Our Team

We believe that we have in place a staffing structure that allows for targeted support to be given to our students in a timely and relevant way:

- **SENDCo:** A member of the Senior Leadership Team.
- **Lead SEND Teacher:** A qualified teacher with expertise of leading a SEND team. Working as part of the T&L team but supporting the monitoring of EHCP provision.
- **SEND Provision Lead**: This role is crucial in both leading the team and ensuring excellent provision is in place for all students based on their identified needs.

- **SEND Administrative Manager:** To enable the focus of the SENDCo to be on quality first teaching and the SEND Provision Lead to focus on the EHCP process, this role is responsible for the day to day operational running of the Learning Support team. They work closely with the SEND Provision Lead on monitoring and tracking student provision and parent and carer liaison.

- **SEND Learning Mentors:** We have dedicated Specialist SEMH and ELSA learning mentors who support students 1to1.

- **Learning Support Assistants (LSAs):** There are a team of 5 full time LSAs who support students in the classroom.

- **Learning Support Base Room Supervisor:** This role is an LSA who supports SEND students who are not in lessons, with their independent study within our base.

- **Behaviour Mentor:** This role is key to supporting SEND students to improve their behaviour in lessons and around the school to reduce removes and suspensions.

- **Literacy Lead**: whilst this is a whole school role, line managed by the Assistant Principal Teaching and Learning, there is considerable liaison regarding students whose literacy levels fall significantly below age related expectations.

- **HLTAs:** There are science, maths and literacy HLTAs line managed by their departments, but who deliver support in the classroom for EHCP and K coded students.

Our Resources

Our Learning Support Team is situated in its own purpose-built area which provides a central hub that offers support to individuals and small groups of students.

We have a dedicated staffed learning base, equipped with ICT access, along with a suite of smaller rooms for individual and small group learning, and interventions.

Job Description

Role: SEND Provision Lead / Assistant SENDCo (non-teaching)

Line Manager: Assistant Principal - SENDCo

Scale: Range l22-26

Job Purpose

- Deliver the strategic development of the special education needs (SEND) policy and provision in the school, working closely with the SENDCo;
- Be responsible for the day-to-day operation of the SEND Policy and co-ordination of specific provision to support individual students with SEND or a disability;
- Ensure that the SEND Code of Practice is being followed;
- To lead on the delivery of the School's SEND provision, including tracking and monitoring spending;
- Ensure that students with SEND secure outstanding achievement, through liaison with the SENDCo and Literacy Lead regarding curriculum and teaching and learning.
- Provide professional guidance to colleagues, working closely with staff, parents and carers and other agencies;
- Support the attendance to school and lessons and mental health of SEND students.

Leadership Responsibilities

- To promote the School's values and vision for special educational needs and disability;
- To model high standards of professional conduct;
- To work in collaboration with the Principal, SENDCo and governors to ensure that the School meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements and that the SEND Information Report is up to date;
- Maintain up-to-date knowledge of national and local initiatives that may influence policy and practice;
- To ensure that up to date information is provided to staff in a timely way on the needs of individual students;

- To ensure that the School's provision map for vulnerable learners (including SEND, medical needs and other identified students) is maintained, analysed and revised in a timely manner when required;
- To ensure that an accurate and detailed SEND register is maintained;
- To ensure that the process of referring to the Local Authority to request High Needs funding or an Education Health and Care Plan is carried out in a timely manner;
- To attend meetings (e.g. EHA/ TAF) with external professionals where necessary including liaison with Educational Psychologist / Specialist SEND Support Services;
- To ensure that the specialist assessments for exam access arrangements is undertaken in a timely manner;
- To liaise with the Assistant Principal, Attendance and Behaviour Lead and DDSL to identify links between attendance and behaviour and learning needs and implement the appropriate intervention actions;
- To lead in ensuring that appraisal arrangements for members of the Learning Support Team are carried out and that staff are supported in their professional development;
- To manage the department budget and ensure that resources are deployed efficiently in order to achieve best value for money;
- To oversee the deployment and supervision of the Learning Support Team;
- To plan and deliver training for members of the Learning Support Team;
- To deputise for the SENDCo in non-statutory matters relating to SEND;
- To coordinate EHCP annual reviews, ensuring paperwork is completed in a timely manner;
- To build effective partnerships with the parents and carers of students with SEND;
- To support the transition of students with SEND into Year 7 and on to post-16;
- To attend Strategic or Progress Leader meetings when required.

Other

- To undertake any other reasonable duties as directed by the Principal.

Person Specification

SELECTION CRITERIA (no priority order)			
Qualifications, skills and experience	**Essential**	**Desirable**	**Method of Assessment**
Evidence of SEND experience or qualifications		X	Application form– verified at interview
In depth knowledge of the Code of Practice and Equality Act 2010 and a genuine understanding of specific learning difficulties	X		Application form / interview
High standard of literacy	X		Application form
Excellent ICT skills	X		Application form
Understanding SEND students barriers to learning and knowledge of adaptations	X		Application form / interview
Commitment to Safeguarding	**Essential**	**Desirable**	**Method of Assessment**
Motivation to work with children and young people	X		Application form / reference / interview
Commitment to, and belief in, the equal value of all students	X		Application form / reference / interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application form / reference / interview
Ability to raise the self-esteem and expectations of children and young people	X		Reference / interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		Application form / reference / interview
Leadership Skills, Knowledge and Experience	**Essential**	**Desirable**	**Method of Assessment**
Ability to articulate a clear vision and direction for special educational needs education	X		Application form / interview
Creativity, energy and enthusiasm	X		Application form / interview
Prior experience of leadership in and/or of leading successful improvement projects	X		Application form / interview
Experience of effectively using data to analyse student progress and secure improvement		X	Application form / interview
Experience of working successfully with external partners and agencies	X		Application form / interview
Experience of effectively coaching others to improve their practice	X		Application form / interview
Ability to lead a team and motivate others to reach the highest of standards	X		Application form / interview
Strong ability to work effectively under pressure and show resilience	X		Application form / interview
Strong time management and organisational skills	X		Application form / interview
Personal Qualities and Interpersonal Skills	**Essential**	**Desirable**	**Method of Assessment**
Ability to communicate effectively and relate well to all stakeholders	X		Application form / reference / interview
Good sense of humour	X		Application form / interview
Excellent attendance and punctuality record	X		Application form / interview/reference
A willingness to contribute to extra-curricular activities		X	Application form / interview