STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

SEND Support Lead

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assist with the management of the provision for students with SEND, including allocating dedicated support time for students, creating Star Maps and EHC plans, and creating student profiles.

2. Assist the SENDCO with leading the team responsible for providing support to students with SEND and securing school improvement.

3. Develop curriculum resources in collaboration with the SENDCO and relevant class teachers to ensure that students with SEND can access a full and well-rounded curriculum and have the required level of support.

4. Provide students with the guidance, support, challenge and resources required to sustain motivation and improve attainment.

5. Deputise for the SENDCO in all matters relating to SEND and take a leadership role in their absence.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1.   Strategic Direction and Development of the School

1.1   Provide inspiring and purposeful leadership for the students within a caring and secure environment.

1.2   Work in partnership with the Principal, Senior Leadership Team, Governing Body, Trust, SENDCO, staff, students and parents in generating the ethos and values which underpin the school, enriched by mutual care and respect extending into the local community.

1.3   Work within the overall aims and objectives of the school.

1.4   Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.

1.5   Liaise as required with a range of educational partners and external agencies to underpin the raising of student attainment e.g., Educational Psychologist, Outreach Services.

1.6   Support the school's home and community liaison work through the appropriate participation in events.

2.   Leadership

2.1   Assist the SENDCO by taking a strategic lead in developing the quality of teaching and learning to meet the needs of SEND and other vulnerable students.

2.2   Assist in developing a foundation curriculum with vocational and academic pathways for SEND and vulnerable students (Inspiration Centre)

2.3   Liaising with the SEMH ISIP Team and reviewing the Pathways of the students

2.4   Assist in the operational leadership of the SEND Team.

2.5   Assist in the organisation and performance-manage the work of the SEND Team, consisting of TAs and ISIP Practitioners.

2.6   Assist the SENDCo in leading the development of TAs and Higher-Level Teaching Assistants.

2.7   Provide support to teachers in developing and implementing strategies within their classroom, for students with special educational needs.

3.   Learning, Teaching and Attainment

3.1   Support the leadership team through effective management of progress made by students within the catch-up programme.

3.2   Help to create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement. To develop independent learning, life skills and strategies to promote self-regulation.

3.3   Support teachers to secure appropriate and consistent progress for all students.

3.4   Deliver intervention and enrichment sessions as and when required, to ensure the highest levels of achievement and enjoyment with the catch-up groups.

3.5   Support the development and application of effective learning and teaching strategies to raise the achievement of students within the catch-up programme, maintaining an up-to-date knowledge of good practice.

3.6   Coach colleagues and participate in pedagogic discussion and development, in order to share effective practice with SEND students with colleagues.

3.7   Use data to support planning, including the evaluation of students' progress and setting of appropriate targets for improvement.

3.8   Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching for students within the catch-up programme.

3.9   Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.

3.10   Ensure policies, schemes of work and lesson planning are developed and regularly reviewed in light of best practice.

3.11   Participate in the development of enrichment activities and programmes for students in the catch-up programme in partnership with other schools and agencies.

3.12   Contribute to Education Health Care Plans / Individual Educations Plans, statutory assessments procedures for students with additional needs.

3.13   Assist with provision mapping.

4. Relationships with Others

4.1 Participate in the Appraisal Cycle and INSETs.

4.2 Participate in the induction of new staff into the SEND team and school community.

4.3 Maintain good working relationships with colleagues, students, parents/carers, governors, the community and all stakeholders and ensure all communication is consistent with the school's ethos.

5. Accountability

5.1 Make best use of all resources to support the attainment of students within the catch-up programme.

5.2 Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and that students are involved in this process.

6. Other Responsibilities

6.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

6.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

6.3 Contribute to the wider life of the Trust and the Star community.

6.4 Trained in first aid, use of evacuation chairs and mobile hoists, to support students across the academy.

6.5 Carry out any such duties as may be reasonably required by the Trust.

7. Records Management

7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
			Assessed by:	
QUALIFICATIONS				
1.	A degree qualification or relevant qualification.	E	✓	
2.	Qualified Teacher Status or willing to work towards qualification.	D	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	First aid qualified or willing to work towards	D	✓	
EXPERIENCE				
5.	Experience of working with SEND students.	E	✓	
6.	Track record of delivering excellent outcomes for young people.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
7.	A knowledge of what constitutes outstanding practice.	E	✓	✓
8.	A good understanding of catch-up strategies.	E	✓	✓
9.	Knowledge of classroom organisation and learning strategies.	E	✓	✓
10.	Knowledge and understanding of SEN strategies and Code of Practice.	E	✓	✓
11.	Knowledge and understanding of behaviour management techniques for classes, groups and individuals.	E	✓	✓
12.	Ability to write clear concise EHCPs, Reports, Plans and Strategies.	D	✓	✓
13.	An understanding of live assessment and feedback.	E	✓	✓
14.	Sound understanding of assessment, recording and reporting.	E	✓	✓
15.	Knowledge of how the effective use of data and target setting can raise standards.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
16.	Up-to-date knowledge and understanding of current educational issues.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Interview /Task
17.	Ability to prioritise conflicting demands.	E	✓	✓
18.	Ability to set clearly articulated targets to track progress and adopt strategies towards achieving them.	E	✓	✓
19.	Ability to support effective and outstanding classroom practice.	E	✓	✓
20.	Well organised with good time management skills.	E	✓	✓
21.	Excellent behaviour management skills.	E	✓	✓
22.	Ability to work creatively and sensitively with children.	E	✓	✓
23.	Promote the school's aims positively and use effective strategies to monitor motivation and morale.	E	✓	✓
24.	Ability to develop good personal relationships within the team, with parents and the wider school community.	E	✓	✓
25.	Ability to motivate and inspire others.	E	✓	✓
26.	Ability to work effectively as a member of a strong team.	E	✓	✓
27.	Ability to communicate effectively both orally and in writing to a variety of audiences.	E	✓	✓
28.	Ability to enhance pupils' learning through the creative use of ICT.	E	✓	✓
29.	Ability to implement new initiatives and ideas.	E	✓	✓
PERSONAL QUALITIES				
30.	Highly organised, literate and articulate.	E	✓	✓
31.	Highest levels of professional and personal integrity.	E	✓	✓
32.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
33.	Personal resilience, persistence and perseverance.	E	✓	✓
34.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
35.	Sympathetic to and supportive of the ethos of the School.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
36.	Commitment to delivering after-school and enrichment opportunities for learners.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
37.	Energy and enthusiasm.	E	✓	✓
38.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
39.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
40.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
41.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
42.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
43.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
43.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓