

<b>Job Description</b>	
<b>Post:</b>	SEND Manager
<b>Pay Scale:</b>	Grade
<b>Responsible to:</b>	SENDCo
<b>Responsible for:</b>	Pupils with SEND across the school, teaching staff, TAs
<b>Main Location:</b>	School-based
<b>Purpose of the role</b>	
<p>To support the SENDCo in the operational leadership and management of SEND provision across the school. To lead, coordinate and quality assure the work of the Curriculum Support team, ensuring effective deployment of staff, compliance with statutory SEND responsibilities and high-quality provision for pupils with SEND. To analyze and monitor pupil outcomes, coordinate external agency involvement and support the strategic development of inclusive practice across the school.</p>	
<b>Main Duties</b>	
<p><b>Leadership &amp; Management:</b></p> <ul style="list-style-type: none"> <li>• Lead the day-to-day deployment of Teaching Assistants and Curriculum Support staff to ensure effective delivery of SEND provision.</li> <li>• Contribute to the recruitment, induction, probation and appraisal of Curriculum Support staff.</li> <li>• Identify training needs and support the professional development of staff working with pupils in SEND.</li> <li>• Promote high expectations, accountability and consistent standards across the Curriculum Support team.</li> <li>• Support the SENDCo with the strategic development of SEND provision and implementation of school improvement priorities relating to inclusion.</li> </ul> <p><b>Support for pupils:</b></p> <ul style="list-style-type: none"> <li>• Ensure highly specialized support is in place for pupils to access their learning. To ensure differentiated resources and equipment are being used effectively. Ensure pupils are receiving high quality in-class and out-of-class support.</li> <li>• Through monitoring identified pupils, encourage them to learn and act independently in preparation for adulthood. Encourage pupils to demonstrate positive attitudes to learning and growth mindset.</li> <li>• Collaborate with other colleagues to ensure pupils with SEND make at least their expected progress in all subjects.</li> <li>• Establish good working relationships with pupils, acting as a role model. Be aware and respond appropriately to pupils' individual needs.</li> <li>• Promote self-esteem by employing strategies to recognize/reward achievement in line with school policy.</li> </ul>	

- Coordinate morning intervention sessions and after school homework clubs, directing Tas as appropriate.

### **Support for teachers:**

- Ensure an effective TA deployment proforma is in place and is being used routinely by teachers to direct Tas during lessons. Monitor and evaluate this, offering guidance/support as required.
- Collaborate with Curriculum Leaders and teachers to ensure the needs of pupils with SEND are met and classrooms are inclusive. This includes advising on curriculum planning where departments do not have a HLTA working with them.
- Work closely with Curriculum Leaders and teachers to ensure pupils with SEND make at least their expected progress.
- Analyze attainment, attendance, behaviour and intervention data relating to pupils with SEND and provide reports and recommendations to the SENDCo, Curriculum Leaders and senior leaders to improve outcomes.
- Coordinate data relating to pupils' access requirements and ensure teachers are informed/guided. Ensure pupils are receiving access arrangements in class assessments, school and public examinations.
- Promote positive attitudes to learning, deal promptly with incidents and encourage pupils to self-regulate their behaviour.
- Establish constructive relationships with parents/carers. Gather and report information from/to parents/carers.

### **Support for the SENDCo:**

- Work with the SENDCo and relevant Curriculum Leaders to quality assure the work of the Curriculum Support team and monitor the impact on pupil outcomes.
- Lead the monitoring and quality assurance of SEND interventions, support programmes and support strategies, evaluating effectiveness and recommending improvements when required.
- Work with the SENDCo to effectively deploy TA's and ensure the support documented in EHCP's is in place. Evaluate the impact of TA deployment and other support documentation in EHCP's in preparation for annual review meetings.
- Supervise and support Teaching Assistants and other Curriculum Support staff, providing day-to-day guidance, coaching and performance feedback.
- Attend meetings with, or on behalf of the SENDCo, including taking minutes.
- Deputise for the SENDCo at operational meetings and represent the SEND department as required during periods of SENDCo absence.
- Complete and oversee all administration relating to SEND. This includes ensuring all pupil profiles are up-to-date containing the most useful information for teachers, high-quality SEND training/CPD materials are produced and the Curriculum Support filing systems are systematically maintained.
- Support the SENDCo in ensuring compliance with the SEND Code of Practice, Equality Act requirements, EHCP processes and statutory review obligations.

### **Support for the Curriculum:**

- Support the Curriculum Leaders with inclusive curriculum planning in departments where HLTA's are not assigned.
- Support teachers with inclusive lesson planning in departments where HLTA's are not assigned.
- Support Curriculum Leaders in monitoring the attainment and progress of pupils with SEND. Support departments with delivering interventions to ensure all pupils with SEND make at least their expected progress in all subjects.
- Work with Curriculum Leaders and subject teachers to make effective use of data to identify and support pupils with SEND.
- Support pupils to develop their literacy and numeracy skills, with their understanding of cross-curricular links.
- Support pupils to access personal and enrichment opportunities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

### **Support for the School:**

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. Promote inclusion and acceptance of all pupils.
- Act as the key operational link between the school and external agencies, coordinating referrals, monitoring provision and ensuring recommendations are implemented and evaluated.
- Plan, coordinate and deliver staff CPD relating to SEND, inclusive classroom practice, reasonable adjustments and effective deployment of support staff.
- Supervise pupils on visits, trips, out-of-school activities and enrichment activities.
- Coordinate examination access arrangements for pupils with SEND and monitor their implementation.
- Provide occasional cover supervision where operationally necessary,.
- Provide cover for in-class and out-of-class support where TA's/HLTA's are absent, providing effective provision for pupils.

### **Professional standards and development**

- Take responsibility for and participating in continuing professional development.
- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.
- Take responsibility for and participating in continuing professional development.

### **Continuing professional development and formation**

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process - evaluating and improving your own practice.

### General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

*These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.*

*The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.*

*It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.*

*The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation, marital status or socio-economic background or whether you are pregnant or on maternity, adoption, parental or other family leave. We welcome applicants from all communities and from people that identify with those characteristics.*

### Person Specification

**Key E** Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application

**Essential /  
desirable**

**Evidence**

<b>Qualifications</b>		
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent	Essential	A/I
A-Level or equivalent level of education	Essential	A/I
Bachelors degree in a relevant discipline	Desirable	A/I
Relevant SEND qualification e.g. Level 4/5 SEND, NASEN, or equivalent professional qualification	Desirable	A/I
<b>Knowledge &amp; Experience</b>		
Experience of working in an educational setting with SEND pupils	Essential	A/I
School experience working in SEND	Desirable	A/I
A good understanding of the SEND landscape within education, including relevant legislation	Essential	A/I
Awareness of safeguarding and child protection	Essential	A/I
Experience of leading, supervising or coordinating staff	Essential	A/I
Experience of contributing to ECHP annual reviews and SEND review processes	Essential	A/I
Good knowledge of the SEND Code of Practice and relevant SEND legislation	Essential	A/I
Excellent administration skills	Essential	A/I
Able to plan and prioritise own workload and manage conflicting demand	Essential	A/I
Ability to respond well to changing demands and circumstances	Essential	A/I
Experience of staff appraisal, supervision or performance management	Desirable	A/I
Experience of leading SEND interventions across a school or department	Desirable	A/I
<b>Technical Skills &amp; Abilities</b>		
Ability to use a Management Information System e.g. Arbor	Essential	A/I

Excellent written and verbal communication skills	Essential	A/I
IT literacy (MS Office, Internet and email)	Essential	A/I
Strong data analysis skills and the ability to use findings to inform approach	Essential	A/I
<b>Special Working Conditions</b>		
Ability to attend meetings outside of school hours	Essential	A/I
<b>Personal characteristics</b>		
Ability to deal with sensitive issues with the highest level of confidentiality	Essential	A/I/R
Have a passion for working with and supporting children	Essential	A/I/R
Empathy and understanding of the needs and challenges of pupils with SEND	Essential	A/I/R
Work effectively as part of a team	Essential	A/I/R
Ability to work independently, be proactive and prioritise work	Essential	A/I/R
Flexible and dedicated approach to work, including raising expectations and achievement for pupils with SEND	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R