



Orchard Meadow Primary School

The best in everyone™

Part of United Learning

Job Description – SEND Support Role

Job Title:	SEND Support Role
Work Location:	Orchard Meadow School
Reports To:	Executive Principal, Headteacher, SENDCO and Governors

Accountabilities

- To support the development in all aspects of the education and welfare of the children, working under the direction of the teaching staff.
- To educate, motivate and celebrate children with special educational needs and disabilities by providing quality educational opportunities with equity and in quantity, in accordance with the school's ethos, policies and practices, under the direction of the Headteacher and SENDCO.
- To follow Orchard Meadow School's Safeguarding Policy and alert the Designated Member of Staff for Safeguarding to any signs that a child might be at risk using our online recording system (CPOMS).
- To work according to the School and United Learning Policies for Equality, promoting and modelling positive behaviour and attitude generally.

Responsibilities and Duties

Assisting Learning and Development

- To work with a wide range of children and young people of differing ages from 3 to 11 who have varying cognitive abilities and who may have had additional communication, social, emotional, physical or sensory needs.
- To work flexibly alongside class teachers.
- To support whole class lessons and other learning activities.
- To deliver individual and small group learning programmes under the direction of the class teacher.
- To actively endeavour to develop an understanding of the capabilities and needs of individual pupils.

Health, Safety and Positive Behaviour

- To manage behaviour effectively and in line with the school's policy and implement bespoke behaviour management strategies for those children in the class requiring consistent careful management.
- To provide pupils with support for intimate care, where appropriate.
- To promote the safety and well-being of all pupils and staff, including following closely all safeguarding procedures, using the school's systems and in accordance with the school's policies.
- To safely supervise pupils both on and off the school site.

Management of Resources

- To prepare and organise school resources and keep these in good order.

Whole-school Involvement and Development

- To facilitate the smooth running of the school day and take an active part in the life of the school, supporting its ethos, aims and values in order to secure agreed outcomes.
- To attend weekly half hour team meetings and a monthly half hour staff meeting after school

Professional Development

- To actively engage in continuing professional development processes and opportunities in order to improve practice.
- To attend staff meetings, CPD sessions, and all 8 INSET days across the year.

Communication

- To communicate with pupils, staff, parents, carers, other professionals and the wider community in accordance with the school ethos, policies and practice, following the direction of the class teacher or members of the Senior Leadership Team.

Personal and Professional Conduct

- To have proper and professional regard for the ethos, policies and practices of the school.
- To uphold public trust in the school and maintain high standards of ethics and behaviour, within and beyond the school day.
- To maintain high standards of attendance and punctuality.
- To contribute to pupil's SEND reviews and attend meetings with external agencies where appropriate.
- To foster good relationships with all stakeholders.
- To maintain confidentiality and sensitivity to the pupils needs whilst having regard to the safeguarding procedures of the school.

Person Specification Professional Qualities

- A commitment to being effective in supporting the teaching of pupils with severe and profound and multiple learning difficulties.
- An appreciation of the positive attitudes required to encourage independence in our pupils.
- A good standard of education, particularly in English, and highly effective communication skills
- The capacity to perceive the need for consistency in the day-to-day management and welfare of our pupils.
- A willingness to think reflectively and analytically.
- High expectations and respect towards our pupils.

Personal Qualities

- Energy, enthusiasm, warmth and a sense of humour.
- A commitment and positive attitude towards the education of pupils with disabilities.
- Common sense, flexibility and a willingness to learn.
- Highly motivated, fit, healthy and willing to work as a member of a lively, committed and hard-working team.
- A passion for excellence and the capability to enjoy the challenges associated with a motivated school, committed to high professional standards in all aspects of its work.

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing need of the service, always in consultation with the post holder. Every member of staff at Orchard Meadow School has a responsibility to promote and safeguard the welfare of children and young people with whom they come into contact. We are an inclusive school and strive to be a learning, caring and thriving institution.

The performance of all the duties and responsibilities of the role will be under reasonable direction of the SLT or Headteacher who will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

We take the safeguarding of students and staff seriously at Orchard Meadow School. All staff are expected to support this ethos.

Signed --:

Date:

PERSONAL SPECIFICATION

Criteria	Essential (E) Desirable (D)
Must be eligible to work in the UK.	E
English and Maths – minimum of Grade C /Point 4 GCSE or be working towards obtaining them.	E
L3 NVQ - Supported Teaching and Learning qualification.	E
Childcare qualifications: <ul style="list-style-type: none"> • First Aid • Epi Pen training • Forest School Training • ASD training 	D
Confident use of IT and an interest in developing this skill further.	E
Proven successful experience of working with children in an educational setting.	E
Have knowledge and understanding of the different social, cultural and physical needs of pupils.	E
Experience of working with children with SEND.	E
Have an interest in the National Curriculum and its developments.	E
Have an understanding of the importance of lesson planning, learning plans and learning objectives to contribute to learning.	E
Knowledge and understanding of the importance of the school's Health and Safety policy.	E
Understanding of and commitment to work within the scope of the school's equal opportunities policy.	E
Ability to work as part of a team.	E
Able to communicate effectively with a range of people.	E
Excellent listening skills.	E
Well organised and practical.	E
Ability to diffuse conflict and apply appropriate strategies.	E
Adaptable and flexible.	E
Able to use own initiative.	E
Have a willingness to work under pressure, show initiative and work to deadlines.	E
Able to form and maintain a range of Teaching and Learning strategies.	E
Able to form and maintain appropriate professional relationships and boundaries with children and parents.	E
Able to organise and deliver classroom activities.	D
Able to deal with sensitive information in a confidential manner.	E
Show absolute confidentiality regarding any pupil issues.	E
Knowledge of using Arbor.	D
Have a caring and positive nature.	E
Have a good sense of humour.	E
Prompt and reliable.	E
Prepared to undergo training appropriate to the post.	E
Be able to work flexibly and respond to unplanned situations with a positive attitude.	E
Be able to motivate pupils to learn and make positive choices.	E
Provide appropriate role models of behaviour both in the classroom, around the school and in our local community.	E
Work in line with the school's behaviour policy.	E
Work within the guidelines of the School's Safeguarding policy.	E
Willingness to attend and participate in meetings to review pupil progress.	D
Commitment to school improvement.	E
Commitment to the school's ethos, aims and its whole community.	E