

**Hull Collaborative Academy Trust**  
**Job Description**

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**Post title Physical Needs Lead Practitioner (Physical Disability specialist) Grade 4**

**Reports to SEN Inclusion Manager**

**Location of the post HCAT The Marvell College**

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Main Purpose of the Post

To support the SENCo and Inclusion team in the completion of their duties.

To provide support and guidance for all learners.

To liaise with parent/carers on all issues regarding the learners under the direction of the SENCo specifically around emotional development.

To develop provision which is specifically targeted at students with physical needs and/or physical disabilities.

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required to support students with physical needs and/or physical disabilities.
- Support the academic, social, emotional and development of individuals and groups of pupils, understanding clearly how pupils' learn
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of pupils – particularly those with physical needs.

Main Duties and Responsibilities

**Support for pupils**

1. Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
2. Supervises and provides particular support for individuals and groups of pupils, including e.g. those with SEN, disabilities, personal needs, EAL ensuring their safety and access to learning activities
3. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
4. Supports children's growth and intellectual development
5. Establishes constructive relationships with pupils and interacts with them according to individual needs by coaching, mentoring and modelling an enthusiasm for improving personal performance
6. Promotes the inclusion, engagement and participation of all pupils
7. Support pupils in their learning and development e.g. through the acquisition of cognitive and learning skills by speaking clearly and eloquently and answering questions.

8. Sets challenging and demanding expectations and promotes self-esteem and independence
9. Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
10. To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
11. Ensure that reasonable adjustments are made for students with physical disabilities, in-line with the Equality Act.
12. Put recommendations to support students with physical disabilities into place following external agency support.
13. Deliver and measure the progress of targeted intervention programmes to support students with physical disabilities.
14. Oversee physiotherapy intervention and liaise regularly with the lead physiotherapist to co-ordinate termly reviews.
15. Liaise with parents regularly alongside the SENCO to support adaptations needed to support learners needs.

### **Support for Teachers**

16. Creates and maintains a purposeful, orderly and supportive environment
17. Carry out observations of pupils within classroom environments that have physical needs to support their ability to access a broad and balanced curriculum with relevant physical adaptations.
18. Develops displays within and outside the classroom
19. Assists with the planning of learning activities and routine administration.
20. Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
21. Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
22. Contributes to planning and evaluation of learning and records pupils' progress to be fed back to the teacher
23. Encourages pupils to develop as independent learners with a thirst for learning
24. Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour

### **Support for the curriculum**

25. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses including 1:1 and group emotional literacy-based interventions as directed and at pupil lunchtimes
26. Under the direction of senior staff delivers intervention targeted to support a child's physical or sensory needs and enrichment programmes recording achievement and progress and feeding back to the teacher.
27. Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
28. Prepares, maintains and use equipment/resources required to meet physical and sensory learning objectives and supports staff with the delivery of these sessions.

29. Develop and lead training opportunities for the Learning Support Assistant team and wider staff body, including teachers.

### **Support for the school**

30. Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
31. Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
32. Supports and challenges high levels of attendance and punctuality
33. Contributes to the overall ethos/work/aims of the school.
34. Works with a range of other professionals, contributing when appropriate.
35. Leads out of school learning activities
36. Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.
37. Participates in discussions with parents/carers under the general direction of a teacher.
38. Undertake broadly similar duties, commensurate with the level of the post, as required by the Head Teacher.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee. In addition to the Schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Schools Health and Safety policy.

### Responsibility

#### **1. Responsibility for Staff:**

The post holder will lead training opportunities for staff that work with students that have physical needs and/or disabilities.

The post holder is responsible for liaison with staff regarding the progress of students with physical needs and/or disabilities.

#### **2. Responsibility for Stakeholders/Clients:**

Under the direction of the teacher responsibility for an identified group of pupils.

#### **3. Responsibility for Budgets:**

None.

#### **4. Responsibility for Physical Resources:**

The post holder is responsible for the day-to-day care and maintenance of equipment and resources within the working environment.

### Decision Making

1. Makes routine decisions when supporting students in the classroom under the direction of the teacher – makes assessments of pupil progress and recommends when pupils are ready to move to the next stage of learning materials/activities, makes recommendation to assist with planning when required.
2. Decides when to ask for support from other teachers or senior staff.

3. Plans own workload in liaison with the teacher and prepares learning objectives in line with curriculum to meet the learning needs of pupils for their age/stage.

Contacts and Reason for the Contact:

**1. Within school:**

Responsible for pupils in their daily care, colleagues within the school, parents.

**Within any other Trust Areas**

Educational support staff and educational support services

Other Trust schools and educational establishments

CAFs and multi-agency support meetings to ensure the success of individual learners

**2. With External Bodies to the Trust**

Public Services

Community Representatives

Local Authority

Risks to health

Low physical demands

Normal working conditions with some occasional rudeness and confrontational behaviour from pupils and very rarely parents.

Moderate emotional demands like occasional support for vulnerable students at risk; regular support for students with additional needs when they may put emotional demands on the post holder.

### Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)  -Safeguarding Level 1	C  C	ECDL or Level 2 ICT Qualification  Training relevant to physical needs and/or disabilities.	C  C
EXPERIENCE	Effective use of ICT to support teaching and learning  Delivered intervention that support the physical needs of children that has had a positive measurable impact, such as targeted physiotherapy.  Experience of working with children in the private, public or voluntary sector.  Experience working with parents and/or carers positively.	R, I  R, I  R, I  R, I	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher  Experience of assisting in the maintenance of pupils records  Led out of school learning/activities  Proven experience of working in an educational sector  Experience working with external agencies, such as IPASS or the physiotherapy team.	R, I  R, I  A F  A F  A F

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
KNOWLEDGE	<p>Developed understanding of children's social and emotional development and how children learn</p> <p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understanding of National Curriculum, and other codes of practice e.g. SEN, Equalities</p> <p>Working knowledge of ICT including use of IPad, Microsoft Office and email</p> <p>Knowledge of Health and Safety requirements</p> <p>Developed a knowledge and understanding of the barriers to learning relating to physical needs and disability</p>	<p>R,I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R,I</p>		
SKILLS	<p>Ability to be flexible to adapt to changing workload demands and new school challenges</p> <p>Motivation to work with children and young people</p> <p>Competent ICT skills</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p>	<p>Ability to understand and apply concepts introduced through relevant Physical disability training, such as that which is delivered by IPASS.</p>	<p>R</p>

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Relates well to children by recognising age/stage of development and individual needs.</p> <p>Effective oral and written communication skills, including the ability to interact well using courtesy, tact and diplomacy and negotiation skills</p> <p>Ability to plan programmes of support for children</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p>		
OTHER REQUIREMENTS AND BEHAVIOURS	<p>Maintains high levels of confidentiality at all times</p> <p>Makes a commitment to the wider life of the school</p> <p>Ability to present a smart professional image in line with the Dress Code of the School</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p>		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>Engage in additional training and development including being proactive in identifying own development needs Self-motivation and personal drive to complete tasks to the required time scales and quality standards</p> <p>Strives for excellence and ways to improve their own performance and the performance of the school</p>	<p>AF</p> <p>AF</p>		

\*Key: AF=application form; I=interview; T=test; P = presentation; R = references