

### Job Description

<b>Job Title</b>	Specialist Practitioner of SEND
<b>Grade/Salary</b>	Grade 7, Scale Point Range 18 - 23
<b>Reporting to</b>	Assistant Headteacher / SENCO

#### Job Purpose

- The Specialist SEND Practitioner will play a pivotal role in supporting students with special educational needs and disabilities within The Kings School.
- Under the direction of the SENCO, the practitioner will lead the school's internal HIVE provision, designed to provide targeted interventions and a nurturing environment for students requiring additional support.
- To promote inclusion and acceptance whilst recognising and responding to pupils' individual needs.
- Promote and provide equality of access and opportunity for students with special educational needs across the school setting.
- Contribute to the school's Inclusion and attendance strategy to support students with a variety of needs access and be reintegrated into mainstream provision.

#### Key Responsibilities and Accountabilities

##### Key Duties and Responsibilities

- Oversee the daily operations of the HIVE provision, ensuring a safe, supportive, and engaging environment for students.
- Develop and implement tailored intervention programs that meet the diverse needs of students with SEND. This includes planning, preparing and monitoring the delivery of 1:1 and group interventions.
- Work closely with the SENCO to identify students who would benefit from HIVE interventions and monitor their progress.
- Support the SENCO in delivering the graduated approach across school.
- Collaborate with teachers, support staff, and external agencies to create inclusive strategies and share best practices for supporting SEND students.
- Conduct assessments to identify individual student needs and evaluate the effectiveness of interventions.
- Maintain accurate records of student progress and adapt intervention strategies as necessary.
- Provide training and professional development for staff on SEND practices, ensuring a whole-school approach to inclusion with the SENCO.
  
- The provision of individualised programs of intervention according to student needs and assessment data.
- To update pupil records, using school systems.
- To provide feedback to pupils in relation to progress and achievement.
- To provide objective and accurate feedback and reports, as required, to the teacher / SLT on pupil achievement, progress and other matters.
- To promote positive pupil behaviour, maintaining high expectations for all pupils using effective strategies to support pupil behaviour promoting self-control and independence.

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including the ability to be understanding, responsive, calm and supportive.
- Work closely with the SENDCO and other key members of staff to contribute to effective provision for pupils with additional needs.
- Liaise and coordinate with external agencies for support where necessary.
- Contribute to review meetings such as EHCP annual reviews, MSP and One Page Profiles for pupils with additional needs.
- Work closely with SENDCO's to identify pupils who are in need of additional support through the graduated approach.
- Contribute and set targets in order to raise achievement amongst groups of pupils identified as requiring support.
- Develop others' understanding of pupils with additional learning needs such as SEMH and the importance of raising achievement.
- Ensure that the school's provision mapping is reviewed regularly with costed interventions.
- Maintain and use the Trust tracking system for pupils receiving an agreed intervention.

#### **Performance Management and Review**

- The annual appraisal process (EDD) will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Policies and Procedures.

#### **Other Duties and Responsibilities**

- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, financial regulations, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Be prepared to provide additional support to the Central Trust or other schools of the Trust if required;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required
- Be proactive in seeking appropriate advice and guidance where required.

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

#### **Person Specification**

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
<b>Qualifications</b>				
1.	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications);	E	√	
2.	Higher level teaching assistant / Experienced Learning Mentor standards must be met or equivalent qualification or experience.	E	√	
3.	Training in the relevant learning strategies to support pupils with Special Educational Needs.	E	√	
4.	A good understanding of child development and learning processes.	D	√	√
5.	Full working knowledge of relevant policies/codes of practice / legislation.	D	√	√
<b>Experience</b>				
6.	Experience of working in an educational environment or equivalent environment with young people.	E	√	√
7.	Experience of successfully working with identified pupils or groups of pupils.	E	√	√
8.	Experience of monitoring and recording progress of learners using specialist support packages and programmes.	E	√	√
9.	Experience of a community project/area of school development.	D	√	√
10.	Experience of working with young people with SEND particularly those with SEMH needs.	E	√	√
11.	Experience of multi-agency working in order to deliver and agreed plan	D	√	√
<b>Abilities, Skills and Knowledge</b>				
12.	A good understanding of Safeguarding and Child Protection, and SEND	E	√	√
13.	Assist with the pastoral care of pupils, ensuring that the school meets all pupils personal and social needs.	E	√	√
14.	Work with staff members and parents in order to remove practical social and emotional barriers to learning.	E	√	√
15.	Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance academic performance, and pupil well-being.	E	√	√
16.	Ability to develop consultation methods	E	√	√
17.	Knowledge of the needs of SEN pupils in academic surroundings	E	√	√
18.	Ability to communicate effectively, negotiate and network through highly developed interpersonal written, verbal and presentation skills	E	√	√

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
19.	Work as an effective team member and apply given instructions	E	√	√
20.	Prioritise and direct the workload of self and others, balancing long and short-term priorities	E	√	√
21.	Set high standards and provide a role model for pupils and staff, setting expectations and acting in a professional manner.	E	√	√
22.	Be organised and demonstrate a willingness to take the initiative	E	√	√
23.	Seek support and advice when necessary	E	√	√
24.	Willingness to develop own understanding and capability through advice and training	E	√	√
25.	Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up to date with relevant strategies	E	√	√
<b>Personal Qualities</b>				
26.	Prioritise and manage own time effectively	E	√	√
27.	Commitment to inclusive education	E	√	√
28.	Commitment to learning	E	√	√
29.	An excellent record of attendance and punctuality	E	√	√
30.	Promote the Trust vision in the promotion of inclusion	E	√	√