

Job Description

Job title:	Lead SEND Practitioner	Contract Type:	Permanent
Responsible To:	INCO or Subject Leader AEN	Grade & Spine Point:	SO1
Location:	St Pauls Way Secondary		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

ROLE SUMMARY

A Lead SEND Practitioner (LSP) will drive outstanding provision across the school by developing a range of strategies for supporting students to learn in and outside the classroom in their specific area of SEND. Supporting students with barriers to learning to become successful independent learners will be at the heart of the role.

1. Supporting teachers on the delivery of excellent lessons, and will teach, coach and mentor individual students and groups.
2. Supervising cover in the absence of AEN teaching staff.
3. Challenging young people to succeed and give them the confidence to overcome any barriers to success.
4. Working effectively with other LSPs, the AEN Faculty's Leadership Team and HoFs as well as working closely with the Inclusion team and HLTA and LSA team.

DUTIES AND RESPONSIBILITIES

Teaching and Learning:

1. To lead on interventions within the four areas of SEN; primarily SEMH/P&S.
2. Implement and manage the identification and assessment system of students with needs in coordination with the INCO.
3. Coordination with other LSPs to ensure all students needs are met in a holistic manner alongside HLTAs and LSAs.
4. To deliver the timetabling of LSAs to meet the needs of students with needs.
5. Ensure the implementation of access arrangements for students when they complete assessments and examinations.
6. Deliver staff training within the AEN Faculty and whole school on interventions.
7. Responsibility for the creation, completion, quality assurance and monitoring of pupil passports in conjunction with student key workers.
8. Work collaboratively with the INCO and SL AEN to plan and implement Year 7 transition.
9. Effective use of the Assess, Plan, Do, Review cycle to select appropriate interventions, monitor the effectiveness of interventions and how they meet the outcomes of students' EHCPs.
10. To line manage the HLTA team.
11. To lead and manage the LSA team.
12. To produce annual review reports that link to student EHCP outcomes.
13. To work closely with parents and families in planning and implementing each child's programme of support.
14. To work towards relevant professional qualifications related to learning and cognition needs/SMEH, Physical and Sensory needs/communication and interaction need, for example Emotional Literacy Support Assistant.
15. To support students to make good progress and overcome barriers to learning.
16. To motivate and support students to remain on task and complete work in a focused, independent way, providing visual support where necessary.
17. To help students with their organisational skills with regard to timetable, books, planner, homework and using the school facilities.
18. To ensure that students with medical needs receive the required support to enable excellent progress.
19. To advise teachers on appropriate differentiation strategies to meet student needs.
20. To provide literacy and numeracy teaching for students, and to help them to make progress in this area.
21. To ensure that equipment or materials are suitable for the learning activities and prepare, design and adapt other materials where necessary.
22. To assist the teacher in the planning and delivery of class activities.
23. To work with individuals and small groups on specific activities under the guidance of the teacher and/or other lead person.
24. To contribute to the development of appropriate life skills schemes of work.
25. To provide support as required for faculties outside the "home" faculty.
26. To build effective in-class support through a coherent programme of CPD, observations (peer and monitoring) and coaching.
27. To provide personal and academic mentoring for students, and programmes of tailored support.
28. To support students with GCSE and A Level preparation and revision strategies.
29. To track student progress, and report to relevant colleagues on student progress.
30. To lead, plan, set up and run literacy, numeracy, functional skills or other programmes for students, dependent on the skills and experience of the postholder.
31. To support the creation and delivery of an appropriate transition between each year group and a more rigorous, intensive one for those transitioning between each key stage.

Inclusion, AEN and safeguarding:

1. To ensure adherence to all procedures for safeguarding children.

2. To fulfil the role as a Key Worker for a number of EHCP students.
3. To complete pupil profiles for key students across the school (EHCP and K Support profiles).
4. To be 'on call' to support with challenges that may arise during the day.
5. To support students during unstructured times including break and lunch, and before and after school.
6. To support students to regulate their behaviour in and out of the classroom.
7. To support our restorative practices.
8. To actively listen to all students and ensure they feel listened to and heard.
9. To carry out whole school duties each day.
10. To encourage positive friendship patterns for all students and support social interaction and social understanding for students with AEN.
11. To support students in physical activities (PE, Drama etc) as required.
12. To provide personal care and assistance for students who require such support, including those with special educational needs, autism, or medical needs. This may include personal hygiene.
13. To support students during times of crisis, implementing effective calming strategies.
14. To manage challenging behaviour safely and effectively.
15. To understand and support students' communication needs – using visuals where necessary.
16. To organise appropriate lunchtime activities for students.
17. To establish and maintain effective working relationships with teachers, and other staff in the school.
18. To support students during extra-curricular activities, including residential trips where appropriate.
19. To run a range of intervention activities, as agreed with the INCO or SL AEN.
20. To communicate information about students' personal and educational needs to other staff and model effective strategies for supporting a student as appropriate.
21. To be sensitive to the confidential information that is passed on in the course of the day, and pass on any concerns in accordance with the Child Protection Policy and guidelines in place in the school.
22. To be in regular and ongoing contact with the parent or carer of the young person, forming a trusting relationship with them, listening to their needs and finding ways to support them through the young person's learning plan.
23. To attend faculty meetings as directed by line manager.
24. To secure a safe working environment for staff and students.
25. To support with school enrichment activities including leading on extra-curricular activities and clubs before and after school and at lunch time.
26. To support with supervision of detentions or the internal exclusion room as required.
27. To work with outside agencies as appropriate, representing the school in a professional and positive light.
28. To act as a behavioural role model to staff and students.

Provision of cover:

1. To supervise classes in the short-term absence of the usual AEN teacher.
2. To set and explain curriculum work.
3. To ensure that students understand the work set, and to support all students to make progress.
4. To work effectively with other adults in the classroom.
5. To collect completed work and return it to the appropriate teacher.
6. To manage the behaviour of the students, and to follow the school's procedures for ensuring a positive ethos and good behaviour for learning.
7. To report back to class teachers.
8. To take registers and tutor periods in the event of teacher absence and undertake form tutor responsibilities as required.
9. To be aware of the needs of individual students, and to ensure that all students are included and heard.
10. To support the development of an inclusive educational ethos at St Paul's Way Secondary School.

General:

1. To take responsibility for own personal and professional development and show aptitude to develop further within and beyond this role.
2. Promote student engagement in and out of the classroom.
3. Support with challenging behaviour and ensure the school's behaviour policy is implemented
4. To take initiative to work within the AEN faculty, in addition across the whole school as part of a wider team.
5. To be a first aider, undertaking training, and carry out first aid duties as required.
6. To be a fire marshal, undertake the necessary training and carry out the fire marshal role during planned and unplanned evacuations.
7. To undertake some invigilation duties during the examination periods, if required.
8. Under the direction of a teacher, to read for and scribe for an individual student when sitting tests and examinations, as appropriate.
9. To support the provision of appropriate access arrangements for examinations.
10. The post holder will work 35 hours per week spread equally across five days during term time, plus 2 weeks including INSET days, with standard hours of 8:30-4:30 dependent on before and after school responsibilities).
11. The post holder will need to be able to work flexibly, as she/he will be required to attend some parents' evenings.
12. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
13. The specific focus of the LSP role may be reviewed at any time, moving from one area of SEND need to another, according to the needs of service provision.
14. The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.

Common Roles of all Trust Members

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
5. To drive educational standards, promote life-long learning and continually improve outcomes for all.
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others.
3. Regularly review own practice, set personal targets and take responsibility for own development.
4. Actively engage in the performance review process.
5. Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
7. Adhere to Trust policies and procedures.

Additional requirements

1. The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.

JOB DESCRIPTION AGREEMENT

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

HEALTH AND SAFETY

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed _____

Date

Post holder

Signed _____

Date

Head of School

Person Specification

Lead SEND Practitioner

Education and Qualification	Essential	Desirable
• GCSE/ O Level 5 A*-C minimum including English Language and Mathematics	✓	
• Evidence of continued educational endeavour to degree level	✓	
• Excellent skills in literacy, numeracy and ICT	✓	

Knowledge & Experience	Essential	Desirable
• Critical understanding of the most effective teaching, learning and behaviour management strategies, and willingness to undertake training in this regard	✓	
• Knowledge on matters concerning equality, inclusion and diversity in teaching	✓	
• Understanding of pupil progress data and how to use it to secure school improvement	✓	
• Understanding of 2014 SEN Framework and Code of Practice	✓	
• Experience of working with young people with special educational needs, autism or medical needs	✓	
• Training in aspects of learning and additional educational needs, or a willingness to undertake training	✓	
• Experience of communicating with people from different backgrounds, including young people aged 11-19	✓	
• Experience of working in primary or secondary school environment, or similar	✓	
• Experience of working in a team	✓	

Skills and Abilities	Essential	Desirable
• Ability to plan for and achieve rapid improvement and to adapt priorities to a whole school improvement agenda	✓	
• Ability to plan for medium and long-term sustainability	✓	
• High level communication, organisation, and recordkeeping skills, including effective use of data to track student progress	✓	
• Excellent interpersonal skills with a positive, team-based approach to school improvement	✓	

• Skilled in monitoring, evaluation, and review, with the ability to assess performance (student, curricular, faculty, pastoral) and implement necessary changes	✓	
• Ability to lead and manage colleagues, set high standards, and be accountable for student outcomes		
• Commitment to helping every child achieve their very best and high aspirations for children with AEN and for SPWs	✓	
• Commitment to an inclusive approach ensuring all children receive the best possible education.	✓	
• A willingness to initiate and participate in cross-curricular and extra-curricular activities		
• Determination to promote a culture that celebrates success		
• Ability to work effectively with parents, external agencies and the wider community	✓	
• Ability to lead by example, demonstrating high standards of punctuality, dress, and conduct	✓	
• Clarity of thought and vision, with proven ability to complete tasks and drive improvement.	✓	
• A proactive, 'can-do' attitude and desire to develop professionally beyond this post.	✓	

Other	Essential	Desirable
• Commitment to the protection and safeguarding of children and young people	✓	
• This post is subject to an enhanced Disclosure & Barring Service check	✓	