

**Batley Multi Academy Trust - Job Description**

<b>Trust/School Post:</b>	<b>Upper Batley High School</b>
<b>Department:</b>	<b>SEND</b>
<b>Post:</b>	<b>PLC Lead</b>
<b>Grade:</b>	<b>9</b>
<b>Accountable to:</b>	<b>SENDCo</b>
<b>Responsible for:</b>	<b>PLC</b>
<b>Purpose of Job</b>	
To lead, manage, and deliver high-quality bespoke interventions for learners with diverse needs, including the 4 primary areas of SEND (Special Educational Needs and Disabilities). The goal is to remove barriers to learning and facilitate a successful return to the mainstream classroom.	
<b>Responsibilities</b>	
<p><b><u>Key Duties and Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Intervention Delivery:</b> Plan and facilitate small-group and 1:1 sessions focusing on literacy/numeracy catch-up, emotional regulation, social skills, and executive functioning.</li> <li>● <b>SEMH Support:</b> Provide a safe space for students in crisis, using de-escalation techniques and restorative justice practices to help them reintegrate into lessons.</li> <li>● <b>Tracking &amp; Monitoring:</b> Maintain rigorous records of student progress within the PLC. Use data to evaluate the impact of interventions and report back to the SENDCo.</li> <li>● <b>Collaboration:</b> Work closely with Subject Leaders to ensure the work being done in the PLC aligns with the mainstream curriculum.</li> <li>● <b>External Liaison:</b> Assist in the preparation of evidence for EHCP (Education, Health and Care Plan) reviews and liaise with external agencies (CAMHS, Educational Psychologists) where necessary.</li> <li>● To make the PLC provision successful, oversee the three distinct zones of support: <ul style="list-style-type: none"> <li>○ The Academic Zone: Focused on Cognition and Learning. This involves breaking down complex class assignments into manageable chunks.</li> <li>○ The Regulation Zone: A low-arousal area for SEMH learners to reset using sensory tools or mindfulness techniques.</li> <li>○ The Reintegration Zone: A bridge back to the classroom where learners practice the social skills needed for mainstream success</li> </ul> </li> </ul>	

### **Additional Information**

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- A good knowledge and understanding of the Data Protection Act 2018, GDPR legislation and, a willingness and commitment to ensure compliance of this and any associated data-related legislation.
- Develop and maintain an awareness of mental health issues affecting both colleagues and learners, and act in a supportive way that helps others and enables them to be open about any issues affecting them.

**Batley Multi Academy Trust - Employee Specification**

<b>Post: PLC Lead</b>	<b>Grade: 9</b>
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Please carefully read the notes of guidance enclosed with the application form and provide information to help us decide whether you meet the criteria below.

<b>Qualifications, Skills, Experience</b>	<b>Essential / Desirable</b>	<b>Method of assessment</b>
The role requires a minimum of 5 GCSEs Grade 4 – 9 (A –C) or equivalent including English and Maths	Essential	Certificates
Degree in Psychology, Education, or relevant field	Desirable	Certificates
Substantial experience working with learners with SEND	Essential	Application Form
Experience delivering specific interventions (e.g., ELSA, Lexia, or Drawing and Talking)	Desirable	Application Form
Understanding of the SEND Code of Practice and the impact of trauma on learning	Essential	Application Form
Knowledge of Team Teach or similar de-escalation training	Desirable	Application Form
Experience of working within an educational/multi agency setting	Desirable	Application Form
Exceptional patience and the ability to remain calm under pressure.	Essential	Application Form
Ability to interpret data and write formal progress reports	Desirable	Application Form
Values a firm but fair approach with an unwavering belief in learner potential	Essential	Application Form
Resilience and a sense of humour (vital for SEMH work)	Desirable	Application Form

<b>Performance Attributes</b> <i>Please note, all the following criteria are <b>essential</b></i>	<b>Method of assessment</b>
High level of literacy and numeracy skills to be able to support learners who may have complex needs	Application Form
Good IT skills, including use of email communication and shared documents	Application Form
Effectively communicates and exchanges orally or in writing varied and sensitive information to inform others, including colleagues, learners, parents/carers and stakeholders	Application Form/Selection Process
Works cooperatively as part of a team, taking responsibility for activities as directed	Application Form
Makes a contribution to working flexibly with colleagues within and across the teams and supports others to achieve shared goals	Application Form
Organises own workload with minimum supervision and prioritises to meet deadlines and meet the needs of the school/ Trust	Application Form/Selection Process
Takes a flexible approach to changing priorities or unexpected situations	Application Form/Selection Process
Consistently performs to the best of their ability as directed and delivers an efficient and effective service	Application Form/Selection Process
Ability to use a range of problem solving techniques, to think creatively when presented with varied requests and to know when to refer on to colleagues	Application Form/Selection Process
Recognises the importance of continued professional development	Application Form/Selection Process
Works with integrity and professionalism	Application Form/Selection Process
Flexible approach and adapts to change in a positive manner	Application Form/Selection Process
Resilient and able to work under pressure	Application Form/Selection Process

