

## SEND Manager (Assistant SENDCo)

Salary: SO1 Point 23-25 Actual Salary £30,440 - £32,145

37 hours per week. Term time plus 5 days

### Job Description

**Reports to: Assistant Principal (SENDCo)**

#### Purpose of the Post

As the **SEND Manager** at Parkside School, the core focus of this job is to support the SENDCo and Deputy SENDCo. The post holder will do this by assuming responsibility for managing and contributing to the work of the team, with a particular focus on EHCP students, undertaking reviews, parent/carer evenings, and supporting teaching staff with the implementation of inclusion strategies. The post holder will lead on the transition of SEN students and will track progress throughout their time at Parkside School.

#### Responsibilities

##### Organisational and Management

To deputise for the SENDCo and/or Deputy SENDCo with leading the team responsible for providing support to pupils with SEND.

To be line manager to members of the SEND team (Learning Coaches) team as allocated by the SENDCo.

To assume responsibility for a caseload of EHCP students, conducting EHC reviews and attending multi-agency meetings as required.

To assume responsibility for a caseload of SEN support students conducting meetings with families and external agencies as required.

To work with SENDCo / Deputy SENDCo to oversee day to day running of the department, including:

- Assisting with formulating and modifying timetables as appropriate in order to meet the needs of statemented students.
- To assist in planning and implementing short-term timetable changes required due to staff (TA) absence, in order to provide support for specified students.
- As appropriate, support in the briefing of Learning Coaches of timetable changes or other relevant issues at the start and end of each day.
- Supporting Learning Coaches (TAs) in ensuring that they are present in lessons/sessions as specified on their timetables.
- Maintaining the accuracy of timetables and staff deployment on the Management Information System.

To manage and maintain provision maps for pupils with SEND, developing tracking systems and analysis of learners with EHCPs/SEND across all Key Stages.

To ensure specific health needs are met via appropriate liaison and referral

To help raise levels of attendance and punctuality for SEN and PP students

To provide pupils with the guidance, support, challenge and resources required to sustain motivation and improve attainment.

To work closely with the DSL, DDSL, Attendance Officer and Exams Officer as required internally.

To conduct and support other staff to conduct, in depth testing of students so as to better understand their Learning, Communication or SEMH needs. Use the information gathered from the testing to inform classroom strategies and additional interventions.

Mentor, train and develop classroom support staff to deliver planned learning objectives, support defined areas of the curriculum, develop a particular emphasis or activity and complement existing learning delivery.

### **Intervention Responsibilities**

To work collaboratively with Faculty Leads to ensure implementation of intervention strategies and support the SENDCo Deputy in the QA of said strategies.

To plan and deliver interventions to undertake both group work and regular one to one sessions with students as part of the intervention strategy

To develop curriculum resources in collaboration with the SENDCo and relevant class teachers to ensure that pupils with SEND can access a full and well-rounded curriculum and have the required level of support.

To promote emotional wellbeing via planned intervention with young people

To provide QA of in class support and interventions, and of TA work with individual students

To ensure specific health needs are met via appropriate liaison and referral

To take shared responsibility for learning resources.

### **Communication**

To build an effective relationship with the parents/carers of these students and hold parent/carer evenings using feedback collated from teaching staff and interventions.

To work effectively with all colleagues within the school, both within the SEND team and outside.

To work with students and families.

To liaise effectively with external agencies including the Local Authority, Education Psychologist, providers of Alternative Provision, Medical Needs Health Education Service

### **Learning Delivery**

To be a 'Coach' within the school as part of the school wide Coaching system.

Establish and maintain a calm learning ethos and facilitate the integration of all children into the setting.

### **Pupil Support**

Monitor and assess individual and groups of pupil performance against agreed educational, intellectual, social, emotional, cultural, and physical objectives, record and report achievement and provide the necessary help, advice and information and guidance to support development.

- Assess the achievement of pupils against planned objectives.
- Provide objective, accurate evidence based feedback and reports to pupils, parents, staff and other partners to record progress, celebrate achievement and identify development opportunities.
- Provide the necessary advice, support and guidance to overcome difficulties and achieve targets and objectives.
- Support and assist pupils with social integration, advice on strategies to deal with problems and encourage pupils to work co-operatively with others and engage in learning activities.
- Compliment the role of parents and carers in learning and provide parents with constructive feedback and pupil progress and advice on and supporting learning.

Develop and implement Individual Support Plans for pupils identified with different learning abilities to respond to their identified learning related difficulties and enable them to fully access a broad and relevant curriculum and participate fully in school life.

### **Behaviour**

Support the development and implementation of school policy to promote and celebrate good behaviour through positive interactions with pupils and to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors;

Undertake audits of behaviour and attendance to inform and contribute to development of positive behaviour policies throughout the school to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors;

Monitor children's and young people's conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate potential very serious and demanding situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere.

### **Specialist Resource Support**

Organise and develop a learning support area or initiatives within the school to deliver specific educational, intellectual, social, emotional, cultural, and physical, pastoral or community objectives within an agreed timeframe and designated resource base;

- Plan activities to achieve operational objectives;
- Inform whole school development across a specialism;
- Develop and implement processes, protocols and procedures;
- Procure routine goods, services and equipment;
- Supervise staff and determine working arrangements;
- Devise designs and develop equipment, apparatus, programmes and other resources;
- Advise on deployment and use of specialist resources and equipment.

### **Other**

Provide Cover for absent colleagues;

Lead meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos;

Contribute to the overall ethos of the school;

Plan, organise and deliver out-of-school activities;

Attend staff meetings/briefings and undertake ongoing professional training.

## **WORK ENVIRONMENT**

### **Work Demands**

The postholder will be required to deliver and support planned learning activities to achieve specific outcomes and objectives that respond to individual pupil needs within a predetermined timescale. The postholder would be subject to regular interruption and changes in circumstances that will need to be accommodated into service delivery.

### **Physical Demands**

Some physical effort will be required and may involve positive handling procedures within authorised school policies.

## **KNOWLEDGE AND SKILLS**

- Achieved or be willing to study for Higher Level Teaching Assistant accreditation or equivalent qualification and experience.
- Ability to plan, organise and co-ordinate learning support services to deliver achieved outcomes with allocated resources to agreed deadlines.
- Understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- Broad experience of delivering learning to children.
- A good knowledge and understanding of child development.
- Good understanding of the differing educational needs of all children.
- Good understanding of the SEN Code of Practice and the ability to produce and deliver ISP's.
- Knowledge of child protection issues and procedures.
- Good knowledge of relevant Ofsted framework and standards.
- Very good literacy, numeracy and written and verbal communication skills.

### **Developed listening and observational skills.**

- Ability to maintain and promote positive relationships with children, parents/carers, colleagues and the wider community.
- Ability to lead, organise and motivate members of the team and parents.
- Ability to use and integrate ICT as part of the learning process
- Provide, instruction and use a range of specialist curriculum learning equipment, materials and schemes.
- Good understanding of child development.
- Learning processes. Knowledge and experience of a wide range of strategies/techniques to assist pupils.
- Understanding of statutory frameworks relating to teaching.
- Ability to relate well to pupils and adults.
- Current knowledge of developments in education, the national curriculum, and the planning process involved in the delivery of the foundation stage, the national curriculum, the national literacy and numeracy strategies for Key Stages 1-3, Key Stage 4 examination requirements and the SEN Code of Practice.
- An understanding of relevant policies, codes of practice, legislation and the planning process involved in the delivery of the national curriculum to a wide range of pupils.
- Practical understanding of the delivery of the curriculum and the composition of lesson plans.

## GENERAL

b) **Other Duties** - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

c) **Equal Opportunities** - The postholder must carry out his / her duties with full regard to the Trust's Equal Opportunities policy.

d) **Health and Safety** - The postholder must carry out his / her duties with full regard to the Health and Safety Procedures.

## Person Specification- SEND and EHCP Manager (Assistant SENDCo)

Key: A-Application; I-Interview; T-task

	Essential / Desirable	How Identified
<b>Education and Training</b>		
Gained HLTA status, NVQ 4 or equivalent	D	A/I
SENDCo qualification (or to be achieved in post if QTS)	D	A/I
Excellent numeracy/ literacy skills (minimum GCSE C / equivalent or above in English and Maths)	E	A/I
ICT – at least a level 2 qualification	D	A/I
Training in relevant learning strategies e.g. literacy	D	A/I
Specialist skills / training in curriculum or learning area e.g. SEN, SEMH, interventions, or other	E	A/I
<b>Experience</b>		
A minimum of 3 years relevant experience	D	A
Experience working with children of relevant age in a learning environment	E	A/I/T
Experience of working with pupils with additional needs	E	A/I/T
<b>General and Specialist Knowledge</b>		
Full working knowledge of relevant policies/ codes of practice/legislation	E	A/I
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies	D	A/I
Good understanding of child development and learning processes	E	A/I
Understanding of statutory frameworks relating to teaching	D	A/I
Ability to organise, lead and motivate	E	A/I
<b>Skills and Abilities</b>		
Ability to relate well to children and adults	E	A/I/T
Excellent communication skills, written and verbal	E	A/I
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E	A/I
A high level of computer literacy, with the ability to be agile in using different platforms, software packages and manipulating and presenting information.	E	A/I/T
Effective use of ICT to support learning/use of specialist equipment/ resources	E	A/I/T
Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I
Relevant knowledge of first aid	D	A/I
Ability to plan effective actions for pupils at risk of underachieving	E	A/I
Understand range of support services/ providers	E	A/I
Ability to structure own working day and using well developed organisational skills	E	A/I
Ability to work with flexibility, demonstrating a positive, can do attitude.	E	A/I



<b>Additional Requirements</b>		
Operate with the highest standards of personal/professional conduct and integrity	<b>E</b>	<b>A/I</b>
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.	<b>E</b>	<b>A/I</b>
Willing to undertake training and continuous professional development in connection with the post.	<b>E</b>	<b>A/I</b>
Work in accordance with the Trust's values and behaviours.	<b>E</b>	<b>A/I</b>
Able to undertake any travel in connection with the post.	<b>E</b>	<b>A/I</b>
Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude	<b>E</b>	<b>A/I</b>
Satisfactory DBS disclosure to work in an environment dealing with young people	<b>E</b>	<b>A/I</b>
Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults	<b>E</b>	<b>A/I</b>
A commitment to safeguarding and promoting welfare for all	<b>E</b>	<b>A/I</b>
To provide short term cover for sessions, interventions and support if required.	<b>E</b>	<b>A/I</b>