



# SEN Lead Professional – Inclusion Support Stowmarket High School



## Job Description:

**Reports To:** SENDco

**Direct Reports:**

**Grade:** 4, SCP 13-17



### Role Purpose:

The SEN Lead Professional will hold a qualification at graduate level or equivalent and will take a key role in planning, delivering and evaluating structured learning programmes within the school's SEND provision. The role supports pupils whose needs prevent them from consistently accessing mainstream lessons, including those following personalised or reduced timetables. The post holder will promote inclusive practice, support academic progress, and work collaboratively with staff and external professionals to ensure provision meets individual needs and statutory requirements.

### Duties and Responsibilities:

#### Specialist Teaching and Programme Leadership

1. Take a lead role in the development and delivery of structured learning programmes within the SEND provision, ensuring pupils can access appropriate academic learning alongside social and emotional development.
2. Plan, teach, and assess tailored learning activities for individuals and small groups, supporting pupils who are unable to access mainstream lessons consistently.
3. Monitor academic engagement and progress for pupils on personalised or reduced timetables, adapting provision as needs change.
4. Work collaboratively with teaching staff to ensure continuity of learning between specialist provision and mainstream lessons where appropriate.
5. Ensure teaching approaches reflect inclusive practice and remove barriers to learning for pupils with complex needs.
6. Support pupils with identified additional needs, including those receiving targeted support through individualised plans or statutory frameworks. Work with the other SEN Lead professionals in wrap around offer:
  - a. Interventions delivered and Lead by Intervention Practitioner and the team
  - b. SEMH and assistant SENDCo Interventions and Support to ensure consistency and continuity of care and support.
7. Contribute to the implementation, monitoring, and review of agreed outcomes, ensuring provision reflects professional advice and guidance.
8. Adapt learning materials and methods to support access to the curriculum for pupils with diverse learning profiles.
9. Maintain accurate academic and provision records to support reviews and inform planning.
10. Work closely with the SENDCo to ensure specialist provision aligns with whole-school SEND strategy.
11. Liaise with parents/carers, external professionals, and agencies to support consistency of provision and shared understanding of pupil needs.
12. Contribute to decision-making regarding access arrangements, alternative provision pathways, and phased reintegration where appropriate.
13. Liaise with members of the Learning Support Team, HOY/Safeguarding team and teachers as needed.

14. Liaise with outside agencies as required, by attending ISMs and meeting with SES, Educational Psychologists, counsellors etc.
15. Support the SENDCo with NDD referral processes
16. Work to ensure external guidance is implemented into student plans such as SES, EP reports, AANTS
17. Carry out Student Observations when appropriate.

## **General Duties & Responsibilities:**

### **Behaviour and Pastoral (including Safeguarding)**

1. Use behaviour management strategies in line with the school's policy and procedures
2. Promote students' well-being and resilience
3. Support the SENDCo with the transition and transfer of Year 6 and 11 students
4. Recognise and challenge any incidents involving bullying, harassment and misuse of equal opportunities ensuring compliance with relevant school policies and procedures
5. Report any safeguarding concerns in line with school policy and using CPOMMS and maintain regular liaison with the Safeguarding Officer
6. Escort and supervise student(s) on planned visits/journeys

### **Support for the curriculum**

1. Support the use of ICT in the curriculum, including overseeing iPad/laptops provision to students
2. Provide information to help the class teacher plan appropriate work programmes for identified students, when reintegrated in classes
3. Provide help with differentiating programmes of study and lesson resources

### **Support for self, school and subjects**

1. Research and remain current in knowledge of SEN related need
2. Contribute to the maintenance of a safe and healthy environment
3. Promote student and staff participation
4. Support the SENDCo in monitoring and reviewing student learning and progress

### **Professional Development**

1. Participate in the current arrangements made for performance management reviews
2. Undertake appropriate professional development including researching and remaining current in knowledge of specialist area

### **Leadership & Management**

Support and assist the SENDCo in any reasonable way as required on a day-to-day basis including the attendance of a weekly SEN Leadership Meeting.

### **Policy and practice**

To carry out the duties contained within this job description in a professional and supportive manner and to work towards the agreed aims of the school. In the course of their employment, to act with due care for the health, safety and welfare of themselves, other employees and other persons in accordance with the school's Health & Safety Policy.

*Whilst every effort has been taken to summarise the main responsibilities of this post, the above list is not intended to be exhaustive.*

**All employees of Kingfisher Schools Trust will:**

- Ensure that they adhere to the trust code of conduct and all policies and procedures including those relating to child protection and safeguarding, equal opportunities, health and safety, security, confidentiality and data protection
- Support the school and departmental development plans and positively engage in continuous professional development activities
- Seek advice and escalate more complex issues to the appropriate person within the workplace structure, using discretion as appropriate
- Undertake any other duties in line with their level of responsibility, as reasonably directed by the line manager or the Headteacher or a person acting with delegated authority on their behalf



## Person Specification

Essential criteria	Desirable criteria
<p><u>Qualifications and education:</u></p> <ul style="list-style-type: none"> <li>• GCSE Grade 4 or above (or equivalent) in English</li> <li>• Experience of working with young people; in particular those with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Degree or equivalent (or working towards, or willingness to train)</li> </ul>
<p><u>Experience and knowledge:</u></p> <ul style="list-style-type: none"> <li>• Experience of working in/with schools</li> <li>• Ability to deliver interventions in Maths and English to Key Stage 3 (or willing to apply above qualification to learn)</li> <li>• Experience of delivering SEND interventions</li> <li>• Good knowledge of SEND and SEMH in young people</li> <li>• Previous experience working with SEND young people</li> <li>• Good communication skills, both oral and written.</li> <li>• Be able to liaise with external agencies</li> <li>• Ability to support with referral processes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of school processes</li> <li>• Knowledge/understanding of intervention techniques</li> <li>• Experience of working in a confidential environment.</li> <li>• Experience of running interventions including planning, monitoring and review</li> <li>• Confidence in running educational based settings with student e.g. core literacy, numeracy, PSHE</li> <li>• Confident to direct Learning support assistants working with pupils in the SEND area.</li> </ul>
<p><u>Skills and attributes:</u></p> <ul style="list-style-type: none"> <li>• Ability to remain calm under pressure</li> <li>• Ability to manage own workload and prioritise effectively</li> <li>• Be flexible and prepared to respond to requests outside of your usual day to day duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of co-production, working collaboratively with pupils and families to support progress; developing targets and goals alongside teachers, and ensuring families feel informed and involved throughout</li> <li>• Confidence to work with staff to support key student within their caseload around strategies and best practise</li> </ul>
<p><u>Professional development:</u></p> <ul style="list-style-type: none"> <li>• Commitment to personal professional development</li> </ul>	