

JOB DESCRIPTION

Post Title	SEN Learning Leader TA
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Main Job Purpose	To support the Assistant Head (AHT) SENDCo in promoting the progress, achievement, inclusion and wellbeing of pupils with Special Educational Needs and Disabilities (SEND). The postholder will provide administrative, organisational and operational support to the SEND department, coordinate SEND provision and Teaching Assistant deployment, support statutory review processes and facilitate effective support for pupils throughout the school day. The role contributes to ensuring that pupils with SEND receive appropriate support to access learning, participate fully in school life and achieve positive outcomes.
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Grade	Grade 6 Scale Point 15 to 20
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Working hours	32.5 Hours Per Week (Term Time + 1 Week)
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Main Duties	
SEND Administration and Coordination ➤ Provide administrative support to the Assistant Head (AHT) SENDCo, ensuring that SEND records, documentation and information are accurate, up to date, and maintained in accordance with school procedures. ➤ Respond appropriately to enquiries from parents, carers, staff and external agencies, referring matters to the Assistant Head (AHT) SENDCo where required. ➤ Assist with the preparation, compilation, and organisation of documentation relating to EHCP reviews, SEND reviews, and other SEND-related processes. ➤ Create, review and maintain Pupil Passports, My Plans and Provision Map records. ➤ Maintain accurate SEND records and pupil information systems. ➤ Support the Assistant Head (AHT) SENDCo in ensuring that SEND provision is recorded and monitored appropriately. Teaching Assistant Timetabling and Provision Coordination ➤ Coordinate day-to-day SEND provision under the direction of the Assistant Head (AHT) SENDCo. ➤ Prepare and maintain Teaching Assistant timetables to ensure support is allocated effectively to meet identified pupil needs. ➤ Coordinate intervention timetables and classroom support arrangements. ➤ Arrange cover for Teaching Assistants when colleagues are absent, ensuring continuity of support for pupils wherever possible.	

- Monitor and update timetables and provision arrangements in response to operational changes as directed by the Assistant Head (AHT) SENDCo.
- Facilitate lunchtime provision for vulnerable pupils to promote safety, inclusion, and wellbeing.
- SEND Reviews and Monitoring
- Support the Assistant Head (AHT) SENDCo in preparing, organising and completing EHCP annual reviews and graduated pathway reviews.
- Collate information and feedback from teaching staff and other professionals to support review processes.
- Complete review of documentation and records as directed by the Assistant Head (AHT) SENDCo.
- Conduct annual reviews for designated pupils and support review processes for other pupils receiving SEND Support.
- Liaise with parents, carers, school staff and external professionals to gather and share relevant information.
- Support the monitoring of pupil progress and the effectiveness of SEND provision through accurate record keeping and review procedures.

Pupil Support

- Support learning and teaching by working directly with pupils with SEND to improve access to learning and promote progress.
- Assist teachers in implementing strategies, adaptations, and interventions to meet pupils identified needs.
- Support pupils on an individual basis and within small group settings.
- Promote positive behaviour, engagement, independence, and confidence amongst pupils.
- Monitor pupil participation, wellbeing and learning, reporting concerns appropriately.
- Coordinate and administer WRAT testing and maintain associated records, as directed.
- Act as a reader or scribe for pupils where required.

Transition and Partnership Working

- Support the SENDCo in facilitating successful transitions for pupils at key stages of education.
- Assist in the planning and delivery of Year 6 induction activities and other transition events for SEND pupils.
- Attend EHCP reviews and transition meetings for prospective pupils as directed.
- Liaise with parents, schools, and external professionals to support effective transition arrangements.
- Attend multi-agency and professional meetings as required by the Assistant Head (AHT) SENDCo.
- Working with the Assistant Head (AHT) SENDCo, support referrals to external agencies where appropriate.

Team Support

- Work collaboratively with Teaching Assistants and wider school staff to support effective SEND provision.
- Alongside the other SEND Learning Leader, provide day-to-day guidance and support to Teaching Assistants in the absence of the Assistant Head (AHT) SENDCo.
- Promote consistency of practice across the SEND team.

- Provide mentoring, coaching, and informal support for colleagues where appropriate.

General Responsibilities

- Promote and safeguard the welfare of children and young people.
- Maintain confidentiality regarding pupils, families, and school information.
- Participate in training and professional development relevant to the role.
- Support the school's commitment to equality, inclusion, and high-quality SEND provision.
- Undertake other duties commensurate with the grade and nature of the post.

Supervision and Management	The jobholder is not responsible for the line management of staff but on occasion deputises as Team Leader for the Teaching Assistants.
Creativity and Innovation	The jobholder needs to follow school policy and procedures. Some innovation is required.
Decision Making	The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.
Key Contacts and Relationships	The jobholder will develop and maintain working relationships with other colleagues. Information exchange with other members of staff will occur.
Resources	The jobholder is expected to use school resources appropriately and with care but is not personally accountable for their overall security.
Working Environment	The jobholder is not based in an environment where there are health and safety hazards.

Person Specification

Experience

- Experience of working with children or young people with Special Educational Needs and Disabilities (SEND).
- Experience of supporting pupils with a range of learning, communication, social, emotional or behavioural needs.
- Experience of working collaboratively with teaching staff, support staff and parents/carers.
- Experience of maintaining accurate records and pupil information.
- Experience of providing support within an educational setting.
- Experience of organising and coordinating activities, timetables or provision.

Qualifications

- GCSE Grade 4/C or above (or equivalent) in English and Mathematics.
- Evidence of ongoing professional development relevant to SEND, inclusion or pupil support.
- QTS would be advantageous but not essential

Knowledge & Skills

- Understanding of SEND legislation and inclusive educational practice.
- Knowledge of the SEND Code of Practice and graduated approach to support.
- Understanding of EHCP processes and review procedures.
- Strong organisational and administrative skills.
- Ability to prioritise workload and manage competing demands effectively.

- Strong written and verbal communication skills.
- Ability to establish positive working relationships with pupils, families, colleagues and external professionals.
- Competent ICT skills, including Microsoft Office applications and pupil information systems.
- Ability to maintain accurate and confidential records.
- Ability to support pupils in a way that promotes independence, engagement and achievement.
- Ability to work independently whilst recognising when guidance should be sought.

Personal Qualities

- Commitment to inclusion, equality and achieving positive outcomes for all pupils.
- Empathy, patience and understanding when working with children and families.
- Professional integrity and commitment to confidentiality.
- Positive, proactive and solution-focused approach.
- Ability to remain calm and organised under pressure.
- Flexible and adaptable attitude.
- Strong interpersonal and teamwork skills.
- Excellent attention to detail.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undertake ongoing professional development.