

**Empowering futures:
for a better tomorrow**



Every child deserves to feel, understood, supported and able to succeed. Together we make that possible.

Join our team as our:

SEND Attendance, Data & Alternative Offsite Provision (AOP) Lead at Newton Abbot College.

Scale 5, £30,518-£33,699 (Full Time Equivalent p.a. pro rata).

37 hours per week / 39 weeks per year.

Working hours: 08:00-16:00 Monday to Thursday inclusive and 08:00-15:30 on Fridays with a half hour unpaid break for lunch on each day. The postholder will be required to attend a SEND meeting every half term on a Tuesday from 3.15 – 4.15pm (6 per year). TOIL will be given for the additional time worked.

Permanent contract - Role available for 1st September 2026.





Welcome

Everything we do across our family of eight schools in our Trust is focused on our mission to deliver a high-quality and inclusive education for our pupils.

At Newton Abbot College, we believe in setting high standards. This conviction drives our commitment to supporting all students to ensure that they achieve more than they thought was possible. You will work alongside friendly, caring and diligent colleagues who approach their work with care and compassion.

Join us and be part of a school where your contribution matters and makes a real difference.

Please take some time to learn a bit more about our school and our Trust, and what makes us, us, our values. We feel it is an exciting time to join us. We hope to meet you soon.

The role: SEND Attendance, Data & Alternative offsite Provision (AOP) Lead.

This is an exciting time for us as we look to evolve and enhance our SEND and Inclusion provision for our students. We are committed to delivering an inclusive, ambitious education where every student is supported to thrive. Our approach is rooted in early intervention, high-quality mainstream provision and a consistent, joined-up response to meeting the needs of students with SEND. As part of this commitment, we are developing four on-site Inclusion bases designed to strengthen our capacity to support a diverse range of needs within a mainstream setting. These bases will provide targeted, evidence-informed support through an adapted and responsive curriculum, working alongside excellent classroom teaching. This model reflects our alignment with Ofsted's focus on effective identification, curriculum adaptation and inclusive practice, ensuring that all pupils can remain engaged in learning, make meaningful progress and achieve positive outcomes.

About the role

We are seeking a highly motivated, organised and compassionate SEND Attendance, Data & AOP Lead to join our dedicated SEND team. This is a pivotal role for us, supporting the development and delivery of high-quality provision for students with Special Educational Needs and Disabilities

(SEND), with a particular focus on SEMH (Social, Emotional and Mental Health) and attendance/engagement.

Working closely with the SENDCo, Assistant SENDCo and wider pastoral teams, you will play a key role in improving outcomes for vulnerable learners by delivering targeted interventions, supporting families, and ensuring provision is effectively monitored and impactful.

What makes us special

Our staff team believe passionately in the power of education to transform lives. We are committed to providing the best possible educational experience that we can; an experience that supports, challenges and inspires our students to achieve their potential and develop into well rounded, kind, resilient and responsible young people, who have a deep love of learning and a curiosity about the world in which they live.

We're looking for someone who:

- Has experience working with young people with SEND, particularly SEMH needs
- Is confident delivering interventions and supporting emotionally vulnerable students
- Has strong organisational and data management skills
- Can build effective relationships with students, families and professionals
- Is resilient, adaptable and committed to inclusive practice.
- Can contribute to the effective running of the school through flexible and collaborative working

Experience with Provision Map, EBSNA & SEMH strategies, and alternative offsite provisions will equip you well for this role.

We offer:

- A role where your work makes a meaningful impact on students' lives
- A role in a school with a strong commitment to inclusion and student wellbeing.
- A supportive and forward-thinking SEND team.
- Competitive package with generous career average pension scheme with employer contributions of c 17%*
- A term time only contract working 39 weeks per year
- Ongoing professional development.

**employer contribution rates set by the Local Government Pension Scheme*

How to apply

Please do take the opportunity to learn more about the role by viewing the detailed job description included on the following pages. To apply please complete our application form and take the opportunity to share with us how your skills and experience meet the person specification in the job description. To learn more about the school please visit our website by clicking [here](#).

Alternatively, if you would like to discuss the role further or arrange for a tour of the school please contact Kate Ochiltree kochiltree@nacollege.devon.sch.uk

The closing date for applications is Friday 10th July at 9.00am. If you have any questions about this opportunity, please contact us via my new term or at recruitment@ivyeducationtrust.co.uk

Interviews will be held onsite the week of the 13th July.

We are committed to the safeguarding and welfare of all our pupils, and we expect you to be too. We follow safer recruitment statutory guidance (Keeping Children Safe in Education). If you're successful, you'll be required to complete thorough pre-employment checks, including an Enhanced DBS check and references that are satisfactory to our Trust. All posts in our Trust are exempt from the Rehabilitation of Offenders Act (ROA) 1974.



Job description

Post Title: SEND Attendance, Data & Alternative Offsite Provision (AOP) Lead

School: Newton Abbot College

Working Hours: 37 hours per week / 39 weeks per year.
Monday – Thursday 8.00am to 4.00pm, Friday 8.00am to 3.30pm, including a 30-minute unpaid break. The postholder will be required to attend a SEND meeting every half term on a Tuesday from 3.15 – 4.15pm (6 per year). TOIL will be given for the additional time worked.

Salary Grade: Scale 5

Contract Type: Permanent

Responsible to: SENDCo and Assistant SENDCo.

Key purpose of the job: As a member of the college's support staff, to assist in the development of SEND team provision within the college by working closely with the SENDCo, Assistant SENDCo and other key staff to support the needs of targeted groups of students. The role will involve working collaboratively with colleagues to achieve the college's objectives.

To take joint responsibility for the management and monitoring of the Provision Mapping/Arbor platforms and collation of SEND data.

To be a key contact and source of support for a core group of SEND-E/K students and their families, building relationships and facilitating improvements in attendance and engagement.

To have oversight of the college's use of Alternative Provision and to oversee the monitoring, quality assuring and recording of each provision.



Main duties:

- To provide 1:1 and small group SEMH interventions for students in the college's SEMH base, as directed by the Assistant SENDCo.
- Provide baseline assessments, collate progress and exit data for any interventions you deliver, in a timely manner as needed by the SENDCo/Assistant SENDCo.
- Complete Graduated Approaches; monitoring the Identification of Need spreadsheet, gathering feedback from teachers and other staff, identifying areas of need and instigating screeners further external referrals when needed.
- Complete neurodivergent referrals from medical professionals, supporting parent/carer as needed.
- Contact the single point of access for health to monitor wait times.
- Oversee Sensory Pass usage and issuing of Support Monitoring Cards.
- To provide a triage function in the SEMH and EBSA bases, utilising the zones of regulation, to ensure that students need to access the base, or return to lessons.
- To work with the college's Family Support Worker & DDSL to provide a comprehensive EBSNA approach with both students and their families, and multi-agencies, where involved, both in the home and in college.
- To deliver face-to-face interventions for small groups of students designed by Educational Psychologists and/or the SEND Trust Lead.
- To attend multi-agency meetings as and when required.
- Support with funding applications to help secure AP places for SEND students.
- To liaise with the attendance team, HOLs and the four SEND bases to ensure there is a cohesive and clear approach to supporting students, securing the best provision and facilitating progress.
- To be a key point of contact for parents of a key group of students, becoming the equivalent of a SEND HOL to them to support their attendance, engagement and progress.
- Make first day and second stage attendance calls for the key groups the role oversees, to encourage improvements in attendance.
- To work with the Assistant SENDCo and other colleagues to ensure there is a calm, positive and productive working environment in both the EBSNA and SEMH base.
- To support students with additional needs within classrooms, if there are staff shortages, which impact students who are in the role's key groups.
- To assist the SENDCo and Assistant SENDCo with regard to the day-to-day running of the SEND department; parental enquiries, statutory work, preparing for access arrangements and transition arrangements.
- To deputise for the Assistant SENDCO in their absence.

Data

- To take joint responsibility for the use and monitoring of the Provision Mapping (PM) platform and/or Arbor, ensuring interventions are set up, data is entered correctly, monitored and reviews are carried out in a timely manner.
- Oversee collation of data from intervention leads and ensure completion on provision map and/or Arbor.
- Create and update Student Passports, as and when required, setting individual SMART targets from professional reports.
- Create Student Passports for year 6 phase transfer students.
- To set up and review Student Profiles and Learning Plans.
- To use PM to produce data with regard to impact, progress and outcomes relating to students with SEND, providing termly SEND Reviews.
- To support other colleagues with the use of PM and Arbor in relation to producing data for students with SEND.

Alternative Offsite Provisions (AOP):

- To maintain accurate records for all students attending an AOP, providing this data when needed for the DSL/SENDCo/SLT.
- To quality assure AOPs, including those delivered remotely.
- To monitor students who attend AOP; including their attendance and attending reviews.
- Provide “keeping in touch” visits for students who attend AOPs.
- To attend multi-agency meetings as and when required for students that attend AOPs.

Other duties

- To follow the college’s ICT policy for the safe use of ICT.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the college’s safeguarding policies.
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
- To work in compliance with the Codes of Conduct, Regulations and policies of the College and its commitment to equal opportunities.
- To comply with the college’s Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual.
- To undertake training and personal development as and when identified by Line Manager.
- To undertake any other duties as deemed appropriate by the SENDCo / Headteacher.



Person specification

We are particularly looking for the following qualities and experience:

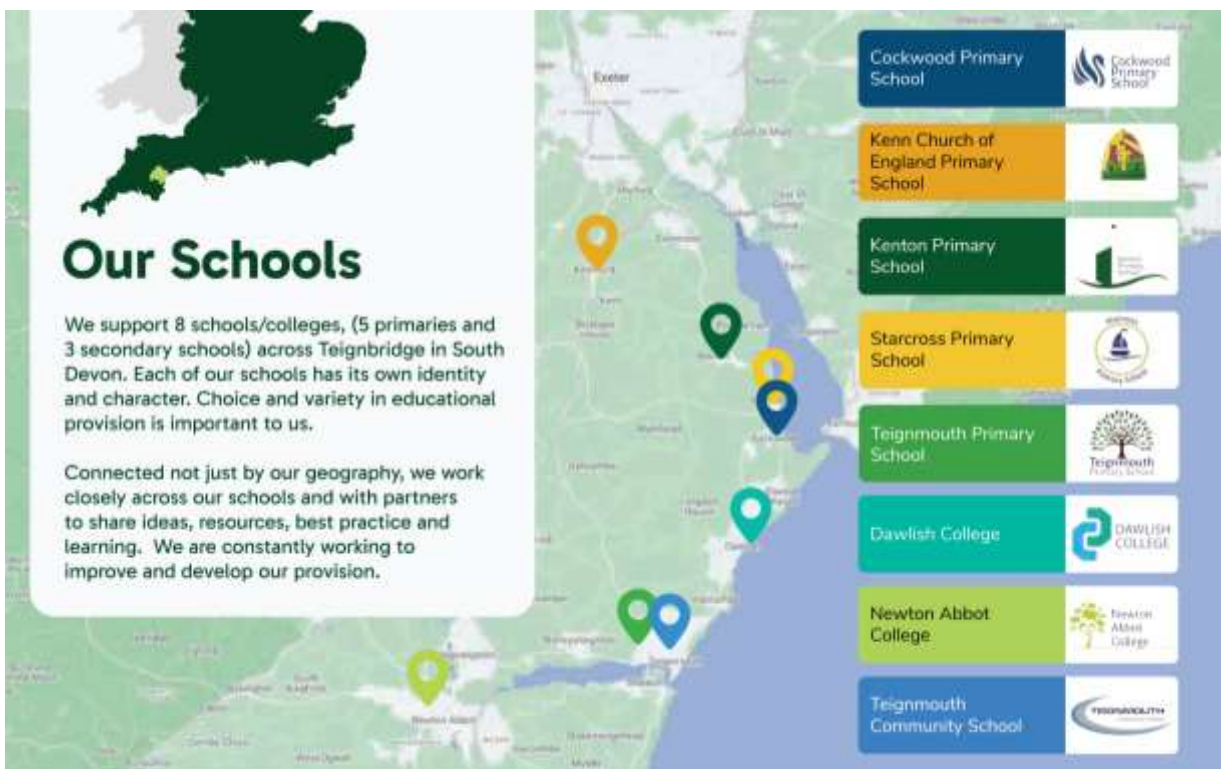
Assessment criteria - evaluated from application form (A) and / or interview (I)		Essential	Desirable
Qualifications / training:			
Educated to Level 4 or equivalent vocational experience (A)		✓	
Relevant qualification e.g. SEMH or trauma-informed training (A)			✓
Training in SEMH interventions (e.g., Thrive, Zones of Regulation, ELSA, Trauma-informed practice) (A)		✓	
Safeguarding training at Level 2 or above (A)			✓
Experience:			
Experience of working with children or young people with SEND, particularly SEMH needs (A, I)		✓	
Experience of trauma-informed practice and/ or SEMH support (I)		✓	
Experience of supporting LAC/PLAC students and working collaboratively with external agencies (A,I)		✓	
Experience of delivering 1:1 and small group interventions (A,I)		✓	
Experience of supporting students with EBSA/ EBSNA (A,I)		✓	
Knowledge:			
Knowledge and understanding of the importance of safeguarding children (I)		✓	
Strong understanding of SEND Code of Practice (0-25) (I)		✓	
Understanding of alternative provision frameworks and monitoring expectations (I)		✓	
Demonstrable knowledge and understanding of the needs of the most vulnerable students (A)		✓	



		Essential	Desirable
Assessment criteria - evaluated from application form (A) and / or interview (I)			
Understanding of barriers to learning including attendance related challenges(I)			✓
Skills:			
Ability to manage and analyse data accurately to inform provision and impact (I)		✓	
Ability to build strong, positive, trusted relationships with students and families (I)		✓	
Ability to lead on elements of SEND provision in the absence of senior staff (I)		✓	
Ability to work calmly and professionally under pressure with the ability to deliver a service to timescales (I)		✓	
Strong communication skills (written and verbal) to communicate effectively with students, staff and parents and external agencies (I)		✓	
Ability to form and maintain appropriate professional relationships and personal boundaries with students (I)		✓	
Ability to influence and support colleagues to improve inclusive practice (I)		✓	
Ability to work independently and as part of wider a team/SEND structure (I)		✓	
Other:			
Passionate about inclusion and improving outcomes for students with SEND (I)		✓	
Calm, resilient and adaptable under pressure (I)		✓	
Willingness to attend meetings including half-termly SEND meeting (I)		✓	



Our Trust



Our vision and mission define our purpose.

Our vision: **'Empowering futures; for a better tomorrow'**

Our vision describes what we would like to accomplish. It is future focussed, setting our long-term goal for both pupils and ourselves. We believe that through our work we can change lives. This inspires and motivates us to be better every day.

Our why:

Our mission describes why Ivy exists: **'To deliver an ambitious, high-quality,**



inclusive education’.

Our how:

Our values are what make us, us. Whilst our schools have their own unique identities, our values are what we have in common, they guide us in how we approach our work and empower us to be successful.

Being Ivy. Our values:



Being Ivy. Through our behaviours we bring our values to life every day:

Courage

- Be bold
- Take changes
- Seize opportunities
- Take ownership

Compassion

- Listen to learn
- Be kind to self
- Be kind to others
- Take care of the world around you

Collaboration

- Stronger together
- Support others
- Many schools; one Trust
- #TeamIvy

Commitment

- Work hard
- Give it everything
- Be consistent
- Be accountable

If our values resonate with you, we would love to hear from you.

At Ivy Education Trust we are committed to safeguarding and promoting the welfare of children and young people and we expect all our staff and volunteers to share this commitment. All employees are expected to undergo an Enhanced Disclosure and Barring check and pre-employment checks.

Please note – our Trust operates a Smoke-Free Policy, and all staff and workers are prohibited from smoking in any of the Trust buildings, Trust sites including enclosed spaces within the curtilage of buildings, and Trust vehicles.

