

Job Title:	Lead SEND Practitioner	Reports to:	Headteacher
Location:	UTC Plymouth	Accountable to:	Headteacher
Salary/Grade:	NJC Grade F	Hours of Work:	Full Time, Term Time

Principle Purpose of the Role

- To assist in leading and managing the provision for pupils identified as having Special Educational Needs (SEN), including promoting high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- Establish and maintain relationships with individual pupils and groups.
- Review and develop own professional practice.
- Dealing with pupils' therapeutic, pastoral, and personal care needs.
- The SEND Lead Practitioner will work alongside the Inclusion Team to form part of the triangulation of support for our pupils. The Inclusion Team will be made up of this role, the Behaviour Lead, Inclusion Lead, FLO, Pastoral Lead and SENco.

As well as the core responsibilities detailed above, other key areas of accountabilities and tasks include:

Key Duties and Responsibilities

- Manage the day-to-day operational running of the Pupil Support Centre (PSC), creating a safe, effective, and stimulating learning environment.
- Identify pupils with Special Educational Needs and Disabilities (SEND) and support the planning and delivery of appropriate curriculum provision.
- Coordinate, deliver, and monitor SEND provision to meet individual pupil needs, ensuring its effectiveness and impact.
- Secure and liaise with relevant internal and external services and agencies to support pupils with SEND.
- Maintain accurate, up-to-date records, including Education, Health and Care Plans (EHCPs) and individual education plans (IEPs).
- Review EHCPs and IEPs in partnership with pupils and parents/carers, maintaining regular, effective communication.
- Promote pupils' inclusion and access to the curriculum, facilities, and extra-curricular activities within the school community.
- Support smooth transitions for pupils, sharing relevant information when they move to another school or setting.
- Work collaboratively with the SENCO, designated teacher for looked-after children, and wider staff to ensure consistent, high-quality support for pupils with SEND.
- Manage SEND resources effectively, ensuring they are used efficiently, safely, and appropriately.
- Develop and support curriculum resources, schemes of work, and subject-specific targets that meet pupils' individual needs.
- Monitor and support the effectiveness of teaching strategies and individual education plans, contributing to improved outcomes.
- Provide advice and guidance to staff on inclusive teaching and learning approaches.

- Support the SENCO in curriculum development and the school's commitment to high achievement and effective teaching and learning.
- Communicate and cooperate effectively with parents/carers and external partners, following agreed school communication policies.
- Contribute to safeguarding and promoting the welfare of children and young people, in line with school policies and the staff code of conduct.
- Work as part of a committed team to support the school's strategic objectives, development plans, and self-evaluation processes.
- Undertake any additional duties appropriate to the level of the role, as directed by the Headteacher.

Impact

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained.
- Learners are ready for the next stage of education, employment, or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study. They read widely and often, with fluency and comprehension.

Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

Staff Development and Performance

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

Demand and Working Conditions

- This is an operational post and there will be considerable conflicting work demands, deadlines and interruptions, particularly during peak periods and operational deadlines.
- The postholder is to undertake other duties commensurate to the grade of the post.
- Adhoc travel to attend training events and meetings may be required.
- There may be occasions when it will be necessary to cover other roles within the team or to work with other colleagues when there are peaks and pressing issues.
- There may be a requirement to spend large amounts of time working on sensitive information, for example, reports and audits.

Note: You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.

Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Three GCSE/O Level/Functional Skills passes to include grade C/4 or above in English and Mathematics (or equivalent)	E	X	
SEND qualification at Level 3 or above	D	X	
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Proficiency in Microsoft Office programs, specifically, Word, Excel, Outlook, PowerPoint	E	X	X
Knowledge of how to work and maintain confidentiality in relation to data/information at all times	E	X	X
Ability to read, write and communicate effectively in English in order to deliver in all aspects of the role	E	X	X
Previous experience of working in the education sector	D	X	
Sound knowledge of the SEND Code of Practice.	E	X	X
Awareness of the current changes in SEND funding and delivery.	D	X	X
Understanding of what makes 'quality first' teaching, and of effective intervention strategies.	E	X	X
Understanding of learning needs and the importance of raising achievement among pupils.	E	X	X
Teaching experience at HLTA or Cover Supervisor level.	E	X	
Experience of working in a teaching and learning environment.	E	X	
Involvement in self-evaluation and development planning.	E	X	X
Experience of conducting training/leading INSET.	D	X	X
Ability to demonstrate, understand and apply the Trust's values, behaviours, and curriculum principles.	E		X
Ability to demonstrate skills and commitment to perform the role in alignment with the national Teachers' Standards level of practice.	D	X	X
Ability to plan and evaluate interventions.	E	X	X
Data analysis skills, and the ability to use data to inform provision planning.	E	X	X
Effective communication and interpersonal skills.	E	X	X
Ability to build effective working relationships.	E		X
Ability to influence and negotiate.	E		X
Good record-keeping skills.	E		X
Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Highly organised and able to manage a busy workload	E		X

Commitment to safeguarding and promoting the welfare of children and young people	E		X
Clear understanding and working knowledge of Reach South Academy Trust, its ethos and values partners, relevant systems and procedures	E		X
Demonstrate personal and professional integrity, including modelling values and vision;	E		X
Commitment to promote and support the aims and value partners Reach South Academy Trust	E		X
Motivated to work within the education sector and alignment with Reach South values and behaviours	D		X
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.	E		X
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.	E		X
Ability to work under pressure and prioritise effectively.	E		X
Commitment to always maintaining confidentiality.	E		X
Commitment to safeguarding and equality.	E		X