

Reports To: SENDCo/Deputy SENDCo

Why	Job Summary To support the SEND team to implement effective strategies to promote inclusion for students identified with SEND at the academy.	
What	Main Responsibilities - Supporting targeted/identified SEND students within the classroom. - Provide targeted SEN support for named students, monitoring progress, regularly checking in, liaising with home (parent/carer) when necessary and keeping records of contact. - Tracking interventions and demonstrating and recording progress on the SENDCo intervention tracker. - Working with teachers and faculty leads, to ensure the correct support/intervention is in place to demonstrate progress. - Prepare and deliver direct and structured teaching and learning intervention programmes and activities to students identified on the Special Educational Needs (SEN) register to advance their progress – in small groups or individually (training provided) - Liaise and engage with students to create personalised pupil profiles so that their needs are met and catered for within the classroom and the wider school. - Meet with SENCO and Deputy SENDCo to be able to fully understand how to meet the needs of students with EHC plans or HLN funded students. - Liaise with external agencies who may be working with specific students. - To oversee and advocate for a group of key working students allocated to you. - Build positive relationships with key working students identified on the school SEN register and advocate for them during the school day. - Put strategies in place to support specific students and record these using the Access, Plan, Do, Review document to show progress (APDR) training will be provided. - Contributing to the safeguarding and promotion of the welfare and personal care of students. - Be aware of and support difference and ensure equal opportunities for all. - Contributing to the overall ethos/work/aims of the academy. - Participating in training and other learning activities and performance development as required, a willingness to develop - Be part of a supportive team and contribute to team meetings. - Any other duties deemed appropriate. - Adhere to professional boundaries.	
How	<u>Competencies</u>	<u>Personal Attributes</u> (Level expected when job is conducted to the required standard)
	Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the wider life and ethos of the Trust.</i>	Actively promotes the Trust's ethos internally and externally
		Contribute effectively as a member of the SEND Team.
		Participate in residential and extra-curricular activities.
		Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
		Participates in Health & Safety working teams.
		Encourage individual and collective responsibility.
		Participate in a whole academy initiative.
		Undertake a departmental responsibility.
	Development <i>Monitoring, coaching, guiding and supporting teams and individuals, setting examples of desired behaviours.</i>	Deliver training on a relevant process within the SEND department if required. For example – cascade some CPD you have undertaken.

		Prioritises own workload to achieve deadlines in agreed timeframes.	
	Communication <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Actively informs and briefs colleagues within the SEND team of student requiring further support/ intervention.	
		Clear, concise and confident when communicating informally both verbally and in writing.	
	Problem Solving/Decision Making <i>Able to identify a potential problem; propose and assess solutions and decide upon course of action</i>	Proactive in providing innovative solutions and evaluating alternatives.	
		Offer input within the SEND team for making decisions and moving things forward, requires good judgement.	
		Presents information, recognises the most relevant information and forms conclusions.	
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You may be required to travel between campuses/sites as directed in order to meet the needs of the Academy.
	Education, Qualifications and Experience (EQE)	Desirable criteria Educated to GCSE level C or above and preferably have a teaching assistant qualification or equivalent. Emotional and physical resilience to meet the challenges and demands of the role. Experience of working with students that have a special educational need. To be able to work effectively in a team environment. Excellent communication and de-escalation skills.	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come in to contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.