



**PLYMSTOCK SCHOOL
WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION**

Job Title:	SEND Team Leader (Fixed Term until 31 August 2027)
Location:	Across the Trust (based at Plymstock School currently)
Grade/salary:	Plymouth Grade D SCP 8 - 14
Hours:	37 hours per week, 39 weeks per annum
Reports to:	Assistant Headteacher and SENDCo
Key relationships:	SENDCo, Deputy and Assistant SENDCo, wider SEND team including other SEND Team Leaders, Teaching Assistants, pastoral team, teaching colleagues and administrative colleagues

Job Purpose

The SEND Team Leader will support and assist the SENDCo and wider SEND Leadership team in leading and coordinating the provision for students with special educational needs and disabilities. The role involves overseeing the work of teaching assistants, supporting the progress and welfare of students, and ensuring effective communication between staff, parents/carers and external professionals. The post holder will complement the role of teachers by helping to raise standards of achievement, promoting inclusion across the school, and positively impacting upon student outcomes. The SEND Team Leader supports the effective operation of the trust and works to uphold and promote its vision and values.

Duties and Responsibilities

At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

Leadership

- Attend and facilitate weekly team meetings, ensuring minutes are recorded, actions identified, and followed through.
- Under the direct supervision of the SENDCo, oversee and direct the work any teaching assistants assigned to the specific year group. Ensure workload is fairly and effectively distributed among the team with student welfare and outcome a key priority. Support the performance of allocated teaching assistants by providing guidance and ongoing development.
- Under the direct supervision of the SENDCo, carry out lesson observations and support the PDR cycle for allocated teaching assistants.
- Monitor weekly records through ClassCharts/Provision Map, including information on students' 'normal ways of working' and transitions in/out of the school.
- Raise concerns regarding students or team members promptly to the SENDCo.
- Provide oversight of the provision in the DEN for the allocated year group strategically and operationally.
- Undertake break duties to support students' pastoral care and welfare.
- To be front facing and supporting all children with SEND and especially those which you are directly responsible for within the SEND team, including supporting the staff on call rota.

Student Progress, Support and Monitoring

- Meet regularly with the SENDCo to provide updates on the progress and support the needs of students.
- Assist the SENDCo with tracking and monitoring the progress of SEND students, identifying and advising on needs for additional interventions or referrals (for example, speech and language/CAMHS)
- Meet with individual students on a regular basis to discuss progress, study skills, organisation, and revision.
- Support students in the behaviour rooms as part of the reintegration strategy.
- Alongside the attendance team, support students with EBSA interventions and with strategies to improve attendance.
- Contribute to decisions regarding the SEND register, ensuring accurate records are maintained.
- Create, edit and maintain SEND Support Plans for students, following the Graduate Response.
- Deliver targeted intervention to support identified students.
- Contribute to Education, Health and Care Needs Assessments (EHCNA).
- Attend and contribute to Student of Concern (SOC) and High Needs (HN) meetings and ensure relevant actions are complete.

Communication, Liaison and Professional Collaboration

- Communicate effectively with parents/carers, colleagues, and external professionals.
- With support from the SENDCo, respond promptly to parental concerns, liaising with teaching and non-teaching staff as appropriate.
- Disseminate information from outside agencies to relevant staff.
- Provide suitable advice to teaching staff on effective classroom strategies for individual students.
- Keep relevant personnel informed of any changes to student needs, conditions, or external recommendations.
- Liaise with Exams Officer regarding access arrangement and exam concessions.
- Complete and disseminate One Page Profiles (OPP's) and Learning Plans (ILP's) for allocated students.
- Attend and contribute to core meetings, EHAT/TAM meetings, annual reviews, and other multi-agency meetings.
- Attend and facilitate review meetings with professionals, parents and carers, ensuring accurate records and timely follow up.

In addition to the above, all roles are responsible for the following.

- To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
- To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
- Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
- To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X
QUALIFICATIONS:			
Attainment of GCSE English and Maths equivalent to a minimum of a grade C	E	X	
Attainment of Level 3 qualification or equivalent	D	X	
HLTA qualification	D	X	
EXPERIENCE:			
Relative experience working in an education setting and working with students with additional needs	E	X	
Previous experience using school-based software packages (SIMs/ClassCharts/MS)	D	X	X
Previous experience evaluating learning needs / progress and experience applying strategies to ensure that the provision of the support is equally accessible and appropriate to meet the needs of diverse groups	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Excellent interpersonal skills and the ability to work with young people across multiple age groups in a sensitive and professional manner	E	X	X
Ability to form and maintain appropriate professional relationships and boundaries with students, colleagues, parents and carers	E	X	X

Excellent communication and listening skills	E		X
Ability to be innovative in finding solutions to problems	E	X	X
Ability to negotiate effectively at all levels	E	X	X
Understanding of the role of a teaching assistant and of other professionals within a classroom	E		X
Knowledge and understanding of the national curriculum and other basic learning programmes / strategic processes and barriers to learning, including behaviour management strategies	E	X	X
Ability to work under pressure and adhere to deadlines	E		X
Ability to maintain confidentiality and act with professionalism	E		X
Adequate IT skills and ability to use Microsoft package and other school-based software packages	D	X	X
FURTHER REQUIREMENTS:			
A positive and pro-active attitude	E		X