

JOB DESCRIPTION

Role Title	Department	Reports to
Higher Level Teaching Assistant (HLTA)	SEND	SENDCo/Deputy SENDCo

PURPOSE

The post holder will be expected to support the Deputy SENDCo/SENDCo in providing day-to-day support for students and their families as part of the wider SEND team. This role includes the coordination and delivery of intervention support for students. The following job description outlines the main responsibilities of the job and is not an exhaustive list of all relevant duties. The Trust reserves the right to alter this job description at any time.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

SEND Support

- Co-ordinate and lead intervention groups for students.
- Support the identification of students who may require specific intervention support.
- Conduct initial assessments, such as individual baseline assessments and the FACT and FACT+.
- Set and review student outcomes, based on intervention support.
- Planning intervention programmes, including identifying intended outcomes for students.
- Ensuring resources for interventions sessions are created and accessible for students to access.
- Deliver intervention sessions, creating appropriate timetables of support and communicating this to staff, students and parents.
- Conduct reviews and assessment of student progress during and after interventions have taken place.
- Monitoring interventions using the Provision Map software.
- Organise and lead the Supported Transition Programme for Year 6 students. Including liaison with prospective parents and feeder schools.
- Provide support for students who access the SEND department during the school day.
- Play a full roll in the SEND department, supporting students in all aspects of school life, including during social time.
- Offer targeted in-class support to students, where required.

Leadership

- Supporting the line management and evaluation of Teaching Assistant support at the Academy.
- Effectively supporting and monitoring staff who are delivering intervention sessions.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To support the SENDCo in evaluative processes and contribute to the overall development plan.

Administrative tasks

- Update and help maintain the SEND Register, Provision Map and other tracking documents or records.
- Provide support to SENDCo through monitoring SEND funding, spending and contributing to top-up funding requests.
- Answering enquiries, communication including round robins, maintaining contact with parents/carers and outside agencies. Typing and sending of written communication, where required.
- Support the creation and monitoring of SEND Support Plans and requests for EHC Needs Assessment requests.
- Liaising with parents and carers, the Local Authority and other stakeholders as necessary.
- Coordinating and providing administration support for the transition of students from primary schools to the school.
- Attend meetings and take minutes where necessary.
- Collecting information to monitor and review student progress.
- Manage up-to-date record keeping for students.

Liaise as necessary with:

- Students.
- Members of the Support team.
- Classroom teachers and Form Tutors.
- Wider school staff.
- Parents/carers.
- Feeder schools and outside agencies.
- Demonstrate knowledge, understanding and positively promote equality of opportunity.
- Supports a positive culture throughout the organisation and adopts behaviours that exemplify the Trusts culture.
- Encourage the development of productive and collaborative working relationships across the Trust.
- The post holder will be required to undertake other duties and any reasonable instructions given by the line manager or the Trust.

PERSON SPECIFICATION

E – Essential

D - Desirable

Qualifications/Education	<ul style="list-style-type: none"> • Understanding and experience of the Secondary Curriculum (E) • GCSE qualifications in Maths and English (Minimum of a 'C' grade) or equivalent (E)
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	<ul style="list-style-type: none"> • First Aid training/Certificate (D)
Knowledge/Experience	<ul style="list-style-type: none"> • Experience of delivering intervention sessions for students with SEND, which may include literacy, numeracy or SEMH support (D) • Knowledge of SIMS and the SEND functions (D) • Knowledge of <i>Provision Map</i> (D) • Previous experience of working in a school (D) • Excellent interpersonal skills with people of all ages (E) • Appropriate experience in administration (E) • Experience of Microsoft packages including Word, Excel and Outlook. (E) • Excellent organisational and administrative skills (E) • Knowledge of SEND processes and assessment in Milton Keynes (D) • Previous experience of working within a SEND department (D) • A genuine interest in students with learning difficulties (D)
Technical/Business Skills/Ability/Training	<ul style="list-style-type: none"> • A desire to help young people achieve their potential (E) • Ability to use own initiative and to know when to use this (E) • Has a willingness to develop and undertake appropriate courses (E) • Excellent verbal and written communication skills (E)
Particular aptitude/Personal skills required	<ul style="list-style-type: none"> • Enthusiastic, reliable and hardworking (E) • Versatile, flexible and enjoys working as part of a team (E) • Able to prioritise workload (E)

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct (Job Description Statement)

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT: SIGNED: