



## Job Description & Person Specification

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**Job Title** : SEND Lead

**Scale** : 6

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### Job Purpose:

- To collaborate with the SENDCo to ensure that provision for students with special educational needs and/or disability is efficiently and effectively managed.
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### Reporting Arrangements

**Reporting to** : SENDCo

**Accountable for** : N/A

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### Main Responsibilities:

#### 1. SEND Provision

- Lead on some aspects of the provision for students with SEND across the school. Respond to the needs of these students as a main point of contact for teachers, parents/carers and students.
- Support all staff across the school to ensure that the needs of students with SEND are well understood and that everyone fulfils their statutory responsibilities.
- Monitor, evaluate and review the quality of SEND provision by using effective systems to identify and meet the needs of students.
- Support the SENDCo to analyse data to regularly track the progress of students with SEND.
- Effectively contribute to the Learning Support development plan to ensure continuous improvement in the provision for students with SEND.
- Promote inclusive practice across the school in order to secure the academic, social and emotional development of young people.
- Contribute to training opportunities and provide advice to staff on SEND to ensure that all staff have the right knowledge and skills to support students with SEND effectively.
- Where appropriate liaise with external agencies and professionals.

## **2. Learning Support Team**

- Support and contribute to the CPD program across the learning support team, so that all members of staff have the right knowledge and skills to fulfil their roles effectively.
- Take an active role in team meetings, training and briefings to ensure that effective systems of communication are in place across the team in collaboration with the whole school SEND Lead.
- Support the SENDCo in encouraging all staff to recognise and fulfil their statutory responsibilities.
- Represent the school during after school events as deemed appropriate by the Trust Directors of Inclusion.
- Communicate effectively with other stakeholders in the school including pastoral staff, SENDior leaders as well as with parents/carers.
- Contribute to the effective deployment of LSA's including co-ordinating an effective timetable of in-class support.

## **3. Progress Achievement and Attainment of Students**

- Be an active part of the pastoral team, working collaboratively with Heads of Year and Heads of House to monitor and support the progress of all students and ensure that all SEND needs are identified across the school.
- Support the SENDCo to monitor, evaluate and review the achievements, progress and attainment of students with SEND.
- With the SENDCo, collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Work with students, parents and staff to ensure realistic expectations of progress, attainment and achievement is set for students with SEND.
- Take a lead role in parent meetings for students with SEND and ensure they remain an effective means of supporting students with complex SEND.
- Under the guidance of the SENDCO, review School Focused Plans and EHCPs with parents, students and teachers and agree and communicate new targets.
- Support the development of initiatives to further support the academic, social and emotional progress of students with SEND.

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### **Trust Responsibilities:**

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- Demonstrate commitment to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- Demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

## Safeguarding:

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

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## Core Behaviours:

It's important for all Support Staff to be able to demonstrate some or all of the core behaviours on a regular/daily basis:

- **Adaptable** - Open to change, to be flexible.
  - **Courageous** - Willing to speak up, offer ideas, challenge the norm.
  - **Hard Working** - Strong work ethic, prepared to go the extra mile.
  - **Inclusive** - Treat others fairly and equally.
  - **Engaged** - Involved/absorbed in your work, participate at all times.
  - **Value** - Add value to your role, your team and the Trust.
  - **Enquiring** - Have an enquiring mind, curious, improve and find solutions.
  - **Motivated** - Pro-active, wanting to achieve goals, willingness to try, can do attitude.
  - **Encouraging** - Giving/offering support and confidence to others, working together.
  - **Navigator** - Providing guidance, leading when necessary.
  - **Tenacious** - Perseverance, never giving up, whatever it takes.
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**Person Specification:**

Attributes	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Sound educational background including GCSE's Maths and English (A*-C) or equivalent</li> <li>• Relevant training/post graduate study in child development, SEND or Education</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant NVQ3 or equivalent qualification</li> <li>• First Aid qualification or willingness to take such a qualification</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of supporting other professionals develop their skills and knowledge in relation to SEND</li> <li>• Experience of working with young people who are vulnerable and/or who have special educational needs</li> <li>• Prior experience in a similar role</li> <li>• Experience of working collaboratively with parents to secure better outcomes for young people</li> <li>• Experience of delivering to deadlines and achieving set targets to a high standard</li> <li>• Experience of allocating and prioritising workload effectively to gain maximum productivity</li> <li>• Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing student profiles</li> <li>• Experience of working with children and young people within an educational environment</li> <li>• Evidence of working with outside agencies linked to school</li> <li>• Experience of leading others to achieve a joint outcome</li> <li>• Previous line management experience</li> <li>• Experience of working with confidential information</li> <li>• Awareness of current issues in education</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to motivate and encourage individuals and small groups of students under supervision</li> <li>• Ability to assess, record, monitor and report on the progress of learners</li> <li>• An understanding of safeguarding issues</li> <li>• An up-to-date knowledge and understanding of the practices and procedures within SEND, relating to the welfare, safety and education of students</li> <li>• Excellent communication skills with pupils, parents and other staff</li> <li>• Excellent planning and organisational skills</li> <li>• Ability to work independently to organise own workload</li> <li>• Strong interpersonal skills</li> <li>• Highly motivated individual with an innovative approach</li> <li>• Problem solving and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the current provision for students with special educational needs and current developments in SEND</li> </ul>
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• SENDsitive, perceptive and responsive to needs</li> <li>• Reliability and consistency</li> <li>• Ability to make effective decisions</li> <li>• Ability to work accurately and methodically</li> <li>• Excellent time management</li> <li>• Ability to remain calm under pressure</li> <li>• Flexible</li> <li>• Good team player</li> <li>• Willingness to undertake further training</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> </ul>	<ul style="list-style-type: none"> <li>• Full driving licence</li> </ul>