



**REF: PEN027**

# Job Description

## **SEN 1:1 SUPPORT SPECIALIST**

**Grade F – Actual Salary: £12,973 - £16,826 per annum  
35 hours per week, Term Time plus INSET**

**Closing Date | 9.00am Friday 24<sup>th</sup> May 2019**

Charlestown Road, St Austell, Cornwall, PL25 3NR  
Telephone 01726 72163

**Assistant Principal | Claire Gurd – [cgurd@penrice.org.uk](mailto:cgurd@penrice.org.uk)**  
**Operational SENDCo | Abby Macdonald – [amacdonald@penrice.org.uk](mailto:amacdonald@penrice.org.uk)**

**Principal | Mr Richard Baker**

# SEND / Inclusion at Penrice Academy

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At Penrice we welcome everyone into our community. Penrice endeavours to make available inclusive provision to ensure that all pupils, including those pupils identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

At Penrice Academy, all students irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the Academy's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers education and work experience. Students with SEND are fully included in all aspects of the life of the school as the whole, including its social and cultural activities.

Penrice Academy believes that:

- The needs, rights and entitlement of individual students are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- The family and Academy should work together to achieve outcomes for all.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.



## ▼ Job Description

We are looking to appoint an SEN 1:1 Support Specialist to take a pro-active role in the support of the educational, social and physical needs of the students and to meet the requirements of students with Special Educational Needs. It will be a requirement to support the learning in classes and through the extended school provisions and to develop and deliver interventions in either small groups or classes.

### Main Duties:

1. To work effectively as a member of the SEN Team.
2. To assist individuals and groups of students in developing knowledge, skills and attitudes as defined by the Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
3. To plan provisions taking into account the initial starting point, current attainment and targets of the students.
4. To advance, track and monitor this progress in an agreed manner.
5. To prepare, use and maintain relevant teaching resources for use in small groups and by class teachers as required.
6. To establish a professional supportive relationship with the student/s concerned and to encourage acceptance and independence of all students.
7. To deliver provisions either small groups or in classes, to be resourced and assessed by the responsible party, where necessary as benefits student progress.
8. To invigilate examination and tests or act as a 1:1 for concessions.
9. To assist with the assessment, monitoring and recording of student's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of children to the Teacher or SENDCO as appropriate.
10. To be aware of confidential issues linked to home/student/teacher/school work and to ensure the confidentiality of such sensitive information.
11. To supervise an individual or small group of students within a class under the overall control of the teacher.
12. To meet the needs of students with emotional and behavioural difficulties. To control the student to prevent harm and disruption to the student or others, within the limits of the post holders training (e.g. Team Teach) and school policies and procedures.
13. To encourage students to interact and work co-operatively with others and to engage all students in learning activities.
14. To build and maintain supportive relationships with students, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all students.

15. To promote students' independence and employ strategies which recognise and reward students' self-reliance.
16. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting students' self-control and independence.
17. To deliver other out of school learning activities as agreed by the Academy with contractual bounds.
18. To assist with lunch and break time supervision of students on a rota basis.
19. To accompany students on educational visits and outings as supervised by the teacher.
20. To remain aware and work within all relevant Academy working practices, policies and procedures.
21. To attend staff meetings and school-based INSET as required. To meet with the SENCO and/or other appropriate staff on a regular basis.
22. To promote understanding of individual needs by delivering school-based INSET to staff.
23. The post holder is responsible for his/her own self-development on a continuous basis.
24. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
25. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
26. To maintain confidentiality of information acquired in the course of undertaking duties for the department.
27. To meet the mobility needs of the student, assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
28. To undertake other duties appropriate to the grading of the post as required.

## ▼ Person Specification

The Person Specification outlines the essential and desirable qualities concerning the person we are seeking for this post.

Essential	Desirable
<ul style="list-style-type: none"> <li>• Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding.</li> <li>• Previous experience of working with children.</li> <li>• Experience of working with groups of people.</li> <li>• ICT competency.</li> <li>• Good levels of literacy and numeracy.</li> <li>• Attainment of 4 GCSE qualifications, including English and Maths at C grade or above (or equivalent), or able to demonstrate equivalent knowledge, skills and aptitude.</li> <li>• Confident, outgoing, patient, good listening skills, compassionate, motivated.</li> <li>• Understanding of SEN.</li> <li>• Good admin and organisation skills.</li> <li>• Good time management.</li> <li>• Good at working in a team.</li> <li>• Experience of running group interventions.</li> <li>• Able to work without supervision.</li> <li>• Ability to work effectively as part of a team.</li> <li>• Ability to work to deadlines.</li> <li>• Able to work without supervision.</li> <li>• An interest in children and education.</li> <li>• Willingness to be deployed to work with special conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of working with children within a classroom environment or similar.</li> <li>• Experience of working with children with challenging individual needs.</li> <li>• Experience of teaching groups of students.</li> <li>• Experience of monitoring progress.</li> <li>• Evidence of study after GCSE.</li> <li>• NVQ Teaching and Learning / HLTA Status / QTS.</li> <li>• TA Apprenticeship.</li> <li>• Autism Champion status.</li> <li>• Other qualifications, e.g. coaching.</li> <li>• Understanding of specific SEN conditions.</li> <li>• Knowledge of issues relevant to education and child development.</li> <li>• Experience of working with special conditions.</li> </ul>