

## Kings Langley School: Role Description Support Staff

Title of Post	DSPL8 Area SEND Lead
Grade (including allowances)	H9
Reporting to	Headteacher Kings Langley School, Dacorum Schools Partnership Manager
Date	Jan 2019
Time/Hours	15 hours per week – Term Time Only
Period	Permanent

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by The National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school.

<b>Personal and Professional Standards</b>
<ul style="list-style-type: none"> <li>• The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</li> <li>• Support the aims and ethos of the Partnership of Dacorum Schools (PODS) and Delivering Specialist Provision Locally (DSPL) as lead by Kings Langley School.</li> <li>• To set a good example in terms of professional dress and appearance, punctuality and attendance.</li> <li>• As a consequence of the performance review cycle for support staff, take responsibility for personal development making full use of the school's professional development opportunities and training.</li> <li>• To take note of and adhere to the regularly reviewed professional code of conduct which clearly stipulates the professional behaviour and standards expected of all employees of the school.</li> <li>• To actively contribute to the ethos of the Partnership of Dacorum Schools by forming positive relationships within the district school's community and working collaboratively and in good humour with other colleagues as appropriate or when directed.</li> <li>• Be aware and comply with all relevant policies and procedures within Kings Langley School, particularly those relating to child protection, equality, health and safety, bullying and behaviour and confidentiality. It is the duty of all colleagues to report breach of school policies or procedures to the Headteacher or other senior colleague or governor.</li> </ul>
<b>Main Areas of Responsibility</b>
<p>To act as the DSPL Area Lead for SEND (Strategic Lead). This is a developing role under the SEND Strategic framework and will focus primarily on autism and will include emotional wellbeing and behavioural needs.</p> <p>To develop and deliver a consistent, co-ordinated quality response across all schools and educational settings, in order to improve the support and outcomes for children/young people with SEND, and their parents, regardless of having a diagnosis or EHC Plan.</p>

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To support the schools within the partnership to develop Hertfordshire's Communication and Autism Tiered approach. Including access to Tier 1 training and accreditation through the Autism Education Trust.

Act as the SEND area contact regarding knowledge of services and support for children and young people with SEND and their parents, and for all schools and settings, facilitate the sharing of this information and best practice.

Attend and contribute to the DSPL Area Group and relevant countywide SEND Groups. Attend, support and contribute to DSPL area operational and practice improvement groups, including preparing agendas, papers, minutes, reports and briefings and executing actions.

Support DSPL Area SEND Improvement Plans to implement the Area Strategic Plan and outcomes from the SEND Strategy workstreams.

Support PODS/DSPL8 partners in mapping and understanding the local need and the resources available to support children and young people with SEND and their parents and siblings.

Understand and utilise the DSPL Area SEND dataset, contribute to information about, and to the development of, services for families who have children/young people with SEND (parent guides, information for parents at the point of diagnosis, parent/sibling support groups and general information, transition support).

Assist schools/settings/parents (through knowledge and clear expectations of the local offer of services and access processes) in resolving day to day issues that impact on a child/young person accessing learning.

Ensure all appropriate data, information and the SEND needs analysis is made available to the DSPL Area Group members in a timely way, support communications and consultations to the wider stakeholder group in the DSPL area.

#### **Equalities**

- The post holder must carry out their duties with full regard to the Council's Equal Opportunities Policies, including Hertfordshire County Council's Policies 'Putting People First' and 'Getting it Right' in terms of employment and service delivery.

#### **Health and Safety**

- It will be the duty of every employee while at work to take responsible care for the Health and Safety of themselves and of other persons who may be affected by their acts or omissions at work.

#### **Additional Information**

- The post holder will be managed by the DSPL8 Manager with input from the Partnership of Dacorum Schools and DSPL Board. The Performance Appraisal Management system applied will be as published by Kings Langley School.
- The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary after due consultation and negotiation.

<b>Knowledge, Experience and Training (Education, Training and Professional Qualifications)</b>
<ul style="list-style-type: none"><li>• The successful candidate will hold a relevant qualification at least level 3</li><li>• Work background in education, social or health care or community development</li><li>• Experience of producing, supporting and implementing change management plans</li></ul>



<b>Equal Opportunities</b>
<ul style="list-style-type: none"><li>• Demonstrate a commitment to equal opportunities and anti-discriminatory practice</li></ul>



<b>Relevant Experience</b>
<ul style="list-style-type: none"><li>• Experience of project management</li><li>• Experience of promoting partnership working and dealing with other agencies</li><li>• Excellent inter personal, communication and presentation skills and proven experience of working at many different levels</li></ul>



<b>Knowledge</b>
<ul style="list-style-type: none"><li>• Broad understanding of children's/education agenda and the principle of inclusion</li><li>• Understanding of schools and special educational needs and disabilities</li></ul>



<b>Skills and Abilities</b>
<ul style="list-style-type: none"><li>• Experience of working with parents, children and young people with complex needs including autism, in educational settings and services</li><li>• Ability to work and network with a range of agencies, partners and professionals at all levels across schools and settings locally and contribute to countywide developments</li><li>• Excellent interpersonal and communication skills – written and verbal, experience of collating data and writing reports and managing meetings</li><li>• Experience of collating needs led research, carry out and report back, e.g. gaps in information required for planning</li><li>• Developed negotiating, leadership, motivational and organisational skills</li><li>• Ability to motivate and inspire others and show determination and initiative in adversity</li><li>• Experience of identifying and resolving difficulties at individual and systemic level</li><li>• Ability to persuade and motivate others to action</li><li>• Experience of designing and implementing improvement plans and/or change management plans; responsible for delivery of actions – must be proactive and reliant on own initiative, show commitment and drive, able to set priorities with a flexible problem solving approach</li><li>• Wide range of ICT packages to be used effectively</li><li>• Full clean UK Driving Licence</li></ul>