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| Job Title: | Student Progress Manager (2) - SEND |
| Faculty | SEND |
| Responsible To: | SENDCo |
| Band: | Band 4 Point 26 - 30 |

**Purpose of Job:**

To facilitate the effective management of processes, systems and administration related to the progress of students with SEND

**Duties and Responsibilities**

* To implement the Plume Academy SEND Policy and its procedures
* To prepare and maintain SEND paperwork as directed by the SENDCo
* To prepare necessary SEND paperwork for Annual Reviews and Transfer reviews
* To co-ordinate the provision for students requiring special arrangements for internal and external examinations with the Exams Officer
* To assist the SENDCo in organising special arrangements for examinations including extra time and rooming for SEND students
* To support the work of the Faculty Lead SEND by assisting with the planning, monitoring, assessing and delivering of testing and assessment for students on the SEND register.
* To prepare necessary paperwork for Annual Reviews and Child Looked after reviews, including evaluation of progress against targets
* To compile, manage and disseminate Teaching Assistant timetables matching staff to curriculum areas/student needs to ensure that maximising students’ progress is the highest priority.
* To investigate concerns of classroom teachers
* Work with the SENDCo to update and review the SEND register, provision maps and passports
* To maintain the SEND register, including tracking date of entry and transition through the register
* To be a first point of contact for SEND students, and to provide supervision and support for SEND students as required
* To conduct OPP review meetings, as appropriate, and feedback information to staff
* Monitor and record student responses, learning achievements and progress against targets
* Write reports as a record of review meetings with parents and other professionals
* Support extra-curricular activities for SEND students such as lunchtime and after school clubs
* Track and monitor progress data following termly capture
* Attending meetings related to vulnerable students
* Undertake any training commensurate with the post

**Accountabilities**

* Attend and participate in relevant review meetings, representing the Academy and its values effectively and professionally
* To work closely with the SEND Faculty Leader and teaching team to ensure that maximising student progress is the highest priority
* To maintain confidentiality at all times
* To promote the inclusion and acceptance of children and young people with special and additional needs within the classroom and academy community, ensuring access to lessons and their content through appropriate clarification, explanation and resources
* To maintain the SEND register accurately and related information to support the effective teaching of students with SEND
* To adhere to the academy’s policies as outlined in the staff handbook and contract of employment

**Skills/Experience**

* Attend relevant training to fulfil the role of the SEND Student Progress Manager
* High level of administrative competence
* Relevant knowledge of SEND and experience of working with students with SEND
* Confidence in communicating frequently and effectively with potentially challenging parents

**General**

* To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
* To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace
* Ensure that all duties and services provided are in accordance in the Academy’s Equal Opportunities Policy
* The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
* The duties above are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade

**PERSON SPECIFICATION – Student Progress Manager**

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| **General heading** | **Detail** | **Specific examples** |
| Qualifications & Experience | Specific qualifications & experience | Experience of administrative work in a busy school environment an advantage.Educated to NVQ Level 3 or equivalent. |
| Knowledge of relevant policies and procedures | Being aware of and working with the service policies in relation to SEND, Inclusion and Safeguarding |
| Literacy | Educated to NVQ Level 2 or equivalent |
| Numeracy | Educated to NVQ Level 2 or equivalent |
| Technology | Good working knowledge of school ICT systems |
| Communication | Written | Ability to write detailed reports, letters and complete complex returns. |
| Verbal | Ability to use clear language to communicate information unambiguously.Ability to listen effectively  |
| Languages | Ability to overcome communication barriers with children and adults |
| Negotiating | Ability to negotiate effectively with adults and children |
| Working with children | Behaviour Management | Ability to demonstrate effective implementation of the Behaviour Management Policy |
| SEN | Ability to demonstrate that you encourage the inclusion of students with learning, emotional and/or behavioural difficulties in a mainstream setting |
| Curriculum/School organisation | Good understanding of the academy curriculum  |
| Child Development | Good understanding of the way in which children developAbility to assess progress and performance and recommend appropriate strategies to support development |
| Health & Well being | Understand and support the importance of physical and emotional well-being |
| Working with others | Working with partners | Ability to support teacher/practitioner to set up a positive learning environment for the children you work with.Ability to make a proactive contribution to the work of the team supporting children, their families and carers. |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.  |
| Team work | Ability to work effectively with a range of adults.Ability to influence the attitudes and opinions of others according to an agreed plan, gaining their agreement through persuasion to ideas, proposals and courses of action. |
| Information | Contribute to the development and implementation of effective systems to share and safeguard information.  |
| Responsibilities  | Organisational skills | Good organisational skillsAbility to remain calm under pressure |
| Line Management | Ability to support the work of others |
| Time Management | Ability to manage own time effectively |
| Creativity | Demonstrate creativity and an ability to resolve problems independently |
| General | Equalities | Awareness of and promotion of equality |
| Health & Safety | Good understanding of Health and Safety |
| Child Protection | Good understanding and effective implementation of child protection procedures |
| Confidentiality/Data Protection | Understand and comply with procedures and legislation relating to confidentiality |
| CPD | Demonstrate a clear commitment to develop and learn in the roleAbility to effectively evaluate own performance |