***Job Description***



**Roles and Responsibilities are likely to include:**

* All key stage interventions and support
* SEN / small group teaching.
* Working closely with the pastoral team
* Organising and conducting assessments.
* Analysis of data for trends and interventions.
* Parental communications
* Maintenance of the provision map software and tracking system.
* TA / LSA deployment in liaison with the SENDCO
* Line management of TA /LSA team.
* Communication with parents, including SEN reviews and Annual reviews.
* Responding to academic and social and emotional needs
* Maintaining the SEN register and the SEN radar list.
* Facilitating exam arrangements
* Sharing information with staff re key students
* Planning and leading Teacher Around Child (TAC) meetings
* The role may also include leading the KS4 college alternative provision placements and supporting colleagues on the KS2/3 transition planning alongside the pastoral team.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

***Personal Specification***

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| Essential |
| Positive, proactive and problem solving |
| Excellent communication skills and an ability to work within a team |
| The ability to pay attention to detail |
| An understanding of how to use data and the need to put in place data driven interventions |
| The necessary communication skills enabling liaising with a variety of external agencies including parents |
| High expectation of what can be achieved by all groups of children regardless of challenges faced |
| Either a current skill set that includes knowledge and experience of support for people with Autism, Sensory Processing needs or SEMH needs or, a desire and plan to secure that knowledge, expertise and experience |
|  |
| Desirable |
| A proven track record in raising pupil attainment |
| An ability to coach, mentor and lead others |
| The ability to lead staff in developing their knowledge and expertise in working with SEN students |
| The ability to support and overview the work of Learning Support Assistants working with SEND students |
| Excellent management and organisational skills and experience of leading/ managing staff |
| Good understanding of the national curriculum |
| Thorough knowledge of the new SEND Code of Practice |
| Skill in working with Students with a range of different abilities and needs – SEND, LAC, Disadvantaged, Vulnerable, EAL |



