

## **SEN Practitioner**

**Full time (willing to consider part time)**

**Term Time 37 hpw / 39 weeks pa (0.86 FTE)**

**(Band 2a, pro rata from new NJC Scales 6 to 9 – actual salary £18,965 to £20,007)**

### **Core purpose**

The core purpose of the role is to support students who have special educational needs to achieve expected or better than expected progress and outcomes, and to support their well-being, as well as their engagement with all aspects of school life. This is achieved, as well as through direct work with the students, by working collaboratively with school staff, external professionals and the students' families. Work may be carried out in the classroom or outside the main teaching areas with individuals or small groups. Students' progress is to be accurately recorded and examination invigilation/support is to be undertaken as required. Designated students are to be accompanied and supervised on educational trips and visits.

### **General Responsibilities**

1. To support delivery of the curriculum through the scheduled teaching programme.
2. To perform duties and attend meetings as required.
3. To assess and record students' progress, to prepare reports and take part in parental consultations.
4. To undergo in-service training where required to keep abreast of developments in school initiatives, curriculum and subject areas.
5. To contribute to the school's pastoral system.
6. To observe and implement current school policies and good practice.
7. To participate in the school's performance management scheme.
8. To carry out such particular duties as the Headteacher may reasonably direct from time to time.
9. To work collaboratively with students' families, taking part in communication and consultations with them.

### **Support for Students**

1. Supervise and provide particular support for targeted students, including those with special educational needs, ensuring their safety, access to learning activities and their well-being.
2. Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individuals' needs.
3. Establish productive working relationships with students, acting as a role model and setting high expectations.
4. Encourage students to work and act independently as appropriate.
5. Assist with the development and implementation of individuals' support plans.
6. Attend to the students' personal needs (social, health, physical, hygiene and welfare), referring to line manager any concerns about student safety and well-being.
7. Promote the inclusion and acceptance of all students.
8. Encourage students to interact with others and engage in activities led by the teacher.
9. Set challenging and demanding expectations and promote self-esteem and independence.
10. Record students' progress providing feedback to students and relevant staff.
11. Provide support for students with examination Access Arrangements.

### **In-class support**

1. Work within the 2014 SEND Code of Practice and other relevant legislation such as the Equality Act (2010).
2. Demonstrate best practice in order to maximise the impact of support; using strategies to promote students to be independent and self-directed learners.
3. Monitor strategies in place in lessons to meet the needs of individuals, working with the

teachers to consistently plan using information on learning plans.

4. Assist with creating and maintaining a purposeful, orderly and supportive environment, to meet the full range of learning needs in any class.
5. Assist in development of differentiated resources with the teacher to ensure students can access learning and that there are high expectations of outcomes.
6. Have learning support materials to hand to further reduce barriers to learning.
7. Liaise regularly with teachers on students' achievements, progress and barriers.
8. Support the teacher in managing student behaviour, reporting difficulties as appropriate.
9. Monitor students' responses to learning activities and accurately record achievement/progress following school processes.
10. Promote good student behaviour, dealing promptly with conflict and incidents in line with school policy.

### **Support for the School**

1. Be aware of and comply with policies relating to Child Protection, Health & Safety, Equal Opportunities, Confidentiality, SEND Code of Practice as well as general staff.
2. Contribute to the overall ethos, vision and aims of the school.
3. Attend relevant meetings as required.
4. Participate in training and other learning activities as required.
5. Accompany teaching staff and students on visits, trips and out of school activities as required.
6. Undertake duties as directed.

## **Person Specification**

### **Experience & Qualifications– the successful candidate will have:**

- Experience of working in a school environment or a similar role.
- Experience of working with young people in a school or extra-curricular context is desirable.
- Experience of Special Educational Needs is desirable.
- GCSE grade 5 or equivalent passes in English and mathematics.

### **Attributes – the successful candidate will:**

- Have a willingness to learn.
- Have excellent written and spoken English skills.
- Be flexible and resourceful.
- Be an effective member of a team.
- Display moral, intellectual and personal integrity and authority.
- Show determination, optimism and resilience in the face of challenges and set-backs.
- Be committed to equality of opportunity, community cohesion and student social mobility.