

Job Description

SEND Lead + MLT responsibility

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.

Student Support Team

Post:	SEND Lead (part-time, 0.6) + MLT
Salary:	£26,121 + £2400 (MLT allowance) = £28,521.00 (actual)
Contract:	Probationary period of two terms followed by a permanent contract
Reporting to:	Vice Principal: Student Support
Working closely with:	Vice Principal: Academics, DSL team, Head of Data and Assessment; members of the Academic, Artistic, Boarding, Health and Wellbeing and Student Support Teams
Hours:	Hours: 3 days per week, currently Monday to Wednesday, though distribution is negotiable according to need.

CORE VALUES

CARING

INCLUSIVE

INSPIRING

DYNAMIC

COURAGEOUS

PROUD

Purpose of Job:	<p>The SEND Lead will be responsible for putting in place strategies to support our students to achieve their potential. Reporting to the Vice Principal: Student Support they will:</p> <ul style="list-style-type: none"> • Lead on the SEND policy and the strategic development of provision in the school. • Be responsible for day-to-day operation and co-ordination of specific provision to support students with additional learning needs (both diagnosed and those displaying traits) including day to day running of the Student Support Room (SSR) and in class student support where appropriate • Provide professional guidance to colleagues, working closely with staff, parents and other agencies and be an advocate for SEND students. • Be part of the Safeguarding team, consisting of the DSL and 6 others, with Deputy Designated Safeguarding Lead responsibilities (training provided if necessary) • Collaborate with the Vice Principal: Student Support on the deployment of resources and budget for SEND. • Act as the school's point of contact for external agencies including the LA and support services, taking responsibility for appropriate referrals to ensure the best possible support for all students. • Ensure the school meets its statutory obligations under the Equality Act 2010 regarding reasonable adjustments and access arrangements. <p>The successful candidate will work towards fulfilling the school's commitment to an excellent academic education and will promote and embody the school's ethos: the Elmhurst Way.</p> <p>The school is committed to working as one to best meet the needs of all students and therefore the successful candidate will demonstrate an interest and enthusiasm in supporting young people in all aspects of school life to fulfil the school's vision of being outstanding in everything we do: Live, Dance, Learn.</p>
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CORE VALUES



Main Duties and Responsibilities:

Accountabilities:

1. To work within the Student Support Team constructively and effectively
2. To teach, with other staff in the school, those students who are identified as requiring additional support in 1:1, small group lessons or offer in class support as appropriate
3. Helping teachers to adapt teaching to respond to the strengths and needs of individuals setting high expectations which inspire, motivate and challenge students. To collaborate with subject teachers to define the support needed and the shape this will take, working collaboratively to develop effective ways of bridging barriers to learning.
4. To assess students who are not making expected progress following discussion with staff and parents using standardised assessments and then, in consultation with students, to create profiles to be shared with parents and teaching staff
5. To maintain an accurate list of students with SEND needs and traits and any Access Arrangements in place in line with JCQ regulations
6. To analyse whole year data and implement screening of students who potentially could struggle to make progress. To monitor the progress of pupils according to the current policies
7. To conduct whole year group screening in the Autumn Term for Year 7 in conjunction with the Exams Officer and Data Manager. Analyse the results and, in conjunction with teaching staff, identify additional support or assessment appropriate for those students of concern
8. To update the SEND information of all students on the SEND register (both SEND Support and Monitoring) termly, sharing with appropriate staff and maintaining effective records and data
9. Oversee the creation, distribution, and regular review of Student Profiles and Student Support Plans.
10. To advise staff and parents about individual students' needs and effective support and provision for these needs
11. To be involved, as requested, with the admissions process for new students, attending open mornings, reviewing admissions paperwork and meeting prospective or new parents as and when necessary
12. To coordinate and manage the provision of Access Arrangements across the school. To carry out Access Arrangements assessments in line with JCQ regulations using the Access Arrangements Online tool. Ensure a history of need and normal way of working is evidenced and withdraw access if no longer appropriate. To work with the Examinations Officer to ensure provision for students with additional needs across examinations is effective. Ensure all associated paperwork, including communication with parents, additional arrangements e.g.

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laptops are in place throughout the academic year using appropriate evidence to support patterns of working

13. As appropriate, conduct in class observations to support colleagues in their provision for students with additional needs across both academic and artistic teams
14. To liaise with teaching staff, artistic and academic; House staff; Exams officer; Health and Wellbeing Centre. Develop strong working relationships with professionals such as Educational Psychologists, Speech and Language Therapists, CAMHS, and Sensory Support Services.
15. Ensure effective communication with parents of students with additional needs in meetings, by email, remote video meetings and by phone. Support transitions into and out of the school for students with SEND, working with feeder schools, families, and new settings as needed.
16. To meet regularly with the Vice Principal: Student Support and to report annually on SEND provision, or as requested, to the Senior Leadership Team and the governing body
17. Evaluate the effectiveness of SEND provision using data analysis, student feedback, staff input, and monitoring cycles. Contribute to the academic exam review process. Contribute to the school's SEND self-evaluation and policy development.
18. Contribute to the school's self-evaluation process, particularly with respect to provision for students with SEND
19. To provide INSET, as requested, for all staff in the school via departmental meetings. To coordinate and deliver training to staff across academic, artistic, and boarding teams in key areas such as dyslexia awareness, neurodiversity, and social communication.
20. Demonstrate good understanding of a range of specific learning difficulties. To keep up to date with key national and local initiatives impacting on SEND provision. To update knowledge with refresher courses, liaison with other schools and background reading
21. To support the development of the whole school culture and ethos of the 'Elmhurst Way' with colleagues and students
22. To adhere to the Elmhurst Way and the Professional Code of Conduct at all times
23. To be prepared to undertake such other tasks, as the Vice Principal or Principal may reasonably deem necessary.
24. To line manage colleagues as directed by the Vice Principal: Student support

General

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25. Attend and participate in staff and working group meetings and training as appropriate.

26. Adhere to and work within and contribute towards Elmhurst School practices and policies including those relating to Equal Opportunities and Inclusion.

This job description is subject to change at the discretion of the Principal.

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Person Specification:			
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.			
	Essential These are qualities without which the applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Hold a relevant Degree Willingness to undertake SEND qualification	A Masters or appropriate further degree level qualification Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) Possess appropriate SEND qualifications	Certificates
Stakeholder Focus	Demonstrable understanding of Elmhurst as an organisation, school vision and needs	Evidence of responding quickly to stakeholder needs and resolving concerns.	Application form Interview Professional References
Knowledge & Experience	Experience of working with young people with a range of additional learning needs Excellent knowledge of strategies relevant to supporting students with additional learning needs Excellent understanding of safeguarding and ability to safeguard students effectively, willingness to undertake DSL training Experience of external agency working and making referrals Able to prepare and review IEPs and profiles Able to coordinate Access Arrangements for exam entries Awareness of national initiatives which may affect curricular practice Sound knowledge of the SEND Code of Practice and JOCQ regulations and of those board outside JOCQ Strong understanding of the Equality Act 2010	Ability to assess for Access Arrangements using standardised tests. Qualification in AA assessing an advantage. To be DSL trained or have worked previously as a DDSL Experience of leading on external agency working and making referrals such as for ADHD, ASD or EHCP assessment	Application Form Interview Professional references

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Skills	<p>Be an excellent classroom practitioner, maintaining high academic standards and standards of behaviour</p> <p>Be an effective and efficient administrator; ability to organise own workload, prioritise and meet deadlines</p> <p>Be able to work alone, an independent self-starter, and as part of a team</p> <p>Be committed to the development of SEND support within Elmhurst</p> <p>Excellent interpersonal skills and effective communication with all stakeholders</p> <p>Have effective IT skills and be able to record robustly using existing school systems</p>	<p>Data analysis and previous experience of using school MIS systems and MyConcern</p>	<p>Application Form</p> <p>Interview</p> <p>Professional references</p>
Innovation	<p>Desire to initiate change where appropriate</p>	<p>Ability to initiate interesting school projects involving other colleagues</p>	<p>Interview</p> <p>Application Form</p> <p>Professional References</p>
Personal competencies and qualities	<p>An excellent communicator</p> <p>Able to identify and share good pedagogy with the motivation to work with young people to help them thrive</p> <p>Good sense of humour</p> <p>Ability to deal calmly and effectively with stressful situations</p> <p>Creative, imaginative and positive approach to education</p> <p>High level of personal integrity</p> <p>Highly organised and methodical</p> <p>Well-presented and personable</p> <p>Genuine enthusiasm and the ability to work well within a wider staff team</p>	<p>Evidence of commitment to ongoing learning</p>	<p>Application Form</p> <p>Interview</p> <p>Professional references</p>

In common with all employees of the school, the post-holder will be expected to share the:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people

CORE VALUES



EQUAL OPPORTUNITIES POLICY STATEMENT

Elmhurst Ballet School serves a diverse body of young people from different communities, backgrounds and experiences, brought together by their love and commitment to dance, their talent and their work ethic. It is a core value of this school that dance is for everyone. In the same way, we deeply recognise the importance of a diverse staff, which enriches our school with different experiences, ideas and ways of thinking. We uphold that sense of belonging is a key part of wellbeing and believe also that a diverse staff increases a sense of belonging for our diverse student body.

We welcome applications from people of all backgrounds, ages, race, genders, sex, sexual orientation, family circumstances, and from all faiths or none. If you share our core values – caring, inclusive, inspiring, dynamic, courageous and proud – and you have the relevant experience and skills listed in our person specification – we want to hear from you! There is always more work to be done to make our school and workplace – and the wider world we all live in – more inclusive and more kind. We hope you can be part of this endeavour and that your own voice, experience and actions will build our knowledge even further.

We aim to ensure that all people with whom we work are valued for their contribution and are given the opportunity to realise their full potential within the organisation.

Elmhurst School believes that following a policy of equality of opportunity will benefit not only the individual but will also benefit and enrich the whole organisation.

DISCLOSURE & BARRING SCHEME

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Scheme as part of our pre-employment checks.

ADDITIONAL INFORMATION

The job holder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

The duties and responsibilities listed above are provisional. Further details may be supplied when the person is appointed. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

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