



Lead Practitioner SEND & Inclusion Team Job Description

Post:	Lead Practitioner
Pay:	Scale Point 18 -21 – pro rata (actual salary £16,597 - £18,320)
Hours / Weeks:	36 hours per week, 40 weeks per year.
Reports to:	Head of SEND & Inclusion.
Responsible for:	A group of identified Teaching Assistants - with this responsibility developing over a period of time.
Annual Leave:	To be taken during Academy closure periods.

Purpose of Post:

Take a lead role within the Department and wider school on one of the following key areas of Special Educational Needs:

- Communication and interaction.
- Cognition and learning.
- Sensory and/or physical.

To include identification of students with SEN, running effective intervention programmes, supporting the Teaching Assistant team and being a keyworker to an identified group of 'EHCP' students.

A key purpose of this role is to identify and work with 'SEN Support' and 'EHCP' students to address their needs across Key Stage 3 and 4.

There is also the opportunity to lead on an area of personal strength or experience in line with whole school priorities.

Duties and responsibilities:

Support for Teaching Assistants

- Contribute to Departmental team briefings and ensure that information is communicated effectively;
- Deal with daily queries raised by the Teaching Assistant team and to communicate any significant queries/concerns to the Deputy SENDCo or Head of SEND & Inclusion;
- Support Teaching Assistants in managing the needs of specific students and to provide advice on particular strategies to help address these;
- Support Teaching Assistants in working towards the targets set for the students;
- Deliver an Induction Programme for new Teaching Assistants to help support their role and introduction to the school and department;
- Develop a handbook to support the Induction Programme for Teaching Assistants and to act as a point of reference for all members of the Teaching Assistant team;

- Provide weekly mentoring for new Teaching Assistants to support their induction to the school and their new role;
- Carry out lesson observations of Teaching Assistants to support them and help them develop their skills within their role;
- Help identify the training needs of the Teaching Assistant team and support the Head of SEND & Inclusion in arranging appropriate training to support the professional development of the Teaching Assistants;
- Communicate up to date SEND information to the Teaching Assistant team and feedback any information to SENDCo/Key Workers;
- Regularly communicate information about Annual Review Meetings to the Teaching Assistant team and ensure they provide feedback and attend meetings for EHCP students they support;
- Undertake appraisal for other Teaching Assistants under the direction of the SENDCo.

Support for the Students

- Identify those students who may be in need of particular help or intervention and communicate this to the Deputy SENDCo or Head of SEND & Inclusion;
- Develop and deliver interventions for targeted students;
- Ensure all interventions include baseline assessment, tracking progress and half termly reporting;
- Challenge and motivate students, promote and reinforce self-esteem;
- Provide feedback to students in relation to progress, achievement, behaviour, attendance, etc;
- Attend to students' personal needs and assist in their social, health and personal care.
- Attend school trips and residential as necessary to provide support to SEND students.
- Please note this role may require attendance on residential trips in order to meet the needs of identified SEND students.

Specific Duties

Keyworker

- To be a Keyworker for identified students and carry out all that is required for monitoring their progress, advising, supporting and working closely with parents/carers, teaching staff, external professionals and completing all Annual Review paperwork;
- To act as a key point of contact for the student(s), meeting with them on a regular basis to monitor their progress and welfare in school;
- Ensure any key information is communicated to the Head of SEND & Inclusion and appropriate Head of Year;
- Where appropriate, and under the supervision of the Head of SEND & Inclusion, to liaise with external agencies that support the student;
- To ensure that any important information is communicated to the SEND Team in Departmental briefings;
- To support the Head of SEND & Inclusion in producing and reviewing the Pupil Profile for the named students;
- To keep an Intervention Record for the named student(s) and update this regularly;
- To ensure that all communication is recorded on the student's SEN file (i.e.: telephone conversations, meetings, emails, etc);
- To identify school trips that the student(s) may be involved with and liaise with Head of SEND & Inclusion to ensure that they are adequately prepared and supported, particularly for those students with transport needs or those with ASD;
- Support the arrangement of support for those students who require access arrangements for in class tests and, where required, external examinations;
- To attend and contribute to Keyworker meetings as arranged by the Head of SEND & Inclusion.



Support for Staff

- Work collaboratively with teaching staff on making effective use of Teaching Assistants in lessons;
- Advise and guide teaching staff on strategies to use with specific SEND students;
- Work collaboratively with Heads of Departments on developing the role of the Teaching Assistants in lessons;
- Ensure good communication and attend meetings for named departments;
- Support pupils' access to learning using appropriate strategies, resources etc;
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording;
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Manage record keeping systems and processes.

Supporting the School

- helping to secure funding to support learners' additional educational needs;
- managing your own professional development through undertaking relevant training and sharing best practice with other SEND & Inclusion Team members;
- helping with transition activities for learners moving to secondary schools or on to further education.

Communications

- To fulfil the aims of the school and work towards maintaining its ethos;
- To participate in relevant directed time meetings;
- To meet statutory and school policy requirements;
- To cover support lessons for absent colleagues when required.

Resources

- To maintain an appropriate learning environment in any assigned teaching room;
- To use and develop ICT as a tool to enhance the teaching and learning in the Department;
- To be responsible for resources used in lessons, including equipment, worksheets and text books;
- To produce resources to enhance or supplement text books, within a team committed to sharing good practice;
- To comply with Health and Safety procedures.

Administration

- To be responsible for carrying out designated school duties.

Other clauses

- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To provide a positive role-model in terms of timekeeping, dress code and work ethos.
- To demonstrate commitment to the role through continuous professional development.
- To maintain confidentiality in all Academy related matters.
- There may be occasions when it will be necessary to cover other roles and give support within the Academy when there are peaks and pressing issues.
- There may be occasions when it is necessary to deliver intimate care for individual students as appropriate following advice from the Occupational Health Therapist.
- This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Headteacher/Line Manager.



If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the "Join us tab" or download from this site.

Please submit your application by email to, Karen Neville, HR & Compliance Manager, at recruitment@thearcheracademy.org.uk.

Deadline for application: Midday on Monday 26th June 2017

Interview date: W/c 3rd July 2017

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Personal Specification – Lead Practitioner

Skills and Abilities	Essential	Desirable
Ability to communicate and interact effectively with children and young people	✓	
Ability to recognise and identify problems and take appropriate action	✓	
Ability to understand and develop intervention programmes	✓	
Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate	✓	
Knowledge		
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓	
How to support a child whilst encouraging independence	✓	
The importance of planning and evaluation of learning activities	✓	
The importance of adults as role models and the importance of this for Teaching Assistants	✓	
Record keeping systems and procedures used within schools	✓	
School behaviour policies	✓	
Schools' Health and Safety, confidentiality and Equal Opportunities policies	✓	
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		✓
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓
Understanding and expertise in an area of Special Educational Needs		✓
National policies for literacy and numeracy	✓	
The resources used to develop literacy and numeracy skills	✓	
Qualifications and Experience		
Either, at least two years experience of comparable work in a similar setting and / or NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification)	✓	
Or, relevant GCSE or 'A' level qualifications or equivalent		✓
First Aid Qualification		✓

Safeguarding

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.

Members of the Panel have undergone Safer Recruitment training.