

JOB DESCRIPTION

Post Title	SEND Manager
Salary Scale	Scale 6
Hours/Weeks Per Year	35 hours per week, term-time only plus 2 days
Primary Workbase (If specified)	
Responsible to	SENDCo and Teacher in charge of the Einstein Centre

The Role

To manage the day-to-day provision for students identified as having Special Educational Needs and Disabilities (SEND) within the named college and to contribute to the effective provision for SEND across the Federation to raise student achievement and improve outcomes. To line manage LSAs.

Key functions

- to assist the SENDCo in leading the provision for SEND within the federation.
- to manage appropriate resources and staffing for SEND Support on site and ensure that they are used efficiently, effectively and safely
- to develop curriculum resources to ensure that students identified as having SEND have the required levels of support
- to support the SENDCo in managing the implementation of an inclusive curriculum.
- within the context of the Federation's aims and policies, to work with the SENDCo to develop and implement intervention groups and support.
- to provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- to support learning of students as allocated by the SENDCo
- to manage and maintain provision maps.

Specific Responsibilities

- to support the provision of SEND, including the allocation of support time and the writing of Pupil Profiles.
- to liaise with relevant outside agencies to ensure that individual student SEND are met effectively and that the requirements of statements of SEND are met fully.
- ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- ensure that staff are kept informed of students' SEND and advise on areas to develop and support.
- in conjunction with the SENDCo, to attend EHCP reviews and to lead selected reviews
- work with the SENDCo and other staff to ensure that Pupil Profiles are used to set subject-specific targets and match work well to students' needs.
- to provide guidance to staff on the individual needs of students
- to monitor the attendance of students with SEND, liaising with Year heads/managers, Attendance officer, parents and students and to ensure improvements in attendance for this vulnerable group
- to work with the SENDCo to promote an inclusive curriculum.
- to liaise with and inform parents/carers about the specifics of the SEND provision for their child under the direction of the SENDCo.
- to monitor the progress of students with SEND and advise the SENDCO.

- to contribute to the planning, delivery and teaching of identified intervention groups
- to deputise for the SENDCo where necessary in matters relating to SEND.

Line management responsibilities

- line manage an assigned group of Learning Support Assistants.
- liaise between managers, teaching staff and Learning Support Assistants.
- hold regular team meetings with line managed staff.
- represent Learning Support Assistants at meetings held for teaching and management staff and other appropriate meetings.
- undertake recruitment, induction, appraisal, training and mentoring processes for Learning Support Assistants within the SEND department.

Other responsibilities:

- To follow and support Federation policies reflecting the Governing Body's commitment to high achievement and effective teaching and learning.
- To contribute to the maintenance of the Federation's ethos by expecting high standards from all of the students in both lessons and social times, and modelling these high standards personally.
- To ensure all duties and responsibilities are discharged in accordance with the Governing Body's Health and Safety at work policy.
- To promote and safeguard the welfare of children and young people you are responsible for or come into contact with.
- To undertake any other reasonable tasks as directed by the Executive Headteacher.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING	Essential	Desirable	How Tested A – Application I – Interview T - Test
GCSEs in English and Mathematics or equivalent	✓		A
NVQ level 3 or equivalent	✓		A
First aid certificate		✓	A
EXPERIENCE			
Good experience of working with or caring for children in group setting of relevant school age	✓		A, I
Experience of working with students with additional needs	✓		A, I
Day to day working experience and skill with Microsoft Word, Outlook and Excel and database systems	✓		A, I
Record keeping and administrative experience	✓		A, I
Experience of working in an educational setting	✓		A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of child development	✓		A, I
Understanding and experience of the main safeguarding principles	✓		A, I
SKILLS AND ABILITIES			
Excellent interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT, particularly Microsoft Office and school learning packages	✓		A
Ability to work flexibly and under own initiative to achieve objectives	✓		A, I
Ability to prioritise, coordinate and organise work under pressure	✓		A, I
Conscientious and positive disposition	✓		A, I
Ability to work on own initiative and self-manage	✓		A, I
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		A, I
Ability to use SIMs	✓		I
PERSONAL QUALITIES AND ATTITUDES			
Ability to maintain high quality professional relationships with all, acting as role model to students	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I

Calm, approachable, resolution-focussed disposition.	✓		
Willingness to participate in further training and developmental opportunities to further knowledge	✓		