



Believe Achieve Succeed – Learning without limits

## Job Description

<b>Job title:</b>	<b>SEND Lead Practitioner/Teacher</b>
<b>Grade:</b>	<b>MPS/UPS +SEND TLR</b>
<b>Responsible to:</b>	<b>Assistant Headteacher for Inclusion</b>
<b>Responsible for:</b>	<b>Specialist SEND Teaching Assistants within the unit</b>

The details outlined below represent the school's supplement to the relevant conditions of employment detailed in the School Teachers' Pay and Conditions Document and the job description of a class teacher at Stanburn Primary School.

### Job Purpose:

- To lead, manage and develop the specialist provision at the school ensuring a consistent approach to quality and standards;
- To be an excellent SEND teacher, able to model teaching skills & specialist strategies and/or programmes for others and lead the improvement of learning and teaching for high needs pupils with EHCPs;
- To ensure that standards of pupil progress and attainment improve and that improvements are maintained.

### Main responsibilities

- To lead the on the provision in the specialist unit;
- To be a member of the school's Middle Leadership Team;
- To develop, implement and evaluate policies and practice to support the smooth and efficient running of the unit;
- To promote collective responsibility for implementation of policies and practice;
- To provide practical support for teachers and teaching assistants that improve provision for high needs pupils in their care, resulting in positive impact on pupil progress, attainment and wellbeing;
- To keep up to date with subject and subject specialist knowledge, ensuring that this informs innovative, engaging and relevant provision tailored to the needs of the specific pupils;
- To provide support for high quality learning and teaching for high needs pupils across the school. Typical activities will normally include:
  - Modelling aspirational teaching, team teaching, observing lessons and advising teachers how to improve the quality of their teaching;
  - Scrutinising teachers' planning to ensure that personalised plans are adapted to meet the needs of individual pupils;
  - Leading training needs;
  - Ensuring that colleagues are kept up to date with new initiatives;



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- Coaching, mentoring and induction of teachers, and support staff
- Advising on practice, research and continuing professional development opportunities;
- Advising on the use of assessment for learning and its impact on pupil progress for high needs pupils;
- Overseeing assessment of high needs pupils;
- Evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all;
- Advising teachers on the effective deployment of additional adults in the classroom for the best impact on pupil outcomes;
- To introduce and deliver new initiatives and support others to integrate recent developments which promote inclusion for high needs pupils;
- To provide advice to colleagues on the development and well-being of high needs pupils;
- To work with the AHT for Inclusion to use the outcomes of formative and summative assessment, including analysing statistical information, to identify and address areas requiring improvement;
- To contribute to the professional development of colleagues using a broad range of techniques and skills e.g. coaching and mentoring, demonstrating enhanced and effective practice, and effectively providing advice and feedback;
- To be able to make sound judgements of standards of teaching and give constructive feedback and advice to colleagues;
- To work effectively with colleagues at all levels, acting as a key link in supporting the senior leadership team to implement new policies and practice across the school;
- To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the school;
- To maintain the Teachers' Standards as set out by the DfE.



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**Person Specification - SEND Lead Practitioner/Teacher**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status;</li> <li>• Evidence of ongoing CPD with particular reference to Special Educational Needs (SEN).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition as lead teacher/practitioner for SEND;</li> <li>• National Award for SEN Co-ordination (NASENCo) qualification;</li> <li>• Paediatric First Aid qualification.</li> </ul>
<b>Experience</b>	<p>The Lead Practitioner should have experience of:</p> <ul style="list-style-type: none"> <li>• Teaching across the primary age range;</li> <li>• Working in specialist provision in the primary sector;</li> <li>• Coaching and mentoring colleagues;</li> <li>• Contributing to whole school CPD;</li> <li>• Adapting the curriculum to meet the needs of all pupils;</li> <li>• Implementing the provision listed in EHCPs;</li> <li>• Setting SMART targets and reviewing progress;</li> <li>• Using assessment and attainment information to improve practice and raise standards;</li> <li>• Using strategies to promote good learning relationships and high attainment in an inclusive environment.</li> </ul>	<p>In addition the Lead Practitioner might have experience of:</p> <ul style="list-style-type: none"> <li>• Liaising with professionals from external agencies;</li> <li>• Adapting provision to meet accessibility requirements, using the latest technology;</li> <li>• Providing guidance &amp; support to other school settings;</li> <li>• Developing whole school SEND policy and the SEND Information Report.</li> </ul>
<b>Knowledge and Understanding</b>	<p>The Lead Practitioner should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The SEND Code of Practice and its practical application, including the Graduated Approach to Inclusion;</li> <li>• The statutory assessment process;</li> <li>• Factors promoting effective transition for learners joining the specialist provision and from one phase of education to the next;</li> <li>• Awareness of child development and the range of behaviours expected at different ages and stages of development;</li> <li>• The wide range of SEND needs and how to effectively plan for and manage these within the setting;</li> <li>• Interventions specific to these varying SEND needs;</li> <li>• Effective safeguarding of pupils with SEND, including online safety;</li> <li>• Equal opportunities within an inclusive setting.</li> </ul>	<p>In addition the Lead Practitioner might have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Pastoral support plans;</li> <li>• Leading/contributing to EHCP assessments and Annual reviews;</li> <li>• Creating and reviewing individual health care plans;</li> <li>• Creating and reviewing individual risk assessments;</li> <li>• The Engagement Model and assessing against the Pre Key Stage Standards.</li> </ul>
<b>Skills</b>	<p>The Lead Practitioner will be able to:</p> <ul style="list-style-type: none"> <li>• Organise the delivery of systematic support from a variety of professionals for pupils in the specialist provision;</li> <li>• Direct and support teaching assistants working in the specialist provision to ensure successful outcomes;</li> <li>• Advise and motivate teaching staff with SEN initiatives;</li> <li>• Share expertise as an excellent SEND practitioner;</li> <li>• Communicate effectively and professionally, with pupils, parents, staff and external agencies, both orally and in written form;</li> <li>• Confidently use information and communication technology;</li> <li>• Positively and calmly manage pupils with emotional and behavioural difficulties;</li> <li>• Create a low distraction, calming, structured environment for high needs pupils;</li> <li>• Plan, determine priorities and manage time effectively to fulfil the commitments of the post.</li> </ul>	
<b>Personal Characteristics</b>	<p>The Lead Practitioner will:</p> <ul style="list-style-type: none"> <li>• Share their expertise, skills and knowledge;</li> <li>• Be sensitive to the aspirations, needs and self-esteem of</li> </ul>	



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	<p>others;</p> <ul style="list-style-type: none"> <li>• Demonstrate a positive and professional attitude with excellent interpersonal skills;</li> <li>• Demonstrate a calm, caring and considerate attitude towards children and staff;</li> <li>• Be committed to team working;</li> <li>• Be willing to address challenging issues with clarity of purpose and diplomacy;</li> <li>• Model the school's values and inspire, challenge, motivate and empower others to carry the school's vision forward.</li> </ul>	
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**Arrangements for appraisal of performance:**

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

**Equal Opportunities**

The post-holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

**Signatures**

This job description is current at the date below but will be reviewed on a regular basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed .....  
**SEND Lead Practitioner/Teacher**

Signed .....  
**Headteacher**

Name: .....

Name .....

Dated .....

Dated .....

**Review arrangements**

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

*We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced DBS check and other relevant safeguarding checks.*