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| **J o b D e s c r I p t I o n** | | | | |
| **Job Title:** | Lead SEN Practitioner  Cognition and Learning |  | **Reporting to** | Vice Principal |
|  |  |  | **Grade and Range:** | Grade G |
| **Resources** |  |  | **Supervises:** | n/a |
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| **Purpose and context:** | * To create a purposeful and effective SEN curriculum teaching space in Ancora which enables pupils to achieve. * To coordinate, timetable and record SEN curriculum provision on Provision Map and Arbor. * To liaise with Heads of Phase, Heads of Faculty and teachers to ensure the appropriate curriculum is designed, planned and delivered to pupils accessing this provision. * To be responsible for teaching a cohort of pupils between Key Stage 2 and Key Stage 3 with complex cognition and learning needs working below age related expectations. * To teach identified group of pupils to support them closing gaps with their learning through devising a personalised learning curriculum appropriate to the needs of each individual child. * To liaise with parents and carers. * To keep accurate records of pupils, curriculum and impact. | | | |
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| **Main duties:**  **Co-ordination:**   * To work with the Senior Leadership Team to co-ordinate and develop a tailored academic support curriculum for a specific cohort of identified pupils with complex needs. * To liaise effectively with staff to ensure that everyone understands and can contribute to the curriculum that individual pupils are following. * To liaise effectively and in a timely manner with parents and carers to ensure that they understand the curriculum that their child is following, and the progress being made. * To ensure that parental consent is received and recorded for students to access this curriculum support. * To assist with the liaison/co-ordination of external specialists to provide tailored plans for children with special educational needs. * To work with an identified cohort of pupils who have complex needs working below age related expectations in either 1 to 1 or small groups with complex learning needs to support them making progress towards achieving age related expectations and address gaps in their learning.   **Delivery:**   * To establish a purposeful and productive teaching and learning environment in Ancora. * To work collaboratively with Heads of Faculty, Heads of Phase and teachers to plan curricula, lessons and learning programmes as appropriate. * To deliver agreed learning activities/programmes to pupils, adapting activities according to pupils’ responses and any additional needs to ensure pupils are engaged in their learning. * To monitor and assess pupils’ learning as appropriate. * To lead on and/or contribute to pupils’ individual behaviour and other inclusion and support plans as appropriate. * To promote independence and employ strategies to recognise and reward achievement and self-reliance. * To complete a six weekly review form and share with the pupil’s pastoral team and parents. * For students who have long term support within Ancora, to complete reports to parents. * Support pupils’ social and emotional well-being, reporting problems to the SEND Manager/SENCO as appropriate.   **Recording and reporting:**   * To hold timetables for each pupil in the identified cohort, ensuring that these are accurate and up to date and shared with staff appropriately. * To accurately record attendance in Ancora. * To hold records of any assessment which is undertaken in Ancora and ensure that this is shared with Heads of Phase, Heads of Faculty, teacher and parents/carers as appropriate. * To be responsible for the central record of pupils accessing curriculum support in Ancora | | | | |

**P e r s o n S p e c i f i c a t I o n**

**Lead SEN Practitioner – Cognition and Learning**

E = Essential criteria, D = Desirable criteria

**Qualifications**

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| **E** | 5 GCSEs at A\*-C or equivalent including Maths and English |
| **E** | NVQ Level 3 qualification in Supporting Teaching and Learning or equivalent Special Educational Needs qualification |
| **D** | Current Safeguarding training (if not training will be provided) |
| **D** | Basic First Aid |
| **D** | Qualifications relevant to role |

**Experience and Knowledge**

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| **E** | Experience of working with children and young people with complex needs in a Primary school setting. |
| **E** | Experience of developing the learning of children and young people with SEN with cognition and learning challenges. |
| **E** | Knowledge and experience of planning learning activities for pupils with SEN. |
| **E** | Good understanding of behaviour management and ability to apply a range of behaviour strategies which contribute to a purposeful learning environment. |
| **E** | Experience of contributing to the personal and social development of children and young people with SEN. |
| **E** | Experience of working with pupils with SEN within an agreed behaviour management policy. |
| **E** | Experience of leading a project or initiative. |
| **E** | Experience of working constructively as part of a team. |
| **D** | Experience of planning curriculum pathways for children and young people with SEN. |
| **D** | Experience of working with a range of agencies and/or providers to deliver positive outcomes for children and young people. |
| **D** | Experience of working with pupils who find accessing mainstream educational provision challenging and of working with pupils with challenging behaviour. |

**Skills and Abilities**

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| **E** | Good numeracy and literacy skills. |
| **E** | Good organisational skills. |
| **E** | Good and appropriate written and spoken communication skills. |
| **E** | Ability to relate well to children and adults and communicate effectively with them. |
| **E** | Ability to provide and deliver learning activities for whole classes of pupils |
| **E** | Ability to use ICT effectively to support learning. |
| **E** | Ability to evaluate learning needs and actively seek learning opportunities |
| **E** | Ability to work on own initiative. |
| **E** | Ability to work effectively as part of a team and contribute to group thinking, planning etc. |
| **D** | Desire and ability to constantly improve own practice/knowledge through self-evaluation and learning from others |

**Motivation**

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| **E** | Appropriately motivated to work with children and young people. |
| **E** | Motivated to perform the job well and to continuous professional development. |
| **E** | A commitment to Polam Hall School ethos and values. |

**Personal Qualities**

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| **E** | Reliability. |
| **E** | Ability to be flexible, adapt to changing circumstance and work calmly under pressure |
| **E** | Strong interpersonal skills and ability to communicate effectively with children and adults. |
| **E** | Motivate, inspire and have high expectations of pupils |
| **E** | Able to deal sensitively with people and achieve positive outcomes. |
| **E** | Ability to form and maintain appropriate relationships with pupils. |
| **E** | An understanding of classroom roles and responsibilities and your own position within these. |
| **E** | Ability to establish good working relationships with a wide range of stakeholders and external agencies. |
| **E** | Strong team ethic, supportive of others and covering for other staff if needed. |

**Special Conditions**

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| **E** | All postholders will be required to undertake an enhanced DBS check. Individuals on the children’s barred list (and adults barred list where relevant) should not apply. |
| **E** | May be required to work outside of normal school hours on occasion, with due notice. |