

JOB DESCRIPTION

POST: SEN/D Manager

RESPONSIBLE TO: Leader of Deep Support

LEVEL: Grade 6 (term time only + 2 weeks)

CORE PURPOSE: The postholder will support and deputise for the Senior Leaders of Deep Support, leading on all aspects of SEN/D. Also ensuring all intervention is closely tracked & monitored with measurable impact.

To support the whole Deep Support Team to ensure the Academy strategy for SEN/D is developed monitored and measured in line with the SEN/D code of practice.

To line manage the Harbour Manager and all CSW's.

Key Responsibilities:

- To work closely with your line manager to ensure that the provision map/SEN register is up to date and all provision is actioned and impact reviewed in a timely manner
- To oversee & lead on all SEN/D provision for all year groups reporting directly to the Leader of DEEP Support including:-
 - Attending all EHCP & SEN/D provision reviews
 - Attending all SEN/D support meetings
 - Attending all LAC meetings
 - Attending all CORE GROUP/CIN/TAF meetings
- To write and implement EHCP applications
- To prepare all documentation/reports for meetings and to minute all meetings attended.
- To maintain all SEN/D files, chasing up relevant information from outside agencies.
- To be Level 3 safeguarding trained (including LAC & PEP training)
- To monitor and update EduKey and use this information to feed into termly SLT reports and track the impact of provision ensuring the appropriate action is taken with the SENCO
- To deal with all SEN/D and Harbour referrals and enquiries
- To record and log all SEN/D provision (Wave 1-3)
- To coordinate and update the SEN/D Academy policy and the local offer annually, ensuring that we meet statutory guidance on our website
- To embed the policy into practice for SEN/D
- To maintain up to date knowledge of the SEN Code of Practice and disseminate information as appropriate
- To provide leadership and management to the Harbour Manager to secure the best possible educational and emotional support to all students

- To liaise with external agencies to deliver appropriate staff training and support for SEN/D students
- To monitor the effectiveness of CSW provision and resources in classrooms
- Research best practice and ensure that all classrooms are equipped with the necessary resources to support vulnerable learner (eg overlays, writing slopes, ergonomic pens, reading pens, ACE dictionaries etc)
- Train CSWs to support students with a variety of needs, organise their effective deployment and monitor their impact
- Analyse the data for all SEN/D students after every assessment cycle to advise all staff – teaching and support - on intervention strategies. Deliver staff training when appropriate
- Support the Academy Lead for Transition and the Harbour Manager, to prepare an appropriate transition programme for all vulnerable / SEN students, who may attend NDA, from the end of Y5
- Research and implement new technologies and resources to support the most vulnerable learners at wave 2 and 3
- Liaise with the Academy Lead for Careers and external agencies and produce a strategy to raise aspirations with all SEN/D students, ensuring they are encouraged to undertake further education, apprenticeships or employment after compulsory education
- Organise multi-agency meetings in a timely manner for any SEN/D students at risk of exclusion
- Plan a strategy for parental engagement
- Liaise with the Academy Lead for enrichment to ensure that all SEN/D students have enrichment opportunities and encourage voluntary attendance
- Establish, develop and maintain effective and supportive mentoring and peer mentoring with SEN/D children and young people and those engaged with them
- Support SLT with lunch time duties

In the absence of the SENCO:

- Attend RAG meetings
- Organise exam access arrangements
- Attend inclusion meetings
- Attend LAC meetings and review PEPS with the support of the Leader DEEP Learning / DEEP Support
- Be an exemplary leader in dealing with staff, learners, parents and outside agencies
- Take part in learning walks and be a positive and visual presence at all times in the academy

Additional Responsibilities

- To promote appropriate personal & professional development within deep support, providing an example through their own development
- Deal with any immediate problems or emergencies according to the academy's policies and procedures;
- Respect confidential issues linked to home/students/teacher/academy work;
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable;
- To comply with the academy's Child Safeguarding Procedures, including regular liaison with the academy's Designated Child Safeguarding Person over any safeguarding issues or concerns;
- To comply with the academy policies and procedures at all times;
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Personal Contacts

External: Contractors, suppliers, parents and external agency professionals.

Internal: Students, staff, Governors, parents and any other visitors to the academy.

VARIATION IN THE ROLE

Given the dynamic nature of the role and structure of the Academy, it must be accepted that as the work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

EQUALITY AND DIVERSITY

The Academy is committed to equality and diversity for all members of society. The Academy will take action to discharge this responsibility, but many of the actions will rely on individual staff to embrace their responsibilities with commitment, ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the Academy's initiatives on Equality and Diversity designed to enhance practices and the experiences of staff, students and visitors, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

Name of Post Holder:	
Signature of Post Holder:	Date:
Signature of Line Manager:	Date

SEN Manager - Person Specification

1. Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the "E/D" column.
2. How the evidence will be tested is indicated under the remaining columns.

CODE E/D: Essential or Desirable AF: Application form I: Interview/Presentation

A:	TRAINING AND QUALIFICATIONS	E/D	AF	I
1.	A minimum of 4 GSCE (Grades A-C, or grade 4 or above with English and Maths) or equivalent	E	✓	
2.	Degree (or equivalent) in relevant discipline OR appropriate experience in pastoral based role	D	✓	✓
3.	Evidence of recent professional development in SEN/D practice	E	✓	✓
4.	Current First Aid Certificate or willingness to work towards	D	✓	✓
5.	Experience of working within SEN/D policy and practice	E	✓	✓
B:	EXPERIENCE	E/D	AF	I
1.	Experience in secondary education working with a range of students with SEN/D needs	E	✓	✓
2.	Recent experience of managing and/or supporting a team of staff	E	✓	✓
3.	Evidence of responsibility for allocation and monitoring of financial resources	D		✓
4.	Evidence of making a positive impact on students and families	E	✓	✓
5.	Evidence of successful strategies used to support specific needs to raise learner progression, achievement and attainment	E		✓
6.	Experience of supporting vulnerable students	E		✓
7.	Experience of working with external agencies to support students and their families	E		✓
8.	Evidence of successfully operating at both strategic and operational levels	E	✓	✓
9.	Evidence of working to promote community engagement	D		✓
C:	PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	E/D	AF	I
1.	Knowledge of strategies to achieve effective learning, teaching and support strategies for EHCP process and Support Plans	E		✓
2.	Knowledge of the use of data to establish benchmarks and set targets for improvement	E		✓
3.	Knowledge of local and national policies, priorities and statutory SEN/D frameworks	E		✓
4.	Knowledge of the use of provision maps and EduKey	E		✓
5.	Knowledge of SIMS data bases / CPOMS / Class Charts	E		✓
D:	PERSONAL SKILLS & ATTRIBUTES	E/D	AF	I
1.	A commitment to equality and diversity	E		✓
2.	Demonstrate commitment to the young people in the Academy	E		✓
3.	Excellent oral and written communication skills with the ability to positively influence the opinions of others through factual discussion	E		✓
4.	Ability to manage and enthuse colleagues whilst also commanding respect	E		✓
5.	Ability to 'lead from the front' and be a good role model for staff & students	E		✓
6.	High expectations and able to communicate those effectively to students	E		✓
7.	Able to meet deadlines and work under pressure	E		✓
8.	Able to prioritise, plan and organise and subsequently monitor and evaluate for impact	E		✓
9.	Communicate effectively with all stakeholders including parents/carers both verbally and in writing	E		✓
10.	High standards of integrity, honesty and punctuality	E		✓
11.	A range of management skills to develop productive relationships and high performing team work	E		✓
12.	An ability to challenge and motivate others to create a forward-thinking organisation committed to academy improvement	D		✓
13.	Stamina, resilience, reliability and integrity	E		✓
14.	An understanding of the value of a successful work life balance	E		✓