

**Reports To: Principal and Assistant Principal - SEND**

Why	<b>Job Summary</b> <ul style="list-style-type: none"><li>To work manage, monitor, and develop a culture of robust safeguarding across the school, lead on pupil behaviour management and coordinate provision for pupils with SEND. Liaise with and support families.</li></ul>	
What	<b>Main Responsibilities</b> <ol style="list-style-type: none"><li>Act as a Deputy Designated Safeguarding lead under the supervision of the Lead DSL. Work within a team to manage Safeguarding/ Child protection queries in line with established procedures and regulations.</li><li>Work in partnership with external agencies to support attendance and wellbeing initiatives, campaigns, and parental responsibility measures.</li><li>Work in partnership to support families to access appropriate services.</li><li>Provide annual training to staff and volunteers on safeguarding procedures.</li><li>Manage and maintain caseloads and maintain casework documentation.</li><li>Attendance at Multi-agency meetings &amp; Court hearings as appropriate.</li><li>Develop and deliver a programme of family-related activities to meet the needs of the school community.</li><li>Manage the wellbeing service to students and their families in a pastoral capacity and deploy wellbeing staff as appropriate.</li></ol>	
	<b>Behaviour</b> <ol style="list-style-type: none"><li>Lead on the consistent implementation of whole school process and protocols, initiatives, and strategies to maintain pupil behaviour.</li><li>Provide support to dysregulated children to enable them to return to learning.</li><li>Liaise with class teachers and families to ensure behaviour strategies are implemented.</li><li>Manage and maintain documentation linked to behaviour including behaviour management plans, behaviour charts, letters to parents, exclusion paperwork.</li><li>Lead on the re-integration of pupils back to school to help prevent future exclusions.</li><li>Deliver pupil-centred interventions.</li><li>Provide a package of pastoral support to support children with behaviour and reintegration back into school.</li></ol>	
	<b>SEND Provision</b> <ol style="list-style-type: none"><li>Planning and preparation of resources and activities.</li><li>Providing support for staff responsible for SEND provision.</li><li>Work with the SENDCO to develop bespoke, in-house provision for SEND pupils.</li><li>Support SENDO with administrative duties related to SEND. (EHCP &amp; EHLF.)</li></ol>	
	Individuals in this role may also undertake some of the following: <ol style="list-style-type: none"><li>Lead on the creation of community links and raise the profile of the school within the local community.</li></ol>	
How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)
	<b>Framework</b> <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	Supports others to apply the Trust's ethos.
		Undertake the role of a tutor or shadow an experienced tutor. Participate in tutor trips and extra-curricular activities.
		Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
		Motivates others to take responsibility for their own Health & Safety.
Encourage individual and collective responsibility.		
<b>Development</b> <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Disciplined, tenacious and pragmatic.	
	<b>Leading</b>	Undertake appropriate professional development to secure progress in your career.
		Embedding practice ensures highly effective professional contribution across the academy.
		Give and receive effective feedback and act to improve personal performance.

	<i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Consults widely and may provide direction to achieve results.
		Encourages openness and honesty but does not apportion blame.
	<b>Task Management</b> <i>Establishing appropriate courses of action for oneself and others to accomplish.</i>	Fosters positive and productive relationships across the team in order to deliver.
		Shares good practice among colleagues.
		Secure knowledge and understanding of the subject and relevant curriculum area to address misunderstandings and stretch more able learners.
	<b>Communication</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Identifies adapts and delivers support to pupils of varying abilities, applying specialist knowledge as needed.
		Uses own initiative, adopting strategies to support engagement and attainment.
	<b>Problem Solving/Decision Making</b> <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Encourages learning for both those with special needs and those working at a high level. Actively involved in extracurricular activities.
		Develops strategies to ensure the highest standards of behaviour. Uses praise, sanctions and rewards fairly and consistently.
		Monitors, records and reports pupil progress in liaison with the Class Teacher.
		Promotes and creates the environment for pupils to learn and enhance their intellectual curiosity. Creates the environment for pupils to learn and build upon.
Context	<b>Interfaces</b>	Works with teachers to suggest, prepare and manage resources. Creates lessons and that are stimulating and are delivered in a safe environment.
		Works in partnership with and communicates effectively with parents/carers and external agencies.
		Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress.
	<b>Scope</b>	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
	<b>Education, Qualifications and Experience (EQE)</b>	Must be educated up to GCSE grade C/4 level in English and mathematics, have a level 3 Teaching Assistant Qualification or equivalent experience.
	<b>Safeguarding</b>	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.
	<b>Data Protection</b>	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.