



HORSFORTH SCHOOL

JOB DESCRIPTION

Job Title: Trainee **SEND Practitioner** (*area of specialism to be confirmed dependent on experience and areas of interest*)

Responsible to: **SENDCo**

Pay Band: **C1 - £22, 725 (actual)**

Hours: **Full time, Monday – Friday.**
8-4 Monday-Thursday
8-3.30 Friday
30 min break daily

Term time +5 days
Permanent

Main role:

The Trainee SEND practitioner will assist the SEND practitioners and take ownership of an area of SEND practice under the direction of the SENDCo. This will be decided at a later date based on experience and interest in a specific area.

The Trainee SEND practitioner must be qualified in, or have an interest in seeking a qualification in an area of SEND to promote, lead and manage this under the direction of the SENDCo and Deputy SENDCo. These specialisms may be around Autism, Social Emotional Mental Health, Cognition and Learning (SpLD), Speech Language and Communication (SLCN) or EAL

The Trainee SEND practitioner will help to support students with special educational learning needs, working as members of the SEND team. They will work across all year groups and will support all students with SEND generally as well as leading on their own specialist area.

They will play a key role in assessing the needs of students and supporting the implementation of intervention and support programs for students and reviewing the impact of these.

Tasks can range from observing students in class, helping with academic support activities, devising individual learning/support/behavioural plans, to providing personal care and support to the student or parent. External agency liaison will also be a key part of the role.

The Trainee SEND practitioner will be line managed by the SENDCo and work closely with the SEND practitioners, Teaching Assistants, the Pastoral Team and all teaching staff.

Main duties will consist of:

1. To promote the inclusion of all students across the school
2. To raise awareness and acceptance of individual differences
3. To be aware of and support difference and ensure equal opportunities for all.
4. To support students on a one to one or group basis
5. To maintain open communication with students and school staff
6. To assist with integration of students with complex needs within the school
7. To act as an advocate for the student and participate in working team meetings in regard to individual student needs
8. To provide feedback to students, parents and staff on their progress in all areas
9. To assess the needs of students; complete diagnostic screening tests, observe students in the classroom setting, work with key stakeholders (parents, teaching staff, other support staff and external agency professionals)
10. To occasionally observe and support students in class
11. To plan interventions and support for students; to set targets and goals to achieve and plan how to meet these
12. To communicate effectively with relevant stakeholders on the provision and support a student requires and the impact of these
13. To review impact of interventions and adapt strategies to best meet student need
14. To assist in the collection and sharing of data for the purpose of evaluating student progress.
15. To assist the SENDCo in devising and reviewing individual student plans including Learning passports and EHCPs and to assist with the implementation of these plans
16. To support the SENDCo to deliver high quality CPD in your area as well as those that apply to all of the SEND population
17. To support teaching staff and other support staff in meeting the needs of the students
18. To make referrals to external agencies
19. To plan and hold meetings or phone calls with all parties when planning or reviewing support
20. To supervise students before and after school and at social times
21. To maintain effective record keeping in line with the graduated approach cycle
22. To work towards being part of the Child Protection team as a Designated Safeguarding Officer (DSO)
23. To support and enforce the behaviour policy of the school and provide support as directed by the pastoral team.
24. To establish positive working relationships with students acting as a role model, coach and mentor.
25. To support with work setting in inclusion and for those students who are excluded so it is suitable for their needs
26. To support and supervise students in our inclusion and internal exclusion room at set periods of the day
27. To support the school's behaviour, attendance and punctuality policies; upholding values and high expectations in terms of these
28. To help reintegrate students following sanctions.
29. To work on access plans for SEND sanctions with SENDCo.
30. To provide intensive proactive mentoring support to some students who have additional challenges
31. To encourage positive Attitude to Learning of all students
32. To support students in our intervention areas
33. To support the examinations process; including evidence gathering for access arrangements, the implementation of these arrangements and supervising students in these situations.
34. To accompany students on outings from school with teaching staff, as required.
35. To attend regular supervision and feedback meetings as required, feeding back any concerns or

questions you may have.

36. To attend in-service training and as required.
37. To attend relevant information evenings/drop ins for staff and parents
38. To assist individuals or groups of students with personal care if needed.
39. To assist, as required, in the movement of children who are physically challenged.
40. To supervise pupils on visits, trips and out of school activities as agreed.
41. To be aware of, and comply with, policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
42. To contribute to the overall ethos/work/aims of the school.

Any Special Conditions of Service:

There is a requirement to submit to an enhanced Disclosure and Barring Service background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

This job description is not necessarily a comprehensive definition of the post, you may be asked to additional duties not listed above but that are appropriate to the role. It will be reviewed from time to time and may be subject to modification or amendment at any time after consultation with the holder of the post.