**JOB DESCRIPTION**

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| **POST TITLE:** | **SEN SUPPORT OFFICER** |
| **RESPONSIBLE TO:** | **SENCO** |
| **GRADE:** | **Band 8, SCP 19-23** |
| **WORKING WEEKS:** | **48 weeks (Term time plus 10 days)** |
| **PURPOSE OF POST:** | **To work under the leadership and management of the SENCO and Assistant SENCO, to organise and manage pupils working in the Personalised Learning Centre (PLC - SEN support base).**  **To implement bespoke work programmes for individuals and groups of pupils outside of the classroom to support the pupils to be able to access the curriculum optimally in the classroom environment, removing all barriers to learning.**  **Liaison with: SENCO, Assistant SENCO, Pastoral Team, Teaching staff and outside therapeutic and diagnostic agencies on behalf of the SENCO where appropriate.** | |

**Main Responsibilities**

1. To provide support for pupils with special educational and general learning needs.
2. To develop knowledge of the pupils needs and effectively support them in the PLC. To use information identified by the SENCO and Assistant SENCO to support all pupils and remove barriers to learning.
3. To use the monitoring and tracking systems within the Academy to ensure the appropriate support is in place for students with measurable impact.
4. To have an understanding of RAPID AND EXACT testing, to support students to undergo assessments.
5. To facilitate and supervise optimal study conditions for pupils who are temporarily unable to attend timetabled lessons. Working closely with teaching staff to mirror the curriculum in the classroom.

1. To manage the SEN Base and the day-to-day planning of the curriculum for students accessing the PLC for timetabled lessons.
2. To deliver and support intervention programmes to individuals or small groups of pupils within the PLC support base.
3. To deliver Zones of Regulation programme and support students to self-regulate in and out of the classroom.

1. To work with the wider pastoral team, including attendance and safeguarding and appropriate external agencies to ensure students have the appropriate support and intervention to access their learning.
2. Where appropriate, to accompany pupils to timetabled lessons to support individuals or groups to access the curriculum alongside their peers.
3. Support and promote positive relationships with pupils, families and staff to ensure that pupil needs are understood and are met to the best of our ability.
4. Promote and enhance self-esteem by offering an optimal balance of support and challenge to pupils to ensure that they feel safe and secure while promoting independence and ambition.
5. Implement and actively support learning strategies and make effective use of opportunities provided by other learning activities to support the development of desired skills
6. Monitor the needs and behaviour of individual and groups of pupils and report these as appropriate
7. Assist with the development, implementation and reviewing of pupil support and accessibility plans using Edukey / Arbor
8. Work closely with the SENCO and Assistant SENCO to analyse the impact of interventions and individual programs of study and report these as appropriate
9. To collaborate with the pastoral team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills
10. To liaise with SENCO and Assistant SENCO (and other staff where appropriate) to develop and deliver learning programs to promote learning, behaviour and communication skills.
11. To provide regular feedback to the SENCO and relevant outside agencies about presentation of, difficulties faced by and the progress made by pupils.
12. Keep and/or update records as agreed with the SENCO and contribute to student SEN/Pastoral reviews.

**Supporting wider school:**

1. Be aware of the schools’ policies and procedures
2. Promote positive values, attitudes and behaviour by being a role model and by dealing promptly with incidents in line with established policies.
3. Establish optimal learning conditions by promoting and demonstrating expectations in line with the school Values Charter
4. Assist with the supervision of pupils out of lesson time including before and after school and at lunchtimes.
5. Attend school visits as required.
6. Work within first aid and medical team of school.
7. To take a full and active role in all aspects of the Longfield Personal development and welfare offer.
8. Take a full and active role in celebrating success using all reward mechanisms to promote positive culture across the academy
9. To contribute to the school mission of life skills and education through taking an active role in the upholding of British Values and Collective Worship within school.
10. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
11. This post involves frequent contact with, and occasional responsibility for, children
12. This post is deemed to be a ‘Customer Facing’ role in line with the definition of the Code of Practice on the English language requirement for public sector workers
13. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. The duties detailed above should not be considered as exhaustive and may vary or be added to from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

The Trust is passionate about safeguarding the welfare of pupils and maximising their life chances. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service criminal records check for work with children.

Last reviewed: March 2025

**PERSON SPECIFICATION**

**SEN SUPPORT OFFICER**

**Key**

A – Application form including letter of application

S – Selection process including teaching exercise

R – Employment references

C – Certificates

D – Enhanced Disclosure and Barring Service Criminal check

|  | **Criteria** | **Essential/ Desirable** | **Stage Identified** |
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|  | **Qualifications** |  |  |
| 1. | Maths and English GCSE (4-9 /C-A\* grade) | E | A, C |
|  | **Experience and Knowledge** |  |  |
| 2. | At least two years’ experience working with children and families | E | A, R, S |
| 3. | Good understanding of statutory and good practice guidance around SEN | E | A, R, S |
| 4. | Good understanding of the education system and recent and upcoming developments within Personal Development, behaviour and welfare including SEN | E | S |
| 5. | Experience of working with other agencies to improve outcomes for young people | E | A, R, S |
| 6. | Developing knowledge of child protection and safeguarding procedures and processes | E | R, S |
| 7. | Developing knowledge of graduated response and meeting the needs of children. | E | R, S |
| 8. | Experience of working in partnership with parents and carers | E | A, R, S |
| 9. | Experience with intervention and support in lessons | D | A, R, S |
| 10. | Experience of using SEN Writer and similar systems | D | A, R, S |

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|  | **Criteria** | **Essential/ Desirable** | **Stage Identified** |
|  | **Skills** |  |  |
| 11. | Ability to communicate effective, both verbally and in writing, with pupils, parents/carers, colleagues and other professionals | E | A, R, S |
| 12. | Ability to work collaboratively to understand and intervene with regard to a wide range of vulnerability factors. | E | A, R, S |
| 15. | The ability to use initiative, to work along and also as part of a team | E | R, S |
| 16. | High level of ICT skills including competent use of Microsoft Office packages e.g. Excel, Word, Outlook, etc. | E | A, S, R |
| 17. | Excellent attention to detail and ability to record and check data accurately | E | A, S, R |
| 18. | Ability to analyse data, draw relevant conclusions and make appropriate recommendations for action | E | S, R |
| 19. | Experienced First Aider at work | D | A, S, R |
|  | **Personal Attributes** |  |  |
| 20. | Self-motivated and enthusiastic | E | S, R |
| 21. | Commitment to own professional development and willingness to undertake training | E | A, S, R |
| 22. | Flexible and positive approach to tasks and working arrangements | E | S, R |
| 23. | Ability to act as a positive role model and demonstrate high personal standards | E | S, R |
|  | **Special Requirements** |  |  |
| 24. | Ability to form and maintain appropriate relationships and personal boundaries with children | E | D |
| 25. | Suitability to work with children/young people | E | D |
| 26. | The ability to communicate at ease with customers and provide advice in accurate spoken English | E | S |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.

Last reviewed: March 25