JOB DESCRIPTION

Job Title: **SEND Manager**

Accountable To: **Director of SEND**

JOB PURPOSE

The SEND Manager will be responsible for supporting the Director of SEND with the day to day professional leadership and development of SEND in accordance with the published SEND Policy and the SEND Code of Practice.

The SEND Manager will have line management responsibility for identified staff and work alongside SEND/Learning Support teams within the academy.

The SEND Manager will contribute to the academy strategy for students with SEND, maintaining an understanding and overview of the offer for students with SEND in the academy.

KEY RESULT AREAS

1. To assist the Director of SEND in leading the provision for SEND within the academy.
2. To assist in the management of appropriate resources and staffing for SEND support and ensure that they are used efficiently, effectively and safely.
3. Work with SLT to ensure the academy upholds its duties and complies with legislation according to the SEND Code of Practice.
4. Work with other staff (e.g. Curriculum Leads and Pastoral Leads) to ensure the early identification, assessment, monitoring, communication and referral of students with SEND is effective across the academy.
5. Support teaching staff with subject delivery to ensure appropriate schemes of work, lesson plans, resources and learning styles are in place to meet the needs of students with SEND.
6. Ensure that the academy SEND Inclusion register/provision map is up to date and all provision is actioned and impact reviewed in a timely manner.
7. To help facilitate SEND provision for all year groups reporting directly to the Director of SEND including:
   - Attending EHCP & SEND provision reviews
   - Attending SEND support meetings

- Attending external agency meetings involving SEND students e.g. safeguarding, behaviour etc

8. Prepare documentation and information for EHCP applications.
9. Work with the Director of SEND and wider SEND team to ensure the academy carries out its statutory responsibilities regarding all students with an Education Health Care Plan.
10. Support with the coordination of all annual reviews for students with an EHCP, and those who are SEN Support, attend/chair these as necessary to help facilitate continuity and progression through involvement with the transition programme.
11. Liaise with staff to promote a clear understanding of the needs of students with SEND and EHCPs within the academy.
12. Ensure the IEP register is up to date and all stakeholders are fully informed about support programmes in place/planned and ensure IEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
13. Responsibility for the line management of the Learning Support Team including management, deployment and monitoring of the quality of work.
14. Work with SEND staff and the wider academy team to develop effective ways of minimising barriers to learning through:
    - Assessment of needs
    - Effective provision mapping
    - Monitoring of the quality of teaching and learning support and of student progress
    - Target setting, including the use of IEPs where appropriate
    - Assessing and recording student progress in line with targets set
    - Using assessment data to plan successful interventions to improve student outcomes
15. Liaise with appropriate post holders to coordinate the teaching of literacy and numeracy across the academy
16. Maintain the Inclusion register including students with additional needs and those who are being monitored, and ensure the schools records are kept up to date and that all stakeholders are kept informed.
17. Develop and oversee student voice for students with SEND to secure views about provision to help ensure the SEND offer continues to meet student's needs and aspirations.
18. Liaise with other schools to ensure consistency of support and learning when transferring students with SEND.
19. Organise, attend and advise multi agency review panels, including where necessary behaviour and attendance panels.
20. Ensure the maintenance of accurate and up-to-date information on the management information system.
21. Support the implementation of provision to ensure that progress of students with SEND improves relative to those without SEND.
22. Support in managing and monitoring behaviour and attendance of SEND students and put in place strategies to support with this.
23. Disseminate good practice in SEND across the academy providing advice, support and training where required.

24. Manage any in-house SEND provision including the referral process, staffing, expectations and resources.
25. To work with the Exams Officer and Director of SEND regarding access arrangements for students with SEND and support with invigilation as required.
26. Participate in any relevant Trust wide SEND networks that enables SEND staff to work collaboratively, develop joint practice and share knowledge and understanding.
27. Establish constructive relationships with parents/carers exchanging information, facilitating their support for their child's access and learning and supporting home school links.
28. Work in partnership with relevant professionals e.g. Local Authority SEND teams, academy and Trust SENDCOs, Educational Psychologists, Behaviour Support Teams, Social Workers etc.
29. Comply with any reasonable request from a line manager or Headteacher.

VARIATION IN THE ROLE

Given the dynamic nature of the role and structure of TCAT and Walker Riverside Academy, it must be accepted that, as TCAT and Walker Riverside Academy's 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 member of staff.

EQUALITY AND DIVERSITY

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

If you as a member of staff identify how you or TCAT can improve its practice on Equality and Diversity, please contact the Chief Operating Officer.

HEALTH AND SAFETY

All members of staff have a duty to maintain safe and clean conditions in their work area and cooperate with TCAT on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to TCAT Health and Safety Policies in respect to their specific duties and responsibilities.

STAFF DEVELOPMENT

All staff are required to participate fully in TCAT Staff Development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

COMMITMENT TO SAFEGUARDING VULNERABLE GROUPS

TCAT is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.