



## Post Title: SEN and Learning Support Manager

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Together with our community we achieve extraordinary things

**Salary: PO1: SCP 27 to 30 (37 hours plus 10 days)**

**Line Manager: Deputy Headteacher for SEN and Learning Support**

**Supervisory Responsibilities: The Hub learning support area and Secondary Teaching Assistants**

### Job Description

#### **Core purpose:**

- Work under the line management of the Deputy Head Teacher for SEN and Learning Support to manage the learning support provision and support programmes, which enable access to learning for children and young people.
- Manage the integration of pupils with special and complex needs into lessons and equip them with the skills necessary to succeed.
- Where appropriate liaise with other mainstream environments or alternative provisions to provide enhanced provision.

### Specific

#### **Duties and responsibilities**

- set up, manage and monitor the effectiveness of the learning support ensuring that a range of intervention programmes are in place to maximise student achievement
- take responsibility for the day-to-day running of The Hub learning support area
- liaise with staff in all phases to ensure there is a variety of work programmes for pupils to access in The Hub learning support area matched to need
- implement work programmes and one-to-one support to ensure vulnerable pupils and those with SEND are able to succeed
- manage communication with parents and carers through use of text messages, phone, email and written formats
- ensure programmes and one to one support are focussed, well planned and monitored for effectiveness
- monitoring pupil responses to learning activities and accurately recording progress, and revising interventions to ensure success
- provide data regarding SEN pupils and those accessing planned work programmes and one-to-one support, as requested
- be flexible in meeting the needs of pupils and liaise with parents and other staff
- organise and attend SEN reviews including those for pupils with a statement or an EHCP
- collate and distribute the paperwork for annual review meetings supplying minutes to all necessary parties involved
- update IEPs ensuring the views of pupils, parents and staff are included.
- distribute information ensuring staff throughout the academy are aware of the needs of vulnerable pupils and those with SEND
- liaise with outside agencies and specialists in planning provision, monitoring and reporting for pupils with SEND
- lead the integration and transition for pupils joining the academy including home visits, visits to other provision and experience visits to Appleton

#### **Appleton Academy,**

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- liaise with other schools within Exceed MAT and areas of best practice within the areas to identify and share best practice
- develop behaviour management strategies that meet the sometimes complex needs of the pupils within the setting and provide advice to teaching and support staff
- plan the deployment of the secondary teaching assistant across the academy and staff working within The Hub learning support area
- Monitor and quality assure the work of the secondary teaching assistant across the academy and staff working within The Hub learning support area undertaking performance management in line with academy policy
- undertake general clerical/administrative support for The Hub learning support area
- undertake specialist training in order to ensure you are providing the best support to students

### **Safeguarding and Compliance**

- Promote the safety and wellbeing of pupils and staff within the school
- Uphold the Academy's Policies in respect of Safeguarding and Child Protection
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to

### **Management of Resources**

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust
- Ensure that all the activities of the schools are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice
- Develop support capacity across the schools through coaching and other appropriate methods, supporting the development of effective pupil support roles within each school
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils

### **General**

All Academy staff are expected to:

- Work towards and support the Academy's vision and the objectives
- Support and contribute to the Academy's responsibility for safeguarding students
- Work within the Academy's health and safety policy to ensure a safe working environment for staff, students and visitors
- Work within the Exceed Equality and Diversity policy to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff

### **CPD**

Maximise opportunities for personal development by:

- participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- participating in annual Performance Management procedures, identifying and requesting INSET opportunities as necessary
- participating in collaborative work and the sharing of best practice

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

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## Person Specification

	<b><u>Essential</u></b>	<b><u>Desirable</u></b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people in Secondary Education</li> <li>• Good standard of education, equivalent to Level 3</li> <li>• GCSE qualification in both English and Mathematics Grade C</li> <li>• Relevant training / qualifications in supporting pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Level 4 or degree or level qualifications</li> <li>• Relevant training / qualifications relevant to supporting students with their social, emotional and or mental wellbeing</li> <li>• Team Teach</li> </ul>
<b>Knowledge, Skills and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people in a Secondary school learning environment</li> <li>• Experience in working with pupils with SEND</li> <li>• Knowledge of the SEN Code of Practice</li> <li>• Experience of managing the annual review process and paperwork for pupils with EHCPs</li> <li>• Knowledge and experience of a wide range of specialist SEND agencies</li> <li>• Ability to effectively supervise young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with young people in primary Education</li> <li>• Experience of work within environments such as 'behaviour referral units' or alternative provisions</li> <li>• Experience of working with pupils with ASD</li> </ul>
<b>Professional skills</b>	Can demonstrate the ability to: <ul style="list-style-type: none"> <li>• Communicate effectively with a range of different stakeholders with well-developed interpersonal skills</li> <li>• Implement successful strategies and manage change effectively</li> <li>• Collect evidence and research in order to make sound judgements against set criteria</li> <li>• Inspire others to commit to a shared purpose and vision</li> <li>• Lead highly effective teams that are defined by trust, good conflict, high levels of commitment and accountability, and are focused on results</li> <li>• Manage financial to achieve high value of money in innovative ways that lead to positive outcomes for students and staff</li> <li>• Excellent administration and IT skills, including the use of excel</li> </ul>	
<b>Commitment</b>	Demonstrate a commitment to: <ol style="list-style-type: none"> <li>a. Safeguarding, child protection and health and safety</li> <li>b. Equality Act 2010</li> <li>c. promoting the school's vision and ethos</li> <li>d. promoting high ethical standards</li> <li>e. relating positively to and showing respect for all members of the school and wider community</li> <li>f. on-going relevant professional self-development</li> <li>g. collaborative working</li> </ol>	

February 2025