



Job Description

JOB TITLE	SEND House Liaison
JOB FAMILY	Pastoral
PHASE	Secondary
REPORTING TO	Lead SENCO and Head of Learning Support

Job Purpose

To help better identify the SEND needs of students and improve the SEND offer by ensuring clear, consistent and supportive lines of communication are developed between the school, home and external stakeholders. The house liaison will also be responsible for streamlining communication and requests for support between the SEND department and with teaching staff.

Each house liaison role will be aligned to two of the existing Houses within the academy. The House structure is already well established and familiar to our parents and carers, and consequently the SEND House Liaison will become the first point of contact for SEND queries or concerns from both parents and carers, and PA staff.

The successful candidates will triage SEND communications, provide support in meetings with parents and external agencies, make regular calls home to discuss SEND matters, complete assessment referrals, support the annual review process for EHCP's, review reports and escalate specific SEND matters to the SENCO. The House Liaison will be a key link between the SEND department and the House teams, and will be a critical role to improving the outcomes of PA SEND students.

Duties and Responsibilities

Support teachers by:

- Supporting teaching and learning of SEND pupils by ensuring that access to bespoke interventions are implemented to help them achieve their expected levels of progress.
- Liaising with staff to review the progress of SEND pupils, including lesson observations to identify areas of need and strategies to employ in their support.
- Providing objective and accurate feedback and reports as required on student achievement, progress and other matters to the Lead SENCO/Head of SEND.



Support students by:

- Confidently using the Graduated Response Toolkit to help support students and provide targeted and specialist intervention.
- To attend and actively contribute to student meetings to ensure that students of concern are identified early and appropriate intervention put in place.
- Ensuring all barriers to learning are identified and removed for SEND students.
- Access and make yourself familiar with students SEND information and Education, Health and Care Plans, supporting them in meeting their objectives and targets.
- Attend planning, statement review and multi-agency meetings.
- Serving as a key contact / trusted adult for students with SEND.

Support the Learning Support Team by:

- Undertaking termly SEND Support Reviews with staff, parents, carers and pupils, inputting into and reviewing SEND one-page profiles and targets.
- Working with two House teams and teaching staff, to identify appropriate students for SEND intervention and support, and to address the four main areas of need outlined in the SEND Code of Practice 2015.
- To accurately record student intervention and support strategies using provision mapping.
- Liaising with outside agencies such as the Educational Psychologist or Local Authority, as directed by the SENCO.
- Termly monitoring of the impact of interventions delivered, following the graduated approach outlined in the SEND Code of Practice 2015
- Keeping accurate records for students with SEND in the academy including pupil profile information on Provision Map.
- Supporting with the administration of reading, spelling and colour tests.
- Continuing personal development in the relevant areas, committing to improve own practice through self-evaluation and awareness.

Support the school by:

- Assisting with aspects of assessment and testing of students for access arrangements, liaising with the Access Arrangements Co-ordinator.
- Complying with the Learning Support Faculty appraisal system, and taking part in the school's staff development programme.
- Supporting when asked to act as scribe/reader or other role for internal/external exams as directed by the Head of Learning Support.
- Attending non-pupil days/evenings as directed by the Principal.
- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertaking a 20-minute break or lunchtime site supervision duty three times per week as requested by the Senior Leadership Team.



- Being aware of and supporting differences and cultural diversity, ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Establishing constructive relationships and communicating with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students.
- Recognising own strengths and areas of expertise and using these to support others.
- Carrying out any other reasonable tasks as directed by the Principal or your Line Manager.

Other specific duties:

- To support parents with the referral process for SEND assessments
- Communicate clearly, effectively and promptly with parents/carers and keep them fully informed of their child's progress, and thus promoting a well-informed, positive and collaborative partnership between the home and the school
- Maintain a working knowledge of relevant SEND information including Education, Health and Care Plans, in order to support pupils in meeting their objectives and/or targets.
- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To provide a level of sustained and substantial contribution to all aspects of the school commensurate with experience and pay grade.
- To actively promote the school and Trust's corporate policies.
- To comply with the Trust's Health and Safety Policy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Paignton Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.



Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships



Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a SEND House Liaison

Name:.....

Signed:

Date: