



**REF NO: PEN023**

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# SEN Specialist

**Grade F, 35 Hours per Week, Term Time plus INSET Days  
Actual Salary: £13,803 – £17,162 per annum**

**Closing Date | 9.00am Thursday 20<sup>th</sup> May 2021**

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**Operational SENDCo | Abby Macdonald**  
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**Assistant Headteacher and SENDCo | Claire Gurd**  
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**Headteacher | Lucy Gambier**

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## SEND/Inclusion at Penrice



At Penrice we welcome everyone into our community. Penrice endeavours to make available inclusive provision to ensure that all pupils, including those pupils identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and enriched education, so that they may achieve success and reach their full potential.

At Penrice Academy, all students irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the Academy's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers education and work experience. Students with SEND are fully included in all aspects of the life of the school, including its vast enrichment activities and receive bespoke support from our experienced team who advocate for all learners.

Penrice Academy believes that:

- ▼ The needs, rights and entitlement of individual students are the focus of both an educational and social environment.
- ▼ Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and opportunities to be successful.

We continue to be committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements due to the collaborative working environment and excellent staff expertise.



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# Job Description



**Job Title:** SEN Specialist

## Main Purpose of the Job

- ▼ To take a pro-active role in the support of the educational, social and physical needs of the students; to support the learning in classes and through the extended school provisions.
- ▼ To work with students with autistic spectrum difficulties to ensure they are able to access the curriculum and make progress at Penrice.
- ▼ To work with students with literacy difficulties and/or dyslexic needs to ensure that they are able to access the curriculum and make progress.

## Main Duties and Responsibilities

- ▼ To assist individuals and groups of students in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
- ▼ To plan provisions taking into account the initial starting point, current attainment and targets of the students.
- ▼ To advance, track and monitor this progress in an agreed manner.
- ▼ To prepare, use and maintain relevant teaching resources for use in small groups and by class teachers as required.
- ▼ To establish a professional supportive relationship with the student/s concerned and to encourage acceptance and independence of all students.
- ▼ To deliver provisions either small groups or in classes, to be resourced and assessed by the responsible party, where necessary as benefits student progress.
- ▼ To invigilate examination and tests or act as a 1:1 for concessions.
- ▼ To assist with the assessment, monitoring and recording of student's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of children to the Teacher or SENDCo as appropriate.
- ▼ To be aware of confidential issues linked to home/student/teacher/school work and to ensure the confidentiality of such sensitive information.
- ▼ To supervise an individual or small group of students within a class under the overall control of the teacher.
- ▼ To meet the needs of students with emotional and behavioural difficulties. To control the student to prevent harm and disruption to the student or others, within the limits of the post holders training (e.g. Team Teach) and school policies and procedures.
- ▼ To encourage students to interact and work co-operatively with others and to engage all students in learning activities.
- ▼ To build and maintain supportive relationships with students, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all students.

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- ▼ To promote students' independence and employ strategies which recognise and reward students' self-reliance.
- ▼ To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting students' self-control and independence.
- ▼ To deliver other out of school learning activities as agreed by the Academy with contractual bounds.
- ▼ To assist with lunch and break time supervision of students on a rota basis.
- ▼ To accompany students on educational visits and outings as supervised by the teacher.
- ▼ To meet with the SENDCO and/or other appropriate staff on a regular basis.
- ▼ To promote understanding of individual needs by delivering school-based INSET to staff.
- ▼ To meet the mobility needs of the student, assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.

## General Duties

- ▼ To attend staff meetings and Trust-based INSET as required.
- ▼ The post holder is responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- ▼ To be aware of and work in accordance with the Trust's child protection policies and procedures, in order to safeguard and promote the welfare of children and young people, and to raise any concerns relating to such procedures that may be noted during the course of duty.
- ▼ To remain aware of and work in accordance with all relevant Trust working practices, policies and procedures.
- ▼ To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Trust's Equal Opportunities Policy and Code of Conduct, Disciplinary and Grievance Policies and national legislation (including Health and Safety and Data Protection).
- ▼ To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and students and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- ▼ To undertake any other duties as reasonably required by the Headteacher, to ensure the efficient and effective operation of the Academy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description is current at the date of appointment but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

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## Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>▼ Attainment of 4 GCSE qualifications (or equivalent), or able to demonstrate equivalent knowledge, skills and aptitude</li> </ul>	<ul style="list-style-type: none"> <li>▼ Evidence of study after GCSE</li> <li>▼ NVQ Teaching and Learning</li> <li>▼ HLTA Status</li> <li>▼ TA Apprenticeship</li> <li>▼ Autism Champion Status</li> <li>▼ Other qualifications, e.g. coaching</li> </ul>
Experience	<ul style="list-style-type: none"> <li>▼ Previous experience of working with children</li> <li>▼ Experience of working with groups of people</li> </ul>	<ul style="list-style-type: none"> <li>▼ Previous experience of working with children in a classroom environment or similar</li> <li>▼ Experience of working with children with challenging individual needs</li> <li>▼ Experience of teaching groups of students / running group interventions</li> <li>▼ Experience of monitoring progress</li> <li>▼ Experience of working with special conditions</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>▼ Good levels of literacy and numeracy</li> <li>▼ Admin and Organisational skills</li> <li>▼ High level of oral and written communication skills</li> <li>▼ Ability to prioritise between different demands and work to deadlines</li> <li>▼ Ability to work without supervision</li> <li>▼ ICT Competency</li> <li>▼ Understanding of SEN</li> </ul>	<ul style="list-style-type: none"> <li>▼ Knowledge of issues relevant to education and child development</li> <li>▼ Understanding of specific SEN conditions</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>▼ A strong commitment to safeguarding children and young people; full awareness and knowledge of current national legislation for safeguarding and child protection</li> <li>▼ To believe in the importance of team work and a collaborative approach, to be able to contribute effectively to a team and build supportive working relationships with colleagues</li> <li>▼ Willingness to be deployed to work with special conditions</li> <li>▼ A desire to play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow in this example</li> <li>▼ An interest in education</li> <li>▼ Confident, outgoing, patient, good listening skills, compassionate, self-motivated</li> </ul>	

