SEND and Inclusion Senior Specialist Support Worker  
Including  
Portage Worker  
Sensory Service Worker for Children with Complex Needs and Sensory Impairment  
Movement Difficulties Co-ordinator  
Senior Behaviour Support Worker  
County Speech and Language Support Assistant  
Communication Support Worker (Sensory Service)  
Specialist EAL LSA

Job Description

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<th>Post:</th>
<th>SEND and Inclusion Senior Specialist Support Worker</th>
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<td>Grade:</td>
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<td>Location:</td>
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<td>Responsible To:</td>
<td>SEND Managers/Head Teachers/SENCO</td>
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**Job Purpose**

To complement the work of school staff and SEND and Inclusion Service Managers by taking responsibility for the organisation and support of agreed learning activities for groups of pupils, or specific individual pupils who all have complex special or additional educational needs. The primary focus is to support the development and inclusion of children and young people through;

1) Direct work with individuals, groups and occasionally whole classes under the direction and supervision of a qualified teacher or external SEND Specialist
2) Coaching, mentoring and capacity building with education providers

To work collaboratively and independently with school staff and external specialists in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and occasionally whole classes as and when required;

To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of their education.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing groups.

**Duties and Responsibilities**

Support for Pupils, Education and Support Staff and the Curriculum

- Manage and co-ordinate the activity and workload and development of other team members where appropriate
- Undertake supervision and performance appraisal of team members where appropriate
- Undertake initial home visits and complete associated risk assessments as part of the
Portage, GRT and Sensory Service roles

- Work independently as a lone worker with children and their families/carers in their home as a Portage, GRT or Sensory Service roles
- Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities to advance pupil’s learning as necessary;
- To work with children and young people who have extremely complex needs and in some instances life limiting conditions. Where necessary provide emotional and physical support to pupil and specialist support to children, and their families so pupils are able to access the curriculum and to participate fully in school activities;
- Coaching /Assisting classroom and Learning Support Assistants within schools in area of specialism, including supporting transition between schools if required
- Advise on appropriate ways of delivering specialist programmes including frequency and methods of delivery.
- Advise on appropriate activities, techniques and resources including modelling their use
- To safely maintain records of involvement with schools/settings and monitor and evaluate pupils progress.
- Write short reports on interventions and pupil progress when appropriate
- Contribute to the evaluation of the effectiveness of the support provided.
- Provide support to pupils who have communication difficulties and also where English is an additional language;
- Assess, record and report on development, progress and attainment and use this knowledge and understanding to extend and challenge pupil’s learning and development
- Work collaboratively with school staff, SEND Specialists and other relevant professionals and provide information about pupils as appropriate, including contributing to statutory SEND reporting and reviewing systems;
- Use teaching and learning objectives to plan, evaluate and differentiate as appropriate;
- Assess the needs of pupils and use detailed knowledge and specialist skills to support and advance pupils’ learning;
- Plan and implement strategies to support pupils in their social development and their emotional well-being, dealing with and following the school and Service policies on reporting problems as necessary;
- Establish and maintain positive relationships with families, carers and other professionals, e.g. speech therapists, private and voluntary agencies
- Contribute to and implement SEN Support plans
- Contribute to and implement Education Health Care Plans for pupils, including attendance at, and contribution to, reviews if necessary e.g. TAF;
- Contribute to professional development planning and delivery;
- Contribute to safeguarding processes as required including report preparation and attendance at meetings alongside SEN Managers where appropriate
- Support the role of parents / carers in pupils’ learning and contribute to meetings with parents / carers to provide constructive feedback and specialist advice/knowledge in areas of development e.g. pupil academic progress, mental health needs, social skills;
- Contribute to the development of Service resources, policies and procedures;
- Provide short term cover of classes, both in planned and emergency situations;
- Manage the work and development of other team members where appropriate;
- Be responsible for the preparation, maintenance and control of stocks of materials and resources;
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes but not as a supervisory assistant;
- Accompany teaching staff and take responsibility for pupils on visits, trips and out of school activities as appropriate
- Provide pastoral care to pupils for example as a head of year or tutor group;
• Be responsible for pupils not working to the normal timetable;
• Assist pupils with eating, dressing and hygiene as required, whilst encouraging independence where possible;
• Provide basic first aid, if appropriate, ensuring referral to health service in emergency situations;
• Invigilate examinations and tests if appropriate;
• Organise and manage parent and child groups where appropriate
• Develop, in conjunction with managers, and independently deliver training and capacity building events for school staff
• Contribute to planning of ‘short breaks’ for children with complex needs and sensory impairment in the Sensory Support Role
• Prepare and present displays
• Support the use of ICT in the curriculum
• Provide support for pupils whose behaviour can be challenging
• Working alongside multidisciplinary professionals by assisting with the planning and delivery of relevant therapeutic programmes
• Support pupils to develop their skills of independence, resilience, wellbeing and self-esteem

Support for the Service

• Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
• Show a duty of care and take appropriate action to comply with health and safety requirements at all times;
• Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
• Contribute to the overall ethos, work and aims of the Service;
• Maintain good relationships with colleagues and work together as a team;
• Contribute to Service promotion including generating future work
• Support data collection and contribute to Service Evaluation systems
• Contribute to resource development within the Service for use in schools/settings
• Appreciate and support the role of other professionals;
• Attend relevant meetings as required;
• Participate in training and other learning activities and performance development as required;
• Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.