

**JOB DESCRIPTION**

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| **Job title:** | Assessment Lead |
| **Responsible to:** | Senior Assistant Head – Student Development |
| **Job purpose:** | To work as part of the SEND leadership team and alongside the wider staff team to lead on SEND assessments, student information and intervention support. To lead on training and knowledge development to utilise the initial assessments, set targets and track students’ progress through supportive interventions as well as to provide information to inform teachers. To promote a whole school ethos of SEND understanding, while ensuring accurate and relevant student SEND information is available for the staff team.  To work as part of a professional team to support a high-quality provision for pupils in the PRU, including outreach and reintegration support. |
| **Grade:** | NJC Scale 5 Point 11 - 15 |
| **Contract:** | Permanent pending successful completion of probationary period |
| **Hours:** | 36 hours per week term-time including 5 Inset Days |
| **Key internal contacts:** | SLT  Admin Team  Support Team  Students  Teachers |
| **Key external contacts:** | Stakeholder Schools  Agencies  Parents/Carers  Outside Providers |
| **Special consideration:** | Hold a clear Enhanced DBS check. |

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| **Main responsibilities and duties:**  General   1. Promote an understanding within the school of the assessments used and the information they provide for both intervention mentors and teaching staff. 2. Set up and maintain pupil SEND records, including those held digitally, ensuring this is accessible to the relevant staff members across the school. 3. Use the available assessments to track progress of both the interventions being offered and the progress of students through their programme, highlighting any areas of development to the wider SEND Leadership Team 4. Liaise with the wider teams in the school to promote an understanding of the SEND assessment information available as well as relevant whole school initiatives. 5. Support pupils to engage in the assessment processes, ensuring that they understand the purpose of the range of assessments that they are undertaking. 6. Supervise the activities of individual or groups of children to ensure their safety and facilitate their development. 7. Undertake those activities necessary to meet the physical, emotional and educational needs of children, including those with special needs. Particularly, when undertaking assessments to support the SEND information held on each pupil. 8. Undertake research, training and other experiences that develop a wider knowledge of assessments available and how they could be used to support the whole school SEND approach. 9. Lead on the engagement and dissemination of training around understanding the SEND information held on each pupil. 10. If required, to support a pupil or group of pupils in their reintegration and communicate regularly with parents and the receiving school – particularly providing the relevant information to go in the pupil’s transition packs to help the onward school. 11. Lead on developing strands to both the reintegration and transition support plans which SEND information sharing.   Assessment Leads in this role may also undertake some or all of the following:   1. Establish and maintain relationships with families, carers and other adults. 2. Feed ideas into the weekly welfare meeting, linking behaviour, safeguarding and SEND issues. 3. Provide short term cover supervision of classes. 4. Supervise the work of other support staff/trainees. 5. Be responsible for the preparation, maintenance, and control of stocks of materials and resources. 6. Invigilate exams and tests 7. Escort and supervise pupils on reintegration, educational and out of school activities. 8. Guide and support pupils in their personal, emotional and social development. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas. 9. Be involved in planning, organising and implementing individual development plans for pupils (such as individual educational plans), including attendance at, and contribution to reviews. 10. Work with pupils not working to the normal timetable.   Trust   1. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish; 2. Promote the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 3. Ensure high standards of behaviour and dress are maintained. 4. Attend Trust/Academy briefings, meetings and events as required by the Executive Principle or Headteacher.   Additional duties:  You may be required to carry out additional duties, as the Executive Principle or Headteacher may reasonably request, which are commensurate with the post.  *Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.* |

**PERSON SPECIFICATION**

Assessment Lead

The following outlines the Minimum criteria for this post. Applicants who have a disability

and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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| MINIMUM | |
| QUALIFICATIONS  (if essential) | * English & Mathematics Grade 4 or above. (C) * Requires knowledge and procedures for supporting and leading learning activities in a specialist area.      * Knowledge and skills supporting teaching and learning including knowledge of a specialist aspect of supporting learning and teaching or equivalent experience |
| EXPERIENCE | * Successful relevant experience of working with children * Experience of running SEND assessments |
| SKILLS & ABILITIES | * Have necessary skills to manage and supervise whole class activities safely and be able to use a range of strategies to deal with pupil behaviour. * Ability to use specialist equipment/materials and be able to demonstrate and assist others in their use. * Provide pastoral support for pupils with social, emotional or mental health needs. * Ability to relate well to children and adults, understanding their needs and being able to respond accordingly. * Good influencing skills to encourage pupils to interact with others and be socially responsible. * Desire to learn more about the SEND, particularly assessments and screening tools to provide information to the wider school team. |
| KNOWLEDGE | * Have good working knowledge of relevant policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality |
| BEHAVIOURS | * To demonstrate empathy * To maintain confidentiality within working environment |