



JOB DESCRIPTION

COGNITION AND LEARNING LEADER

FULL TIME (37 HOURS PER WEEK)
TERM TIME PLUS TWO ADDITIONAL WEEKS

Job Title:	Cognition and Learning Leader
Reporting To:	SENDCo
Reporting Lines:	This position will report to the SENDCo and will assist the SENDCo in Line Management of Learning Mentors supporting students with Cognition and Learning Needs
Salary / Grade:	Academy Range 7

Role Purpose:

The Cognition and Learning Leader will have direct responsibility for the Cognition and Learning team. Primarily, this will involve implementing and coordinating interventions for pupils with Cognition and Learning needs.

The C & L Lead with the support of the SENDCo, supports the day-to-day operation of provision made by the school for pupils who need support for C & L needs. They provide professional guidance in this area in order to secure high quality teaching and the effective use of resources to bring about improved standards of the achievement of all pupils.

- To enable access to learning for all students with SEND needs through providing support and guidance in effective participation and individual learning, enabling students to achieve their full potential;
- To work within the classroom or outside of the main teaching provision supporting students with SEND needs;
- To promote, develop and maintain effective and supportive mentoring relationships with students with SEND needs in support of other school teaching and learning professionals and external agencies;
- To promote positive activities within the Academy and community setting and support learning, participation and social inclusion of students with SEND needs;
- To ensure that Turner Schools are places where children thrive and knowledge matters by upholding and modelling the Trust's values in all aspects of the role.

Supporting the SENDCO to:

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.

- Gather evidence of pupils' normal way of working for exam access arrangements and ensure exam access arrangements are kept up to date.
- Monitoring the quality of C & L support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEN policy are reflected in the C & L Team development plan.
- Liaise with and coordinate the contribution of external agencies.
- Ensure up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

In corroboration with the SENDCO to:

- Plan, coordinate and deliver timetabled intervention groups and classes as appropriate.
- Deliver INSET.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for C & L pupils.

Recording and assessment

In corroboration with the SENDCo:

- Set targets for raising achievement among pupils with C & L difficulties.
- Collect and interpret specialist assessment data.
- Update the SENDCo on the effectiveness of provision for pupils with C & L difficulties.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Collate C & L transition data and organise SEN files.
- Maintain and update a C & L team development plan.

Leadership

- Advise the SENDCo on all staffing matters within the department.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop pro forma for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Provide training opportunities for SEND staff to develop their knowledge of C & L.
- Disseminate good practice in C & L across the school.
- Identify resources needed to meet the needs of pupils with C & L difficulties and advise the SENDCo of priorities for expenditure.

Management

Support the SENDCo with the:

- Timetabling and deployment of the C & L team
- Liaise with the SENDCo and other SEN staff to allocate support for pupils with EHCPs/ HNF according to individual need.

Other Responsibilities

- Coordinate Student Information and personalised plans for pupils with C & L needs
- To inform the SEN administrator of changes to individual pupil support so that the SEN register remains current.
- At all times to support the work of the Senior Leadership Team, Head of Key Stages and Head of Years on a daily basis in terms of the academic progression of the pupils and students in the Academy with SEND needs;
- To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment including strategies for overcoming barriers to learning. This will include the development of 1:1 mentoring material for personal and shared use;
- To assist students in making the transition between KS2/3, KS3/4, KS4/5, KS5/Higher Education where appropriate;
- To assist in tracking the achievement and needs of the students in liaison with the SENDCo;
- To provide support to Independent Study sessions, as well as run homework clubs before and after school in collaboration with other Learning Mentors;
- To be present at weekly and termly meetings that discuss the impact of student interventions, the progression of students and other information as directed;
- To complete or undertake, to the standard required, any other tasks or duties as required by the Senior Leadership Team;
- To support students in other aspects of Academy life such as Transition, Nurture groups, Primary links, Support EAL provision, Independent Study and homework clubs, Peer mentoring programmes, work placements, college placement tracking, careers support and guidance, Gifted & Talented support, Exam support, Study Skills, further education applications and career plans, Literacy/Numeracy and any other support where needed;

Personal Qualities and Attributes:

This position requires the following personal qualities and attributes:

- To contribute towards the Academy's and the Trust's vision and ethos. This position must enjoy completing their work in a professional and positive manner, relish solving problems and take pride in helping people;
- Demonstrate academic ambition for all students; a genuine passion and belief in the potential of every student;
- Determination to improve standards and outcomes in non-selective education on the south-east Kent coast;
- Interest in playing a part, through education, in the re-generation of Folkestone;
- High ethical standards;

- Strong interpersonal, written and oral communication skills;
- Motivation to improve standards and achieve excellence;
- Demonstrate honesty and integrity;
- Excellent organisational skills;
- Ability to work collaboratively with partner schools in the Trust and beyond;
- Ability to communicate effectively, professionally and in a friendly manner with staff, pupils/students and parents and external agencies;
- To be an ambassador for the Academy in dealing with external persons, and to be an admired and respected member of the team by internal staff and pupils/students;
- To enjoy helping others and be able to resolve any issues in a professional, calm and measured manner;
- To be highly motivated and to have a flexible approach towards work and working hours.

Qualification Criteria:

- A strong academic track record to degree level and above in a C & L related subject.

Other Duties:

- To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace;
- Share the Trust's and the Academy's commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and safeguarding policies as appropriate within the Academy;
- Ensure that **all** duties and services provided are in accordance with **all** Turner Schools policies and the Academy's procedures in line with staff code of conduct/professional expectations;
- To undertake training as necessary;
- To actively engage in the performance management process;
- To be willing and enthusiastic in engaging with continuous professional development;
- To undertake any other duty as specified by the Principal/Senior Leadership Team not listed above;
- To be a key part of the life of the Academy community, to support both the values, vision and ethos of the Academy and Turner Schools and encourage students to follow this example.

All job descriptions may, following consultation with you, be subject to change to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Employees are expected to comply with any reasonable request from the Principal or the Senior Leadership Team to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Turner Schools will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Acceptance:

I confirm that I have received and understand the job description, which is a supplement to the subject specific teaching job description, both of which may be changed to reflect or anticipate changes in the job, which are commensurate with the salary and job title:

Name.....

Signed.....

Dated.....

Line Manager.....

Signed.....

Dated.....