



St. Katherine's
School

Specialist Leader for Communication/Lead LSA

Permanent, 32.5 hours per over 5 days, Term time (including INSET days)

£17112 - £19379 pa

We are seeking to appoint an enthusiastic, hardworking and dynamic individual to join our dedicated Inclusion Team and provide specialist SEND intervention, mentoring and advocacy for students who have a communication and interaction difference in order to promote independence in learning and social skills.

Working with the SENDCO, Heads of House and others you will identify and support students at risk of underachievement or socially and provide academic, emotional social and behavioural support through liaison with the identified student/s, teaching, pastoral support staff, parents/carers and outside agencies.

The successful candidate will also lead on whole school training for staff around issues related to communication and interaction and coordinate interventions including emotional literacy support and social skills.

Applicants must be self-motivated, professional, positive and supportive, possess excellent interpersonal and communication skills and have a passion for seeing all pupils make the best possible progress.

An understanding of the challenges faced by children with SEND, a knowledge of techniques of behaviour management and experience in applying this and experience of safeguarding vulnerable individuals essential.

St Katherine's is an aspirational school and rated good by Ofsted. It is situated on the edge of Bristol in a beautiful rural setting and part of Cathedral Schools Trust. Our thriving, diverse community is founded on our core values of respect, responsibility and resilience; we actively encourage everyone within our community to 'live and breathe' our values every day. The school aims to create an environment where students feel confident, secure and valued to help them perform at their best.

If you would like to find out more about the school please visit the school website . Further details of the role can be found in the job description and person specification. If you can

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demonstrate that you possess the necessary experience, knowledge, qualifications and skills and aspire to our vision and values, we would like to hear from you.

To apply for this post please go to:

https://ce0465li.webitrent.com/ce0465li_webrecruitment/wrd/run/ETREC107GF.open?VACANCY_ID=9323242VCo&WVID=4534950bp4&LANG=USA

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status.

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

Closing Date: midnight 31 August 2022

Interviews will take place during week commencing 5 September 2022

(Please scroll down for job description and person specification)



St. Katherine's
School

**St Katherine's School
Job description**

JOB TITLE: Specialist Leader for Communication/Lead LSA

GRADE: JG5

RESPONSIBLE TO : SENDCO

1. JOB PURPOSE

- (a) To provide specialist SEND intervention, mentoring and advocacy for students who have a communication and interaction difference in order to promote independence in learning and social skills. To work with the SENDCO, Heads of House and others to identify and support students at risk of underachievement or socially and to provide academic, emotional, social and behavioural support through liaison with the identified student/s, teaching and pastoral support staff, parents/carers and outside agencies.
- (b) To lead on whole school training for staff around issues related to Communication and Interaction and coordinating interventions including emotional literacy support and social skills. To arrange, deliver and evaluate interventions for pupils with Communication and Interaction needs.
- (c) To assist with the management of the Engage Centre as a provision for pupils to receive emotional support, access arrangements for tests, screeners, assessments, interventions and reintegration strategies.

2. RESPONSIBILITIES AND ACCOUNTABILITIES:

- (a) Support for student(s)
 - (i) *Contribute to raising standards of students' achievement*
 - Work closely with students who have identified needs across the spectrum of neurodiversity, including Autism, social anxiety and those with a range of complex social communication difficulties.

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- Support students to feel included, understood and supported to reach their full potential at St Katherine's School.
- Develop and lead specific research-led communication and interaction interventions that will enhance social skills and positive learning outcomes and ultimately, academic progress for students.
- Deliver support and interventions to a caseload of specific students who have an identified communication and interaction difference (including ASD) using the 'Assess, Plan, Do, Review' model of support. These will be adapted according to the changing responses and needs of those students.
- Effectively track and monitor student progress in line with school systems and in accordance with the SEND Code of Practice (2014). This relates to whole school progress and SEND intervention progress, in order to maintain a holistic perspective of their educational outcomes.
- Lead specific communication and interaction mentoring for identified students to enable progress, independence and self-reliance. Using established frameworks to manage processes, for example student outcomes for outcome/target setting, personalised learning/curriculum programmes, specialist intervention programmes (this list is not exhaustive).
- Provide specialist advice & support to teaching & learning staff with regard to specific students with communication and interaction needs and support staff to modify/enhance the school's curriculum offer for students with differences.
- Support the SENDCO to deliver whole school guidance and training, based upon up-to-date research and innovation in the area of teaching and learning for students with communication and interaction differences, therefore supporting best practice in promoting whole-school inclusive curriculum and pastoral practice.
- Provide specialist support links with pastoral/behaviour teams to provide appropriate inter-team intervention for best practice in inclusion particularly for students with complex needs.
- Work closely with parents to cultivate a partnership approach to promote successful outcomes for students, this may involve a parental forum particularly for parents of students with high incidence communication and interaction differences.
- Manage communication with outside agencies where appropriate and necessary for the progress of students with high level and complex needs within the classroom setting and as per the statutory provision within Education, Health and Care Plans.
- To work independently on a 1:1 basis, developing and following structured programmes of work such as Zones of Regulation, facilitating and delivering small group work interventions for pupils with communication and interaction needs. To ensure effective and regular communication of intervention strategies to SENDCO and parents at review meetings.
- Gain sufficient knowledge, expertise and awareness of the individual's academic and/or pastoral needs in order to work effectively with said individual and/or group of students.
- Lead whole school training for staff on strategies to help support pupils with Communication and Interaction needs. Liaise and advise staff about how to improve their management and relationships with pupils with communication and interaction needs.

(ii) *Provide care and support for the students*

Promote student well-being by encouraging them to develop good relationships with others, develop their self-reliance and self-esteem.

(iii) *Responsible for meeting the specific needs of a student (or students)*

Provide specific teaching and learning to a student (or group of students), taking into account their educational, cultural and/or religious background, in respect of:

- a bilingual/multilingual childhood
- communication and interaction difficulties
- behavioural, emotional and social development needs

(iv) *Participate in case conferences*

Make a professional contribution to formal case discussions concerning the educational/pastoral development of students with whom there is contact at meetings including PEPs, TACs, TAFs or EHCP annual review meetings.

(b) Support for the curriculum

(i) *Communication*

To liaise and meet with students, parents and carers, through written reports, verbal communications and outside agencies when applicable.

To develop and maintain a full knowledge of activities, course opportunities, organisations and individuals that can be drawn upon to support students and /or their parents/carers.

(ii) *Prepare and deliver teaching and learning activities*

Ensure that all communication & interaction intervention resources, displays and materials are appropriate and relevant to students' needs.

Research the latest developments in support for pupils with communication and interaction differences and implement findings where appropriate and the making and maintaining of teaching aids and resources.

(iii) *Plan and evaluate the learning activities.*

Monitor, and adapt strategies accordingly, by tracking and recording progress. To regularly review the impact of interventions using Edukey / Provision Maps and evaluate with key staff. To oversee and monitor the implementation and coordination of the support plans and their regular reviews involving appropriate staff and key workers. To provide feedback to SLT/SENDCo on the effectiveness of different interventions.

(iv) *Observe and report to Key Staff, Parents/Carers and Student/s on performance*

Carry out systematic observations and evaluate and report on the findings; where necessary make recommendations and suggest strategy changes as appropriate.

(v) *Provide support for the use of ICT*

Making sure that ICT equipment is available and ready to use when required, by liaison with appropriate technical staff where necessary, and helping student(s) in the practical application of programmes and equipment to ensure that it is used safely and effectively.

(c) Support for the school

(i) *Develop and maintain working relationships with other professionals*

To provide a complimentary and non-intrusive service, both academic and pastoral, in conjunction with senior leadership and teaching staff by liaising

effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school. Provide effective support for all other members of the school staff by sharing own knowledge and expertise in a professional and constructive manner.

To facilitate the assessment process in order to identify students who meet the set criteria. To keep detailed and appropriate records to enable other staff to take action based on up-to-date and relevant student information.

Take an active role in supporting and developing a culture of team working for the benefit of students, both individually and collectively.

Participate in staff meetings and contribute to the development of policies and procedures related to Communication & Interaction. To act as an integral part of the school staff team, and as such to make a professional contribution to the overall aims of the school, working within agreed policies and procedures.

- (ii) *Contributing to the Management of student behaviour and security*
Contribute to the development and maintenance of school policies which encourage positive student behaviour and implement agreed behaviour management procedures and report situations which potentially pose a danger to any student or member of staff in the school.
To support those students where attendance and truancy are a potential or actual threat to their achievement.
To assist with the day to day management of the SEND team including timetabling deployment and leading meetings.
Work in conjunction with the SENDCo and the Deputy Headteacher to recommend reasonable adjustments for children with SEMH.
- (iii) *Liaise effectively with parents/carers, SENDCO and Heads of Year*
Communicate with parents and other designated carers and staff about the care and education of their children. Promote partnership working between home and school and help to develop and maintain parental interest in their child's education.
- (iv) *Participate in collective school activities*
Accompany, and when necessary supervise, students during visits to raise aspiration.
To attend and contribute to Open Evenings, Parents Evenings and Inset Days as required.
- (v) *Review and Develop own professional practice*
Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development by participating in relevant training courses about Communication & Interaction and sharing best practice.

Generic Items

So far as reasonably practicable, the post holder must promote safe working practices by employees and visitors in premises/work areas in which the post holder is located, to maintain

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a safe working environment for employees and service users. These practices are defined in the school's Health, Safety and Welfare policy, Departmental policies and codes of practice.

Work in compliance with the Codes of Conduct, Safeguarding Regulations and policies of the school and the Trust, and its commitment to equal opportunities.

The post holder is subject to the provisions of all child protection/safeguarding legislation, and Trust policies governing staff who work with children and vulnerable adults. Ensure that output and quality of work is of a high standard and complies with current legislation / standards.

This job description is current at the date shown but following consultation with you may be changed by management to reflect or anticipate changes in the role which are commensurate with the grade and post title.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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June 2022

Person Specification
Specialist Leader for Communication/Lead LSA

	Essential criteria	Desirable criteria
Knowledge and experience	<p>Experience of mainstream school environment and understanding of the challenges faced by children with SEND.</p> <p>Knowledge of techniques of behaviour management and experience in applying this.</p> <p>Experience of safeguarding vulnerable individuals</p>	<p>Designing, implementing and evaluating student interventions / support plans</p> <p>Training and experience in ELSA and / or Thrive and / or Zones of Regulation and / or Social Thinking (Michelle Garcia Winner)</p> <p>Experience of working in a Pastoral Support role in schools.</p> <p>An understanding of school curricula and age related expectations</p> <p>Understanding of the SEN code of practice</p>
Skills and abilities	<p>Excellent and effective verbal and written communication skills.</p> <p>A calm and measured attitude when dealing with challenging situations.</p> <p>Highly organised with the ability to prioritise and manage workload.</p> <p>A team player with the ability to build productive working relationships with colleagues, children and parents.</p>	<p>Strong observational skills with a diplomatic and supportive approach to delivering feedback</p> <p>Experience of using Classcharts, SIMS, the Google suite.</p>

	<p>Good working knowledge of a range of computer applications</p> <p>The ability to problem solve and make decisions at an operational level</p>	
Qualifications	<p>English and Maths achieved at GCSE grade C or above (or equivalent)</p> <p>NVQ level 3 teaching Assistant qualification or equivalent to support teaching & learning</p>	<p>ELSA / Thrive trained</p> <p>HLTA status</p> <p>Autism Training</p>
Personal qualities	<p>Commitment to work in a way that promotes the safety and wellbeing of children and young people.</p> <p>Relatable and able to form positive relationship with young people</p> <p>Commitment to Child Protection, Health & Safety, Equal Opportunities and safeguarding the welfare of all children</p> <p>Optimism and belief in young people's capacity to improve</p>	

St Katherine's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS Disclosure checks and DBS barred list checks are required for all successful applicants.