

SEND Officer

together resilient ambitious caring

Welcome from the Headteacher



Dear Candidate

Thank you for responding to our advert for the position of SEND Officer at Titus Salt School, I hope you find all the information you need in this booklet to support your application. I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that Education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious SEND Officer to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and Ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher

Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Senior Leadership Team (SLT)

Phil Temple	Headteacher	
Hannah McKenzie	Deputy Headteacher	Pastoral and Wellbeing
Claire Willis	Deputy Headteacher	Curriculum/Quality of Education
Richard Field	Assistant Headteacher	6th Form and Staff Development
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Learning Facilitator
Greg Trusselle	Assistant Headteacher	Behaviour and Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education - Achievement

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.

Additional Senior Leaders

Gemma Longbottom	Senior Leader SENDCo
Eleanor Lightowler	Senior Leader Key Stage 5

Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - **r**esilient - **a**mbitious - **c**aring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals."

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100% attendance, from achieving a personal best to being finalists in the Big Bang, from winning the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: "staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community" (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.

Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 15,920, largely commuting into the nearby cities of Bradford and Leeds. The local landscape is one of natural beauty with the Yorkshire Dales only a few miles away. The school's catchment area encompasses Baildon, Shipley, Saltaire, Wrose and surrounding areas with a population of around 47,000.

Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Saltaire Primary, Shipley CE, Low Ash, Wycliffe and High Crags. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2025 we have a Year 7 of 253 pupils.

An Inclusive Ethos

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, In addition, there are 80 pupils in mainstream school with an EHCP with the highest level of need being ASD – 31 pupils have an EHCP and ASD as their primary need, 53 pupils have an ASD diagnosis and no EHCP and a further 40 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 75% of our Sixth Form pupils apply to university with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford. We also encourage students to apply for Apprenticeships as an alternative route after Sixth Form and recently we have had students gain apprenticeships with various companies including Rolls Royce and GCHQ.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

Amelia Salt Centre

Our Amelia Salt Centre houses our Special Educational Needs Centre, Caroline Salt Centre, Support for Children in Care (CIC) and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

Mary Salt Centre

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

Helen Salt Centre

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.

School Organisation



At present our structure provides 96 members of staff in support and 104 teaching staff including the Headteacher, two Deputy Headteachers and five Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, we have two Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are ten faculties: English, Mathematics, Science, Modern Foreign Languages, DEFT (Design, Engineering, Food, Technology), PE and Outdoor Education, The Arts, Humanities, CBEM (Computing, Business, Economics, Media) and Social Sciences.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager Admin Assistant (6) Health Care and Admin Leader Attendance Safeguarding Manager Attendance Safeguarding Officer (2) Business Operations Manager Computing and Media Faculty Technician Display Technician Finance Manager Procurement Officer Data Operations Manager Data Officer with Exams Support	Data Officer with Timetabling Exams Officer HR Operations Manager Cover Supervisor (3) IT Operations Manager IT Operations Technician (2) Lettings Supervisor PA to Headteacher/SLT and Governor Link SEND Officer Science Technician (3) Technology Technician (2)

The School Today

In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21st Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.



We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeder schools.

Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

All pupils' study:
Science, English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental developments already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers and so numeracy remains as a further key priority.





Key Stage 4



We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum.



STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to support underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. Examination performances this year have seen our grades at A*– A above the national average at 27.88% and our A*- B grades at over 50%. Progress outcomes for GCSE English and Maths retakes continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to be the best they can be; they also have responsibility for student wellbeing and we are very proud of our pastoral support given to students.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.

Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"



Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.

Application Process

Post: **SEND Officer**

Scale: **Band 8 (SCP 17-22) 37 hours per week, term time only plus 10 days**

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Thursday 12 February 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Thursday 12 February 2026

Interviews will take place on Thursday 26 February 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application

Post: **SEND Officer**
Scale: **Band 8 (SCP 17-22) 37 hours per week, term time only plus 10 days**

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors
- Officers should not refuse to undertake work, which is not specified in this job description, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

Prime Objectives of the Post

This is an important role, line managed by the school's SENDCo, that requires an experienced self-motivated individual with excellent communication skills and a friendly and professional approach to ensure the special educational and/or additional learning needs of certain groups of pupils are effectively identified; assessments are effectively made with support programmes identified, written and reported to SENDCo; EHCP applications are made; annual review preparation plus other regular reviews are effective and in place to ensure pupils on the SEND register and those requiring assessment make outstanding progress both personally and academically.

Specific Responsibilities

- To provide administrative and organisational support to the school's SENDCo in meeting the educational, special educational and additional needs for identified pupils on the school's SEND register and those who become identified as needing assessment
- To develop and manage the SEND filing system (including emails, record of telephone conversations), the archiving, retrieval, forwarding and disposing of SEND information as appropriate
- To work alongside the SENDCo and Assistant SENDCo to take delegated responsibility for the operational management of members of the SEND team with regards to timetables, lesson attendance, school trips and continued professional development

- To take responsibility for administering cover for absent colleagues within SEND
- To assist in the implementation of interventions and bespoke SEND lessons
- To make amendments to EHCP's
    - Start initial process for EHCP's
    - Upload applications onto the portal
- To be responsible for the initial outline of an EHCP application on the LA SEND Portal including for example:
    - Liaison with members of staff
    - Liaison with parents and carers
    - Liaison with external agencies
    - Some relevant SEND information as directed by the SENDCo/Assistant SENDCo
- To be responsible for making amendments to EHCP's under the guidance of the SENDCo/Assistant SENDCo prior, during and post Annual Review
- To be responsible for managing the progress data extrapolated from school systems
- To be responsible for analysing data and producing reports to the SENDCo and Assistant SENDCo on Attainment and Achievement by category of pupils with SEND
- To be responsible for writing Pupil Passports and Learning Plans under the guidance of the SENDCo and Assistant SENDCo and disseminating information to all relevant stakeholders
- To be responsible, under the guidance of the SENDCo and Assistant SENDCo for the Pupil Centred Programme which could include as an example, one to one activities to generate pupil responses to inform the EHCP review process
- To be responsible for administering screening programmes under the direction of the SENDCo and Assistant SENDCo
- To be responsible for coordinating agencies and a process that assesses and identifies possible SEND
- To be responsible for updating key pupil information for SEND pupils

Supervisory/Managerial Responsibilities

- To take delegated responsibility for other members of Achievement Support team

Supervision and Guidance

- To work under the guidance of SENDCo/Assistant SENDCo and with an agreed system of supervision
- Ultimately responsible to the Headteacher but managed by the SENDCo or person with delegated responsibility
- Use initiative in the pursuance of school policies, procedures and programmes

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals and groups of pupils
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility (if required) and hygiene and well-being of the pupils

Responsibility for Assets, Materials etc.

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers in accordance with GDPR
- To ensure the safe keeping of office equipment and computer hardware and software and backing up computerised data in accordance with GDPR
- The provision, use and storage of equipment and materials prepared by the post holder and used by the pupils with whom the post holder is working
- A general responsibility for the care of all equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Support for Pupils

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- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Provide feedback to pupils in relation to progress and achievement
- Ensure pupil feedback is undertaken before every annual review meeting
- Assist with the development and implementation of Individual Learning Plans
- Assist with the development and implementation of EHCP amendments
- Assist with the development and implementation of internal and external assessments and screenings
- Assist with the development and implementation of the local offer consultation process
- Support pupils consistently whilst recognising and responding to their individual needs
- To supervise pupils with special educational needs in following educational programmes and activities provided by the teacher and SENDCO, this could include the preparation for person centred review meetings

Support for the Teacher

- Be responsible for keeping and updating records as agreed with the teachers / SENDCO contributing to reviews of systems / records as requested
- Assist with the sharing and reviewing of SEND information with staff across the school
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others

- Liaise sensitively and effectively with parents / carers as agreed with the SENDCO
- Gather/report information from/to parents/carers as directed
- To be involved in Reviews as and when required
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities for targeted pupils
- To keep appropriate records of the pupils' performance and support given
- To support the teacher during off-site activities as required

Support for the Curriculum

- Implement agreed learning activities; intervention programmes; adjusting activities according to pupil responses and needs
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Help pupils to access learning activities through the delegation of specialist support
- Take on responsibility for the organisation of specific area(s) within Achievement Support
- Assist with the development and implementation of Individual Education / Behaviour Plans / PEP or individual behaviour programmes

Supporting the School

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person and ensure this is confirmed by a follow up
- To contribute to the overall ethos, work and aims of the school
- To establish constructive relationships and communicate with other agencies and professionals, in liaison with teachers, to support achievement and progress of pupils
- To attend and participate in regular team meetings
- To participate in training and other learning activities as required
- To supervise pupils on visits, trips and out of school activities as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- To recognise own strengths and areas of expertise and use these to advise and support others

Appraisal and CPD

To support CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the School Development Plan and with regard to individual needs and aspirations
- Involvement in the Professional Development Review systems and processes
- Overseeing the effective induction and development of new staff
- Participating in staff development schemes as implemented by the school
- Exploring opportunities to extend own personal development

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

Personnel Specification

Post: **SEND Officer**
Scale: **Band 8 (SCP 17-22) 37 hours per week, term time only plus 10 days**

Key: A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	
Developing Self and Working with Others - Qualifications and Training To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.	**Essential** • Recognised qualification in English and Maths (A) • Good standard of ICT skills (A,I) • Willingness to participate in development and training opportunities (I) • Willingness to cascade training to other members of staff within school policy and practice (I) Evidence of previous personal development (A,I)	**Desirable** • Training in Health & Safety, Safeguarding and Child Protection. (A,I) • Qualification relating to SEND (A,I) • Qualifications relating to Administration. (A,I) • SIMS Training. (A,I) • Knowledge of using Provision Map. (A,I)
Shaping the Future - Experience It is critical to have the skill and ability necessary to work with a range of teams when developing a shared, strategic vision and Faculty Development Plan which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.	**Essential** • Experience of working with pupils of the relevant age, assisting in their development. (A,T) • Experience of working with pupils with additional educational needs, more able, special educational needs(A,T) • Experience of working as part of a team. (A,T) • Recent relevant experience of working with pupils who have SEND needs, demonstrate challenging behaviours (A,I) • Experience of working on own initiative and contributing to systems and procedures in a developmental way. (A, I, T)	**Desirable** • Attendance at reviews and planning meetings. (T) • Contribution to and leading of EHCP reviews. (T) • Contributing to reviews and drawing up of Pupil Passports and Learning Plans. (T) • Experience working with Teaching Assistants. (T)
Special Knowledge - Learning and Teaching To make significant contribution to the provision of effective learning and teaching. The SEND Officer should have high expectations and be able to inspire our pupils to become effective, enthusiastic, independent learners who achieve their full potential.	**Essential** • A working knowledge of the SEND Code of Practice: 0 to 25 years (A, I) • Knowledge of how children develop skills working at a range of ability Levels. (A,I) • Knowledge of a range of Special Educational Needs and/or pupils who display challenging behaviours. (I,T)	**Desirable** • Knowledge of necessary paperwork / referral forms and assessment forms record keeping for SEND procedures (I,T)

Requirement	Attributes and how demonstrated	
	• Ability to build strong relationships with pupils of all ages. (A,I) • Understanding of the characteristics of pupils with Learning Difficulties and Disabilities. (I,T)	
Practical and Intellectual Skills To make a significant contribution to the effective organisation of the Amelia Support Centre and to seek ways of improving organisational structures and functions. To fully support the SENDCO and other Amelia Support Centre Leaders to ensure that the people and resources within the Amelia Support Centre are organised and managed to provide an efficient, effective and safe learning environment.	**Essential** • Able to use initiative within school policies and practices. (I,T) • Good standard of written and spoken English. (A,T) • Ability to express oneself clearly. (I,T) • Good numeracy skills. (A,I) • Calm and confident manner. (I,T) • Sense of humour. (I,T) • Respect for confidentiality. (I,T) • Flexible; approachable and sensitive in dealing with pupils and adults. (I,T) • Good standard of ICT skills and ability to use a range of school software. (A,I)	**Desirable** • Ability to drive. (I)

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment though a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, certain spent convictions and cautions are protected so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

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