



Prior Park College

Post: SEND Practitioner (Support)

Reporting to:

1. Head of LDP (SENDCO)

Prior Park Schools

Prior Park Schools is a family of Christian schools based in Bath and Gibraltar. Together, the Schools offer education for pupils aged between 3 and 18. Since the establishment of Prior Park College in 1830, the family has grown, with The Paragon School joining in 2006, and Prior Park School Gibraltar being opened by Prior Park Schools in 2016.

The Schools' Mission is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Across three sites, the Schools educate over 1100 young people of all faiths and none. The values underpinning the Mission and the Schools' educational offerings are Curiosity, Generosity, and Courage. The Schools believe that quality education changes lives and that outstanding schools are engines for positive social transformation.

Our Schools provide excellent teaching, equipping our young people to leave for a variety of exciting destinations. The success of what the Schools do in the classroom is intertwined with their co-curricular offerings. The young people undertake a wide variety of activities, which, in addition to being fun, challenge them to persevere to succeed. We work together imaginatively and courageously to hone the skills our young people need to forge their place in the world.

Prior Park Schools (PPS) have long been renowned for the quality of their pastoral care. Grounded in the love that sits at the centre of our Mission, our pastoral ethos allows young people to feel safe and secure to challenge themselves, to learn who they want to be, and to discover the difference they want to make.

Each of the Schools' Heads are supported by a Leadership Team, who together lead the day-to-day educational business of their respective schools. The Board of Trustees provides governance and support for the Heads and their schools via a number of Advisory Committees which include Local Boards for each of the schools, the Finance, Audit, Investment & Risk Committee (FAIR), an Education Committee and Safeguarding oversight.

The Executive management of the schools is devolved to the Prior Executive Board (PEB) which comprises the Heads of each constituent school and The Director of Operations & Finance. The PEB drives the strategic development of PPS, ensuring that it is on track to deliver its Vision and thereby remains a market leader in independent education.



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Purpose of the Role

The SEND Practitioner (Support) (SEND-S) is one of the three key SEND Practitioner roles providing academic support tailored to individual students' SEND needs. The post holder is responsible for the delivery or support and interventions for SEND students including small group, one-to-one and in-class work.

Contacts

The SEND-S can expect to have a wide range of contacts with stakeholders both within and beyond the organisation, including, students, parents and guardians. The practitioner will liaise with parents in a variety of ways, from support and guidance to running parent support groups.

The Learning Development Department (LDP)

The Learning Development Department is an innovative and forward-thinking department providing a holistic approach to support students with additional educational needs and neuro-complexities. The department strives to provide a range of intervention strategies, supporting students to navigate their learning needs whilst developing their metacognition, and ultimately academic and self-confidence. In addition, LDP work is further supported by external providers who complement our support offer, such as OT's and SALT's. The department recognises the need to provide support for our students in a variety of ways, from delivering study skills via small group lessons to delivering talks, advice and guidance to parents.

The Learning Development Programme (LDP) comprises of the Head of LDP/SENCO, Assistant SENCO, and a team of SEND Practitioners, each of whom leads on their own area of specialism. The LDP team pride themselves on their strong sense of teamwork collaborating with a wide range of stakeholders within the College and beyond. The LDP department has the responsibility for ensuring that all teachers at Prior Park College have the information and advice needed in order to meet the needs of students with additional needs, the majority of whom have Specific Learning Difficulties (SpLD), dyslexia and neuro-complexities, within their own classrooms and subject areas. The Learning Development department contributes to curriculum development and offers both formal and informal training and workshops to both staff and parents.

The Learning Development Department offers holistic support for students within Prior Park College with additional educational needs across all year groups via a variety of interventions, from small group sessions through to neurodiversity support and emotion coaching.

The Role

The SEND-S will report directly to and be line-managed by the Head of LDP. In their work the post holder will have day to day responsibility for their own work priorities and maintenance of high standards. The SEND-S will support staff in facilitating appropriate provisions in and out the classroom, to ensure the effectiveness in addressing students' needs.



Key responsibilities:

SEND Practitioner - common responsibilities:

SEND support delivery

- Delivering one-on-one support as directed by the SENDCO to help SEND students develop their academic and social potential. This includes fostering independence, confidence, and resilience.
- Delivering sessions to small groups of SEND students, as directed by the SENDCO. These typically follow a broad scheme laid out by the SENDCO, while focussing on the specific spectrum of needs of the group.
- Delivering support to SEND students in their normal academic lessons, as directed by the SENDCO and either on an individual basis or in small groups. This typically involves working closely with the relevant teachers to help SEND students fully access the curriculum in particular subjects.
- Encouraging SEND students to engage positively with their peers and the wider school community.
- Fostering consistently positive relationships with students, colleagues, parents & other stakeholders.
- Classroom Preparation and Safety: Ensuring that the learning environment is conducive to the pupil's needs, including preparing for lessons and maintaining a safe and orderly physical environment.
- Monitoring and Feedback: Observing students' responses to learning tasks, providing constructive feedback, and adjusting support strategies as needed to facilitate effective learning.

Professional development

- Continuous Learning: Engaging in professional development opportunities to enhance skills and knowledge, ensuring that support practices remain effective and up-to-date.
- Collaboration: Working collaboratively with teaching staff, support staff, and external professionals to share insights and strategies for supporting students effectively.

Communication and Collaboration

- Engagement with Parents/Carers: Maintaining open and sensitive communication with parents and carers, ensuring they are informed of their child's progress and involved in their learning journey.
- Team Integration: Acting, with the other staff in the LDP Department, as part of a cohesive and flexible team, able to respond to SEND students' wide-ranging needs as directed by the SENDCO.



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Specific responsibilities to SEND-S role:

- Supporting SEND students in their normal academic classes
- Leading one-to-one sessions, focussing on addressing students' individual needs
- Leading small-group sessions according to a framework laid down by the SENDCO and adapting as necessary to address students' particular SEND needs.

Line Management

The SEND-S has no direct line management responsibilities.

The tasks listed above are not exhaustive and other additional, reasonable duties falling within capabilities of the post holder may be required, depending on the needs of PPS.

JD reviewed May 2024.

Professional Specification and Personal Attributes

The post holder will be an experienced and knowledgeable practitioner who is passionate about providing academic support tailored to individual students' SEND needs.

	Essential	Desirable
Qualification	<ul style="list-style-type: none">• A-Level or equivalent• Qualifications linked to neurodiversity, such as ADHD and Executive Functions.	<ul style="list-style-type: none">• Degree• ADHD Coach qualification – or in the process of working towards• Level 1 SEND Professional training for Neurodiversity.
Experience	<ul style="list-style-type: none">• Evidence of inclusive practice supporting students with a range of neuro-complexities.• Experience in effective use of planning of sessions to support neuro-complexities.• Experience of running intervention sessions for SEND students with neuro-complexities.• Strong IT and administrative skills• An evolving awareness of assistive technology, how to use it and how it will benefit SEND learners.• Experience of working with students with ASC and ADHD.	<ul style="list-style-type: none">• Evidence of substantial and relevant CPD in SEND and SEMH• Experience in supporting students with ASC to understand how it manifests within themselves, supporting them with their limitations and strengths.• Experience of working with external agencies, such as SASS to collaboratively support students and their parents.



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Knowledge	<ul style="list-style-type: none">• A strong understanding of current trends within SEND, more specifically neuro-complexities and approaches to support.• A recognition of co-morbidities that exist for many students with neuro-complexities.• A strong understanding of the variety of neuro-complexities, their presentation and the limitations for these students but also the vast opportunities.• Sound working knowledge of admin and office systems• Knowledge and awareness of the importance of confidentiality and data protection• Awareness of the barriers to learning experienced by students	<ul style="list-style-type: none">• Professional qualification in Autism or ADHD
Skills and competences	<ul style="list-style-type: none">• Ability to build and maintain effective working relationships with all students, parents, staff and other parties• A confident, sensitive, calm, and caring manner• Excellent written communication skills with the ability to produce high quality documentation• Demonstrate a high degree of personal integrity, honesty, reliability, and responsibility• A good sense of humour• A kindness and a willingness to provide a welcoming space to support vulnerable students and to listen to them.• Excellent level of interpersonal skills to enable liaison with staff and external organisations• Excellent time management and organisational skills, able to work to strict and often conflicting deadlines• An ability to work collaboratively across many departments and develop and maintain positive and supportive working relationships• A flexible attitude towards duties and working patterns to fulfil the requirements of the role• Excellent work ethic, including, attendance and punctuality	

Child Protection

All staff employed by Prior Park Educational Trust must be committed to safeguarding and promoting the welfare of children and young people across our 3-18 Trust, both in and out of our Schools. All staff are expected to adhere to and always ensure compliance with the Trust's Child Protection Policy Statement. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



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Data Protection

In the course of employment at Prior Park Educational Trust, staff may have access to confidential information relating to pupils and their families and are required to exercise consideration in the way they use such information. Staff should not act in any way which might be prejudicial to the interests of any school within the Trust. Information which may be included in the category covers both the general business of the school and information regarding specific individuals. A strict code of confidentiality must always be adhered to. The Trust's schools operate under the Data Protection Act 2018 and implement policies that meet General Data Protection Regulations (GDPR). Staff must not at any time use the personal data held by the school or disclose such data to a third person.

Special Working Conditions

Prior Park Schools operates a policy under which smoking, including e-cigarettes or vaping, is not permitted anywhere onsite.

Schools are physically demanding environments and the SEND-S can expect to be involved in activities which may require physical exertion, as and when required, always observing health and safety regulations and practices.

We offer a supportive working environment, a competitive salary as well as free lunch each day the kitchen is operational. We also offer access to other benefits including free parking onsite, generous fee remission for eligible children, a contributory pension scheme and complimentary gym membership.