



## Job Description

### **SEND – Year Team Leader**

**Salary:** Scale 5, Points 12-17

**Hours:** 33 hours per week, Term time, plus 5 days only  
8.30am – 4.00pm (Monday–Wednesday)  
8.30am – 5.00pm (Thursday)  
8.30am – 3.30pm (Friday)  
(20 minute & 40-minute unpaid break each day)

*(With opportunity for additional paid overtime to supervise interventions, student enrichment clubs, lunch duties, and student work at lunchtime and after school).*

**Post reports to:** Director of SEN (SENCO) or SLT Line Manager

#### **Main purpose of the post:**

In support of our inclusive whole school approach for the effective delivery of adaptive teaching and learning and the development of independence amongst students, the SEND Year Team Leader role, will be to further develop and enhance our SEND provision across their assigned Year group.

Timetabled in-class support of students is a primary focus of our SEND work with all SEND team members expected to be in classrooms as per their assigned timetable allocated by their SEND Year Team Leader, supporting their identified and targeted cohort of students throughout the week.

One of the aims of creating specific Year group teams is that it will enable the SEND team members to develop positive, well-informed and trusted relationships, and focus their attention upon the specific needs and in-class support requirements of students in that Year group. Targeted support will be inclusive of all those with an EHCP, but also those students who also have significant additional learning needs at SEND Support or SEND monitoring stages and who are typically the ones that we as a school struggle to support in the classroom, often resulting in them disengaging, falling behind, disrupting others, not attending, being on-called/removed, being issued with sanctions/detentions/Intex/suspensions, etc.

Under the line management of the SENCO, SEND Year Team Leaders will be responsible for the organisation, coordination and leadership of their assigned Year team Learning Support Assistants.

SEND Year Team Leaders will be expected to make weekly contact/meet with the Pastoral Head of Year to discuss evolving change within the needs of individuals and groups and plan for how SEND support provision and timetables can adapt to support with the address of those changes.

SEND Year Team Leaders will also be expected to contact/meet with Heads of Core Curriculum/Subject departments upon at least a fortnightly basis to share feedback from the SEND team and to understand how and where the SEND team may be needed to help support with students in those Curriculum/Subject areas over the coming weeks (particular topics support, internal assessments, etc.).

In addition to this, SEND Year Team Leaders will also speak and meet regularly with their line manager to coordinate and share consistent information, and with their LSA team members to plan, share information and ensure consistent quality assurance of provision.

In addition to the principle focus of enhancing in-class timetabled support of students and of improved collaboration and communication between SEND, Pastoral and Attendance, and Curriculum/Subject areas, we will also necessarily continue to provide a range of specific and bespoke interventions for students aimed at developing their independence skills. SEND Year Team Leaders and their team members will be expected to support with the delivery of this, running in addition and complementary to their timetabled support of students in their assigned Year group.



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### Duties and Responsibilities

#### Team Leader Responsibilities

- SEND Year Team Leaders are expected to develop and maintain effective connections, collaboration and communications between the workings of the SEND department, Pastoral and Attendance teams, and our Curriculum/Subject teams.
- To oversee, plan and coordinate timetables for staff within the Year group. To keep under review and amend as necessary throughout the year based on Head of Year information, student needs changing or as a result of correspondence with Directors of Study. To ensure that the SENCO, Head of Year, Directors of Study, and Teaching staff have access to and are aware of the latest timetables.
- Leadership of a team - dealing with timetabling and prioritising students where there are staff absences. Daily communication with the team, which requires taking feedback from the team and actioning matters where necessary, for example, SEN referrals or speaking to the SENCO, Directors of Study, or the Head of Year.
- Attendance at regular meetings with the Attendance team to discuss strategic planning for supporting students who are not meeting the expected standards for attendance. In association with this, to ensure that advance preparation is undertaken and that outcomes and required actions are shared with the Year team.
- Attendance at regular meetings with the Head of Year to discuss strategic planning for supporting students. In association with this, to ensure that advance preparation is undertaken and that outcomes and required actions are shared with the Year team.
- Where necessary, to attend in support of the SENCO, Head of Year and/or SLT, key meetings with parents and outside agencies, for example this can include, suspension reintegration, Educational Psychologist, TAF, TAC, PEP, and to offer input/knowledge and informed observations of students and share any outcomes and/or required actions of the meeting with the SENCO for their address and follow-up.
- Attendance in support of the SENCO and Head of Year, at the annual Parents' Consultation Evening for your assigned Year group, meeting with parents of SEN students and updating/reviewing annual SEN support plans as required (training to be provided).
- To lead on additional interventions, where required - planning sessions and completing paperwork associated with sessions, to build up a picture on effectiveness of sessions and assessing progress being made by the students attending.
- Attendance at before school SEN team meetings, briefings and SEN training sessions, ensuring that year team Learning Support Assistants are in attendance and are supported.
- Helping to induct and support the integration and training of new Learning Support Assistant colleagues.
- Quality assurance checking and review of SEND provision for the assigned Year group, ensuring that all timetabled in-class support is consistent with plans/arrangements and is effective overall. Providing support, challenge and training/development as necessary in association with this to Year Team Learning Support Assistants.
- Utilise your own weekly PPA Leadership session to good effect in reviewing, planning, and coordinating as necessary, Year team work, including the identification of students, their needs, LSA timetables, and wider communication.
- Lead and co-ordinate as necessary, the usage of Year Team admin time to ensure that individual Learning Support Assistants have adequate time to undertake their own admin, emails, and communications with staff and parents, and where required, to support wider departmental needs/demands.

#### Core Duties and Responsibilities

- To support teaching, learning and progress, and the development of independent learning skills of students with additional learning needs, particularly including those with EHCPs and those at SEN School Support.
- To Support students with additional learning needs and particularly those who have a Special Educational Needs Education Health Care Plan (EHCP).



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- To provide regular timetabled in-class support of students with SEN/D and particularly those with EHCPs.
- To liaise and communicate effectively and proactively in conjunction with Teaching staff in the support of lessons for students with additional learning needs and particularly those with EHCPs.
- To liaise effectively, including regular communication, information sharing, and strategy planning/action with Pastoral (Heads of Year), SEN/D leaders and staff, SLT, and other Attendance / First-Aid Support staff in relation to the support of students with additional learning needs and particularly those with EHCPs.
- To lead and also work as part of the team to ensure that the wellbeing and personal development of the student enhances their learning opportunities, independence and life skills.
- To provide regular feedback to the SENCO about any student's difficulties and progress.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the students' needs but have regard to the safeguarding procedures of the school.
- To support the class teacher with the child's integration into the rest of the class/group via the fostering of an inclusive classroom/learning environment.
- To use support strategies that will enhance students' self-esteem and encourage acceptable behaviours.
- To care for the safety, welfare and hygiene of the child.
- To liaise and communicate effectively with the parents/carers of assigned students.
- To arrange and provide cover as required for absent colleagues within the SEND department.
- To carry out duties as directed by the SENCO, Senior Line Manager or Headteacher.

### **Summary of the Responsibilities and Personal Duties**

#### **Curricular Activities**

- To work with the child individually or in a group on a programme of activities planned and directed by the teacher.
- To work with other children, where it is in the child's interest to work individually with the class teacher or to develop independent learning.
- To work with SEN students to support and develop their reading skills.
- To provide and deliver alternative differentiated tasks for students when appropriate.
- To facilitate Access Arrangements for examinations for SEN students by acting as reader/scribe and invigilator.
- To provide reports and attend review meeting as required.
- To liaise and communicate with outside agencies as required.

#### **Cognition and Learning**

- To support students' cognition and learning needs in lessons, in line with the targets provided by the SEN panel.
- To work with other children, where it is in the child's interest to work individually with the class teacher or to develop independent learning.
- To support students in developing strategies to chunk and scaffold their tasks independently.
- To work with targeted students to support and develop their reading skills.
- To facilitate Access Arrangements for examinations for SEN students by acting as Adult Helpers (e.g., reader, scribe and invigilator).





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- To liaise and communicate with internal staff and outside agencies as required.

### **Support for Children with Emotional and Behavioural Difficulties**

- To help the child to focus his/her attention and keep on the task.
- To help the child develop positive relationships with other children and adults.
- To be ready to listen to the child and offer appropriate support when necessary.
- To use techniques of reward and time out as part of a behavioural programme.
- To provide information for behavioural records and report back as required.
- To liaise with parents/carers where appropriate
- To support and implement school behaviour policy
- To undertake such other duties related to the school and appropriate to the school.

### **Health and Safety**

- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development**

- In conjunction with the line manager, take responsibility for personal professional development.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

### **Other Professional Responsibilities**

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 the Headteacher or line manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

### **Job description agreed correct by:**

#### **Post Holder:**

Signed: .....

Date .....

#### **Headteacher:**

Signed: .....

Date .....

**Date: December 2025**

