



## The North Halifax Grammar School Academy Trust

### SEND & Exam Access Arrangements Manager

<b>Salary</b>	NJC Scale 6 Point 18 to 22 - £26,959 to £28,807 (£30,559 to £32,654 FTE)
<b>Tenure</b>	Permanent
<b>Working hours</b>	37 hours per week, term time plus 3 days
<b>Responsible to</b>	SENDCo

#### Main Purpose of the Role:

- To work with the SENDCo and take responsibility where directed in identifying what support is needed for students with additional needs and to deputise for the SENDCo when required.
- Manage the Student Support team and provision on a daily basis.
- Ensure we are legally meeting our responsibilities as an academy in regard to the Equality Act 2010 and other associated legislation.
- To ensure that effective exam access arrangements are planned and implemented and reasonable adjustments are made for those students who require such arrangements.
- To ensure we are fully inclusive in our approach to all students and enabling access to all aspects of student life.
- To be responsible for the training/induction and ongoing support of all Student Support staff.

#### Key Responsibilities for SEND students:

- Work alongside the SENDCo and/or teachers of individual students to identify specific additional needs and co-ordinate appropriate support.
- Be responsible for a timetable of support for individual students to be provided by the Student Support team and communicate this to all staff and students involved.
- Evaluate and monitor student progress through the use of student profiles and intervention support ensuring the strategies implemented raise the overall standards.
- Be responsible for maintaining the SEND Register and all other relevant paperwork in regard to students with additional needs.
- Make applications for additional support regarding any external assessments and lead meetings to facilitate this support.
- To assist members of the Student Support team to enable students with additional needs in following programmes and activities designed by teachers and/or members of appropriate support agencies/services.
- Work with the SENDCo and other school leaders regarding the transition of new and current students with additional needs at KS2 to KS3, KS4 to KS5 and in-year transitions.
- To develop relationships and communicate with parents/guardians/carers and all external agencies when appropriate.
- To be responsible for the supervision of students at break and lunchtime as directed by the SENDCo.

#### Key Responsibilities for Exam Access Arrangements:

- Collect and co-ordinate the completion of referral paperwork for all students who are eligible for access arrangements, including the SPLD assessment requirements as appropriate

- Collect evidence when students are identified during assessments/lessons as potentially requiring access arrangements in examinations
- Communicate with students, parents, previous educational establishments and colleagues in relation to existing or proposed access arrangements.
- Ensure appropriate access arrangements and reasonable adjustments for appropriate students are made, including access arrangement exam timetables.
- Support the SENDCO to implement access arrangements and reasonable adjustments as required.
- Ensure that Joint Council for Qualifications (JCQ) deadlines are met.
- Comply with all JCQ and awarding body regulations and keep up to date with any changes to these
- Organise and manage student files ensuring required evidence is up-to-date, in preparation for inspection.
- Identify the most appropriate technology/equipment to meet the needs of students and assist students to understand how to use the technology as required.
- Develop and improve existing processes and systems relating to access arrangements.
- Manage any unexpected issues or emergencies that arise during an examination session.
- Ensure SEND Register and other records are updated with exam access arrangements.
- Undertake relevant administrative tasks including the use of Microsoft excel.
- Undertake necessary training to ensure that JCQ regulations are adhered to.
- Provide practical support in exams when requested.
- Provide pastoral/emotional support and encouragement to students when dealing with individual access arrangements.

#### **Key Responsibilities for support of the Academy:**

- To contribute to the overall ethos and aims of the Academy.
- To attend meetings and training exercises as directed by your Line Manager.
- To undertake personal development and improve own practice through training and other learning activities including performance management as required.
- To work as part of a team and support the role of other people within the team.
- To act as a role model and to be aware of and to respond appropriately to individual needs.
- To be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- To accompany staff and students on visits, trips and out-of-school activities as required.
- To provide administration support to the Academy as directed by your Line Manager.

#### **Note:**

These duties are neither exclusive nor exhaustive and the post holder may be required to undertake other duties and responsibilities and activities relating to the general administration and control of the school, as may reasonably be required.

Attributes	Essential	Desirable
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths at Grade C (or 4) or above.</li> <li>• Qualified HLTA or QTS or the commitment to study towards gaining relevant SEND and Exam Access arrangement qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of commitment to continuing professional development.</li> <li>• A willingness to develop new skills</li> <li>• SEND qualifications such as the NPQ in SEND or Exam Access Arrangements qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with young people and families.</li> <li>• Providing SEND support to children/young people.</li> <li>• Knowledge of, and ability to use a range of strategies to support SEND students and also understand individual needs.</li> <li>• Using IT and relevant applications to review and provide management information when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of building relationships with young people with SEND and encouraging the development of a 'can do' attitude.</li> <li>• Working within a secondary school or academy.</li> <li>• Management and co-ordination of a team.</li> <li>• Working within a SEND focussed role</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of child protection and safeguarding.</li> <li>• The ability to manage positive relationships with students, their family, external agencies and other colleagues.</li> <li>• Good communication skills, both verbal and written.</li> <li>• The ability to react in a positive manner to difficult situations which may arise with students and their parents/carers.</li> <li>• Ability to work unsupervised, to use own initiative and make appropriate decisions.</li> <li>• Ability to address sensitive matters with a caring approach and appropriate confidentiality.</li> <li>• Ability to prioritise, work quickly and accurately, particularly under pressure and to deadlines.</li> <li>• The ability to be calm and patient whilst supporting SEND students.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of SEND legislation and requirements in regards to education.</li> <li>• Knowledge and understanding of the Exam Access Arrangements process and requirements.</li> </ul>

<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• A commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• A commitment to the Academy Trust's ethos, vision, values and aims.</li> <li>• Ability to work constructively as part of a team and as an individual.</li> <li>• Ability to motivate and develop self.</li> <li>• Understand and respect the principles of confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to involvement in wider school life.</li> <li>• Commitment to inclusive practices throughout wider school life.</li> </ul>
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