

**JOB ROLE:**                    **Head of Centre - Learning and Cognition/Physical Impairment**

**PAY BAND:**                    **Band 7**

**HOURS:**                        **37 hours per week/40 weeks per year**

**REPORTS TO:**                **Director of Inclusion**

Trafalgar School is a vibrant learning community where every member of staff understands the difference that they can make to our students' outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the School's professional development.

Trafalgar School is committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

**Key Purposes:**

To oversee the provision for students with learning and cognition SEN, providing learners with the opportunity to achieve their individual potential, tracking and monitoring the impact through the provision map.

To develop support and guidance for all staff on strategies to better support our students with SEND needs.

To assist in leading and managing the provision of special educational needs learning, ensuring that the learners who have special educational needs receive strong teaching and learning.

To lead the development and delivery of personalised support which responds specifically to the demands of learners who are physically impaired.

To deputise for the SENCO.

**Accountabilities**

1. To track and monitor progress of students receiving learning and cognition interventions.
2. To advise, support and encourage teachers to differentiate lessons and home learning tasks to make them appropriate for students with learning and cognition difficulties, including team teaching and modelling best practice.
3. To manage the completion of whole school inclusion assessments including WRATs, handwriting and reading assessments. Liaise with the Director of Inclusion to create an annual assessment timetable to ensure assessments are at appropriate points during the year.
4. To support the ISAs and wider Inclusion Team, providing support and carrying out observations throughout the school year.
5. To ensure that exam access arrangements are applied for and put in place, where appropriate.
6. To lead whole school knowledge, provision, and intervention for those students with special educational needs related to literacy.
7. To support the Director of Inclusion in using data to identify and plan groups for learning and cognition interventions.

8. To attend all whole school learning and cognition meetings and liaise regularly with and liaise regularly with departments, Heads of House, the Director of Inclusion and external agencies.
9. To prepare and manage parents' meetings to share advice and best practice specifically related to learning and cognition.
10. To provide whole school training as and when necessary.
11. To deliver level 1 and 2 qualifications as required to students accessing alternative and/or resourced provision.
12. To line manage the work of the Learning and Cognition Lead and to oversee their continued professional development.
13. To liaise with the Student Services Manager to ensure learning and cognition data is stored effectively and can be used by the wider school community.
14. Liaise with relevant outside agencies to ensure that individual student special educational needs are met effectively and that the requirements of statements of special educational need are met fully.
15. Support the monitoring of the effectiveness of individual education plans and arrange and chair annual reviews.
16. Analyse and interpret relevant national, local and school student data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
17. Monitor with the Director of Inclusion the day-to-day management of the Learning Support work areas, creating a safe, effective and stimulating environment for the teaching and learning of Learning Support.
18. Ensure the effective and efficient management and organisation of learning resources, including ICT allocating available resources with maximum efficiency to meet the objectives of the school and team plans and to achieve value for money.
19. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
20. To participate in professional learning (including INSET and twilight INSET sessions) and Appraisal, contributing to the identification of own professional development needs.
21. To participate in the personal development curriculum, leading events as required.
22. To participate professionally in own line management meetings, appraisal review meetings and team meetings.
23. To promote student's wellbeing by undertaking supervision of students during breaktimes as timetabled on a daily basis.
24. To work restoratively with staff, students, families and colleagues to maintain the strong community culture and very strong inclusive ethos of the school.
25. To be a Form Tutor and play an active role in promoting the House ethos.
26. To take responsibility for your own wellbeing.

27. At the discretion of the Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.

*This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.*

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