JOB PROFILE

Post Title:	Additional Educational Needs (AEN) Practitioner
Directorate:	Education, Skills & Employment
Responsible to:	AEN Coordinator (Primary)
Responsible for:	N/A
Grade:	Band C

Job Purpose

To improve the lives of all within our community and help the island thrive by providing support to children with additional educational needs (AEN). There are four areas of AEN:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health and
4. Physical and Sensory needs.

AEN Practitioners will be assigned to one area of AEN as their main area of expertise. The area assigned may change over time to develop a multi-skilled team. AEN Practitioners will work across all schools as well as supporting children receiving Alternative Education Provision (AEP).

Every member of school staff has a responsibility to work to secure and maintain COBIS standards and support best practice regarding safeguarding. A key area of focus for the post holder is COBIS Standard 2, 7 and 10.

Main Duties and Responsibilities

1. To support children in schools with AEN needs the AEN Practitioner will:

- Liaise with AEN Coordinators, Headteachers and school AEN staff (HLTAs and TAs) on early identification of children who need consideration for support/interventions to support their AEN needs: cognition and learning, communication and interaction, social, emotional and mental health needs and physical and sensory needs.

- Ensure the pupils' needs are assessed and a baseline of need established to inform a bespoke plan using an individual education plan (IEP).

- Ensure that these pupils are given appropriate support/ interventions to enable them full access to a broad, balanced, quality curriculum that recognises individual potential.

- Monitor and support intervention programmes to ensure that practice in the schools are consistent and inclusive for all children.
- Deliver effective intervention programmes to support children with AEN, specifically the area of AEN allocated.
- Support schools in ensuring person centred approaches to children with AEN.
- Support schools in their involvement with parents/carers in developing partnerships of support through regular review meetings and reporting processes.
- Keep records, including CPOMS, to inform inclusive practice for AEN to show progress and outcomes of any intervention given.

2. In addition, the AEN Practitioner will:

    - Make effective use of external/ multi agency support to guide provision and work collaboratively with multi agency professionals in the best interest of children with Additional Learning Needs.
    - Act as a link between the AEN Team, the child, family and school to ensure communication is shared effectively and actions are carried out for children on the AEN register.
    - Ensure that any Alternative Education Provision offered is suitable to the child's/children's needs.
    - Planning, preparing and evaluating programmes, including for those on the Alternative Education Programme and Work-Related Learning, to cater for the learning needs of groups of pupils/students and/or individuals
    - Being actively involved with the preparation of individual pupil/student/group Alternative Education Programmes
    - Liaise with the bus contractor, organising bus bookings for visits, work related learning or changes to bus schedule, etc.
    - Guide and support staff with the administration of alternative curriculum provision.
    - Undertake training relevant to the role by attending Continuous Professional Development courses relevant to the post and all Staff Development Days.

3. Working in close liaison with the Additional Educational Needs Coordinators, the AEN Practitioner will:

    - Ensure systems are in place across all schools for effective provision of children with AEN, focusing specifically on their allocated area of AEN.

- Monitor the quality of AEN support by establishing effective systems to identify and meet the needs of pupils whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure school policies reflect AEN and are regularly reviewed and updated.

4. Ensure knowledge around AEN, specifically the area of AEN allocated to their role, is kept up to date and implemented accordingly
5. Maintain and manage a supply base of resources for loan to schools to support children with AEN.
6. Be a representative for AEN Services at multi-agency meetings when instructed to do so by the AEN Manager or AEN Coordinator.
7. In addition to the aforementioned responsibilities, the AEN Practitioner will:
    - Comply with all SHG, Portfolio and school policies and procedures.
    - Maintain a professional manner both within the school and the wider community
    - Be committed to Continuous Professional Development through attending relevant training sessions and proactive self-development

Special Conditions

- Supporting all students, and their parents/guardians. This may involve difficult conversations and challenging situations.
- This post is a school facing post. All leave should be taken in the school holidays, excluding exceptional circumstances e.g. medical matters, family matters. These will be explored on an individual basis.

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
Qualifications:			
GCSE in English, Mathematics and two other subjects at Grade C or above or equivalent	E	✓	
Level 4 Teaching and Learning qualification or equivalent, or willing to work towards one within two years	E	✓	
Knowledge & Experience:			
Experience in the teaching profession working with primary and secondary aged children.	E	✓	✓
Experience of working with children that have Special Educational Needs and Disabilities (AEN) in at least one of the 4 areas of AEN: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory Needs.	E	✓	✓
An understanding of the importance of observing confidentiality and data protection.	E		✓
An understanding of how to handle, resolve and escalate enquiries and pass on information promptly	E		✓
Skills and Abilities:			
Statistical analysis (Intermediate level)	D		✓
Proficient in MS Word, Excel, PowerPoint and IEP Writer or equivalent and MS applications e.g SIMS	E	✓	
Able to produce accurate and clear written communications and excellent oral communication skills	E	✓	✓
Good Interviewing and negotiating skills	E		✓
Ability to design and deliver presentations	E	✓	✓
Good interpersonal skills	E	✓	✓
Other:			
Willingness to work flexibly	E	✓	✓
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E		√✓
Contribute to a positive working environment ensuring commitment to equality and diversity.	E		✓

Highly self-motivated	E		✓
Effective team player	E		✓
Ability to apply objective judgement	E		✓
Responsive to change	E		✓
Innovative and creative	E		✓
Ability to prepare concise, relevant and timely reports with a high degree of accuracy	E		✓
Honest and reliable	E		✓

Our Values

FAIRNESS
We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

INTEGRITY
We communicate openly and we are honest, accountable and ethical.

TEAMWORK
We work together and we support each other.

Professional or Career Progression Cadre Competency Framework

(Extracted from the National Professional Qualification for SpecialEducational_Need_Coordinators September 2023)

The AEN Practitioner will:

1. Working under the Additional Educational Needs Coordinator contribute to establishing and sustaining a positive and supportive culture across the school and for all pupils, including by:

- Working with other leaders to maintain an environment that accommodates those with AEN needs to create an inclusive environment where everyone feels welcome, safe, and that they belong
- Articulating, modelling and promoting inclusive and ambitious attitudes and practices, anticipating and challenging stereotypes and addressing misconceptions
- Modelling the use of positive and strengths-based language for all pupils
- Enabling access to and encouraging active engagement in all curricular and extracurricular activities for all pupils, supporting staff to implement reasonable adjustments as needed
- Working with other colleagues to enable improvements to attendance for pupils with AEN needs, wherever possible
- Working with schools to foster a positive culture for all pupils, families and staff.

2. Support schools to ensure staff;:

- Monitor implementation of AEN provision in the form of the graduated approach: a four-part cycle (assess, plan, do, review)
- Working with the examination officer and external organisations to ensure access arrangements are made, where appropriate.

3. Work together with other leaders to assist the school in meeting its statutory duties toward families of pupils identified with AEN, including by:

- Establishing and maintaining processes so that families experience high quality communication and meaningful co-production
- Informing the family when making special provision for a pupil and agreeing with them what information is shared if a pupil moves to a new setting
- Setting outcomes for pupils identified with AEN and deciding on approaches to achieve them.
- Providing families with meaningful reports on progress.

4. Work closely with other agencies and specialists including by:

- Establishing communication channels between organisations
- Ensuring teachers are aware of the full package of provision around a pupil

5. Support the delivery of effective provision across services to pupils with SEMH and their families, including by:

- Pre-emptive planning with other providers where a pupil is transitioning into or out of the school.
- Liaising with relevant careers leads to provide meaningful employability and work experience opportunities for pupils with AEN, as appropriate to the school's phase

6. Contribute to the AEN identification process across schools which ensures that barriers to learning are identified and addressed at the earliest opportunity, including by:

- Updating the AEN Register, which reflects detailed and accurate identification of need; this will include core assessment data and record early indications of possible AEN
- Providing relevant staff with appropriate access to AEN records and structured opportunities to record early indications of possible AEN needs
- Recognising where issues with teaching or curriculum quality may manifest as AEN and working with other leaders to address these issues swiftly.
- Engaging with the pupil and their family, drawing on their experiences and knowledge to inform the identification process
- Working with other leaders across the school to ensure that where pupils' needs intersect across different pupil groups, e.g. child in need, their provision needs are considered holistically
- Analysing a range of data and evidence to support accurate identification, including information on behaviour, attendance and performance
- Agreeing with families what information will be shared and with whom during the identification process
- Working with teachers and leaders to put provision in place while assessment of need is underway
- Working with teachers and leaders to select and apply standardised assessment tools and commercial screeners with fidelity to their specific purpose, where it is appropriate to use them, with an understanding of the robustness of the evidence base which underpins them
- Monitoring pupils who are no longer identified with AEN to ensure progress is sustained.

7. With other leaders, establish and sustain effective curriculum planning and preparation across the school, including by:

- Communicating the information about pupils with AEN enables teachers to plan, adapt and teach effectively for all pupils.
- Articulating with other leaders, including subject leaders, how class teachers should approach adaptive teaching in their subject and/or phase.

8. Support teachers and support staff to understand the importance of precise expert teaching for all pupils and to implement the graduated approach effectively, including by:

- Enabling teachers and leaders to understand the graduated approach and utilise it in the classroom, subject or domain.
- Working with other leaders across the school to identify where effective teaching practices can remove barriers to learning.
- Advising teachers on how profiles associated with high incidence and lower incidence needs, as appropriate within a given setting, may affect learning, and how to anticipate and accommodate these needs in teaching practice
- Advising teachers on how to adapt teaching resources to cater to pupil needs.
- Advising teachers on how to maintain a classroom environment that attends to the needs of pupils with AEN Supporting teachers to teach and model the social code so that pupils develop an understanding of and a fluency in adopting typically expected behaviours across the school environment and in wider society, where appropriate.

9. Support the development of a calm, safe and supportive environment for pupils across the whole school, including by:

- Contributing to the creation of a whole school behaviour culture built on strong relationships between pupils, their families and staff, where pupils are taught and supported to understand and adopt typically expected behaviours
- Communicating the importance of maintaining clear behavioural expectations in line with whole school policies and advising on how individual support and adjustments can be provided to help all pupils meet a school's behavioural expectations
- Developing teachers' ability to teach typically expected behaviours to pupils (including self-regulating behaviours) and their understanding that some pupils will engage in self-soothing behaviours, such as stimming.

10. Motivate pupils, including by:

- Encouraging colleagues to highlight to all pupils how the curriculum and extra-curricular activities relate to their aspirations

- Leading and modelling affirmative attitudes that celebrate difference and challenge negative stereotypes and assumptions which might limit pupil potential.

11. Work in partnership with families, including by:

- Communicating carefully to encourage positive dialogue about learning, focussing on building families' efficacy and avoiding stigmatising, blaming or discouraging families.
- Co-producing individual behaviour plans, where these are required
- Communicating the school behaviour policy to families to ensure behaviour expectations are transparent
- Providing reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

12. Contribute to a whole school approach in assisting pupils who need more intensive support with their behaviour, including by:

- Emphasising that behaviour that challenges is not itself AEN and that all pupils should receive support and guidance to develop positive behaviour habits
- Liaising with families and specialists to better understand pupils' individual circumstances and how they can be supported to meet high expectations.
- Ensuring any personalised interventions applied to support positive behaviour have a robust evidence base and are specifically targeted to individual pupils
- Supporting staff to proactively identify antecedents, such as sensory overload, and deploy de-escalation strategies, when needed
- With other senior leaders, providing a safe and open forum to debrief following serious behaviour incidents, to recognise root causes and inform personalised behaviour plans.

13. Prevent and respond to the increased safeguarding risks for pupils with SEMH, including by:

- Working closely with the designated safeguarding lead to ensure that existing and planned safeguarding training reflects the AEN needs of the cohort
- Contributing to the creation and implementation of a whole school anti-bullying approach including prevention work that encourages pupils to empathise with others, understand the harm caused by child-on-child abuse and play an active role in supporting all of their peers
- Working with other leaders to ensure that the whole school anti-bullying approach is communicated clearly to pupils, families, colleagues and the wider community

14. Increase understanding of the nature and aims of different forms of AEN intervention across the school staff, including by:

- Articulating and modelling with pastoral leaders and staff strategies that support pupils to thrive within the school environment
- Putting in place training, advice and quality assurance to enable staff to implement interventions effectively, where these are needed
- Ensuring interventions are implemented in line with the principles of effective intervention
- Minimising the time any pupil spends away from both their class teacher and peer group engaging in interventions.

15. Monitor and evaluate the impact of AEN provision, including by:

- Analysing pupil data, including attendance, behaviour and assessment outcomes, to inform evaluation of provision and progress toward outcomes