

Job Description and Person Specification

Lead KEY Specialist Practitioner

Job Details	
Grade	6
Service	SEND Support Service SEMH&L Team
Location	The Keys and educational settings across the city
Job Evaluation Code	A5937

Coventry City Council Values
<p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p>

Job Purpose
To line manage and support a team of KSPs.
To provide guidance, supervision, and professional development opportunities to a team of KSPs.

To support permanently excluded pupils and pupils placed through the Fair Access Protocol to be included in Primary schools.
To develop close links between the schools and parents/carers of students and to support families in resolving difficulties.
To work with identified pupils to provide quality intervention that improves their behaviour, attendance, wellbeing and achievement.
To promote and deliver the SEMHL offer across all schools in Coventry City
To promote the education, safety and health of named students.
Main Duties & Key Accountabilities
To foster a collaborative, supportive environment within the KSP team to ensure consistency and effectiveness of interventions and bespoke support.
To Collect and collate post placement data to be presented to the key intervention managers.
To effectively monitor and provide supervision to the KSP team.
To establish supportive ongoing relationships with students and their parents/carers and schools
Produce and deliver bespoke interventions/programmes to improve behaviour, welfare, personal development, attitudes and attendance with identified pupils in primary setting educational settings.
Offer classroom support as necessary in school which could include class-based observations and developing classroom strategies.
To liaise with other agencies to support students and their parents/carers in developing positive attitudes to education and in accessing the most appropriate provisions and support for students.
To signpost agencies/support that may be of assistance in resolving problems.
Raise, record and report safeguarding concerns.
To plan, deliver and facilitate student plans
To undertake home visits to pupils that have been disengaged or require a more bespoke provision in accordance to their individual needs.
To attend meetings around the child as required.
Maintain accurate electronic casework records
To monitor attendance and liaise with Pastoral staff and School Attendance Officers as necessary.

To be a point of reference for multi-agency intervention and feed into the Early Help process as appropriate.
Co-ordinate and facilitate multi-agency support.
To liaise with a range of professionals to ensure a consistent approach to support for student and family
To prepare oral/written records as required.
To work in all areas of the City.
To attend courses and training as appropriate
Any other duties and responsibilities within the range of the salary grade.

Key Relationships			
External:	Children and young people, parents/carers Schools and other educational settings Health Other Local Authorities Police Youth Offending Service	Internal:	Service areas in Children's Services e.g.: Social Care MASH Virtual School (for children in Care) Statutory Assessment and Review Team Attendance and Inclusion Teams School Admissions

Standard Information
<p>Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies.</p> <p>Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.</p> <p>Training The postholder must attend any training and undertake any development activities that are identified as mandatory/beneficial to their role.</p>

Responsible for
Key Specialist Practitioners

Person Specification	
Requirements	
Knowledge	Of recent developments in EYS, KS1, KS2
Knowledge	Of recent policies around the rights of children and young people
Knowledge	Of intervention programmes that work with children
Knowledge	Of SEN legislation
	Of assessing and reporting the outcomes of intervention programmes
Knowledge	Significant knowledge of strategies to support pupils with a variety of needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs.
	Of the needs of students who have been excluded or who are at risk of being excluded
Knowledge	Of issues surrounding the support for students who are disaffected and have behavioural/emotional difficulties
Knowledge	Of statutory procedures around child protection/Early Help process
Knowledge	Of the needs of students who have been excluded or who are at risk of being excluded
Knowledge	Of a range of statutory and voluntary agencies
Knowledge	Of alternative strategies to exclusion from school
Skills And Ability	To lead a team of KSPs and monitor caseloads
Skills And Ability	To deliver CPD
Skills And Ability	Good communication skills
Skills And Ability	To work as part of a team
Skills And Ability	To be able to communicate effectively, verbally and in writing with students, parents and other professionals
Skills And Ability	Able to develop and maintain professional relationships with children, young people and their parents / carers

Skills And Ability	To be able to produce and present written reports
Skills And Ability	To have effective interpersonal and negotiating skills
Skills And Ability	Able to reduce conflict in difficult situations
Skills And Ability	To exercise effective time management
Skills And Ability	To be flexible and responsive to the needs of individual students/families and schools
Skills And Ability	To have effective decision-making skills
Skills And Ability	To support curriculum related learning delivery as necessary
Skills And Ability	To be able to work with both individuals and groups as required
Skills And Ability	Be IT literate and able to use various applications and software
Skills And Ability	Ability to focus on outcomes and provide evidence of the value you add to supporting students' attendance, behaviour and achievement
Skills And Ability	Working directly with head teachers or senior staff in schools on exclusion issues
Experience	Of delegating staff and managing other peoples workloads including conflicting demands
Experience	Of creating bespoke timetables related to the changing needs of stakeholders
Experience	Of working with students experiencing a range of SEND needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs
Experience	Of working in a mainstream schools/special schools
Experience	Experience of working in an education setting committed to the inclusion agenda
Experience	Of intervention around behaviour and/or learning difficulties
Experience	Able to organise an allocated workload, prioritise tasks to achieve goals and meet deadlines. Ability to work independently

Qualification	NVQ Level 3 and above (or equivalent) in area relevant to the post or significant experience in the field of SEND. A record of continuous professional development
Special Requirements	<p>To be able and willing to travel across the city to visit pupils in their mainstream schools, family homes and local hubs.</p> <p>This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).</p>

Declaration			
Reviewed/Created by:	Dawn Neale / Marie Rowley		
Job Title:	Intervention Managers	Date:	03.03.2025