

## JOB DESCRIPTION

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|-------------------------|--|
| <b>POST TITLE:</b>      | <b>Assistant Special Educational Needs Coordinator (SENCO)</b>   |
| <b>RESPONSIBLE TO:</b>  | <b>SENCO</b>   |
| <b>GRADE:</b>           | <b>Band 10 Points 28 - 31</b>  |
| <b>WORKING WEEKS:</b>   | <b>Term Time plus 10 days (48 weeks)</b>   |
| <b>PURPOSE OF POST:</b> | <b>To assist in managing the provision for pupils identified as having Special Educational Needs and Disabilities (SEND); including promoting high quality intervention, effective use of resources, and high standards of learning and achievement for all students. To also provide focused support to students with complex needs, ensuring no student is left behind</b> |

### **Main duties/responsibilities**

Reporting to the SENCO, this post holder will be accountable for:

1. Assisting the SENCO in leading the provision for SEND within the academy.
2. Working with the SENCO and SLT lead for QFT to support curriculum areas in ensuring outstanding outcomes for SEND students.
3. Developing curriculum resources to ensure that pupils identified as having SEND have the required levels of support.
4. Work closely with the SLT lead for QFT to provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEND support.
5. Assisting with the development and implementation of strategies aimed at raising the achievement of SEND students at wave1, 2 and 3.
6. Actively promoting and demonstrating creativity and innovation when searching out new strategies to support our SEND students.
7. Leading and monitoring appropriate intervention programmes for SEND students.
8. Supporting all curriculum areas to contribute positively to raise the achievement of SEND students.
9. Maintaining good quality school documentation pertaining to the Learning Support needs of all students such as EHC plans, referrals to CAMHS and other agencies.

10. Attending SEND meetings with outside agencies and ensure documents are personalised, robust and include SMART targets aimed at raising the achievement of individual students.
11. Deputising for the SENCO in liaising with and co-ordinating the contribution of external agencies such as Educational Psychology and CAMHS.
12. Assisting with CPD training for teaching and learning of SEND students.
13. Maintain an accurate SEND register and provision map.
14. Support curriculum areas in ensuring accurate record keeping and data for SEND students.
15. Analyse assessment data for pupils with SEN and/or a disability and liaise with the SENCO and teaching colleagues to implement appropriate interventions.
16. Lead on the Medicine in School policy, update, amend and ensure the academy is compliant with the policy. Manage the medical needs of all students on the register and ensure that all medical plans and personnel are trained.

**Specific Responsibilities:**

17. To support the provision of SEN, including writing of SEN paperwork.
18. To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
19. Ensuring that accurate and detailed records are kept and stored of meetings and discussions with parents and outside agencies for GDPR compliance.
20. Ensuring that staff are kept informed of pupils' SEN and advise on areas to develop.
21. Working with the SENCO and other staff to ensure that all SEN Plans are effectively written and adhered to.
22. Using data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
23. To work with the SENCO to promote an inclusive curriculum.
24. To liaise with and inform parents/carers about the specifics of the SEN provision for their child under the direction of the SENCO.
25. To monitor the progress of students with SEND and advise the SENCO.
26. To support meetings of SEND staff, communicate information to staff and co-ordinate resulting action.
27. To support the process of access arrangements in liaison with the SENCO including the organisation and monitoring of Lucid testing for the whole school.
28. Maintain and be aware at all times of the SEND Register.
29. Update pupil records as appropriate and assist the SENCO with more complex paperwork as when necessary.
30. Attend meetings as directed by the SENCO.

31. Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
32. Contribute to the overall work/aims of the academy and appreciate and support the role of colleagues and other professionals to enable the academy to fulfil its development plans.
33. Undertake training and other learning activities and attend relevant meetings as required to ensure your own continuing professional development.
34. Keep provision maps for intervention tracking and impact and produce reports when necessary.
35. To coordinate day-to-day timetable of Teaching Assistants following the SENCOs overview plan.
36. To liaise with external agencies and ensure a smooth transition for EAL, refugee and asylum seeker students.
37. To organise and manage base line assessments to identify learning difficulties.
38. To supervise and support with the implementation of assessments to identify access arrangement needs.
39. Lead on and coordinate the medicine in school policy.

**General:**

40. To develop excellent working relationships with colleagues internally, centrally and externally.
41. To be an effective and flexible member of the Support Team, contributing to the successful adherence to Safeguarding Policy.
42. To ensure any documentation produced is to a high standard and is in line with the in-house style.
43. Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
44. Participate in training and other learning activities as required.
45. Participate in the Academy's Performance Management process.
46. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
47. To promote the area of responsibility within the Academy and beyond.
48. To represent the Academy at events as appropriate.
49. To support and promote the Academy ethos.
50. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.

51. Behave according to the relevant College/Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
52. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
53. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
54. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
55. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.
56. Any other duties of a similar nature related to this post that may be required from time-to-time.

Last Reviewed: April 2024

## PERSON SPECIFICATION

### Assistant Special Educational Needs Coordinator (SENCO)

#### Key

- AF** Application form including personal statement
- S** Selection Process including interview
- R** Employment References
- C** Certificates
- D** Enhanced Disclosure and Barring Services Criminal Check

|    | Criteria   | Essential/<br>Desirable | Stage<br>Identified |
|----|--|-------------------------|---------------------|
|    | <b>Qualifications &amp; Education</b>  |                         |                     |
| 1  | NVQ Level 3 for Teaching Assistants or equivalent childcare related qualification  | E                       | AF,C                |
| 2  | GCSE Grade 4+ (A* – C) in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent  | E                       | AF,C                |
| 3  | Higher Level Teaching Assistant status (HLTA)  | E                       | AF,C                |
|    | <b>Experience &amp; Knowledge</b>  |                         |                     |
| 4  | At least 3 years recent work experience of working with children of relevant age in a teaching and learning environment  | E                       | AF,S,R              |
| 5  | Experience of developing, implementing and evaluating ILPs   | E                       | AF,S,R              |
| 6  | Experience of working with wide range of children including those with specific statements   | E                       | AF,S,R              |
| 7  | Understanding of principals of child development and learning processes  | E                       | AF,S,R              |
| 8  | Experience of lesson / activity planning   | D                       | AF,S,R              |
| 9  | Experience of supervising whole classes and individual pupils for specific learning activities / lessons   | E                       | AF,S,R              |
| 10 | Experienced in using ICT in learning activities and develop pupils' competence and independence in its use   | E                       | AF,S,R              |
| 11 | Experience of managing SEND admin systems, liaison with parents/carers of pupils with SEND, knowledge of National statutory guidance related to SEND                                     | E                       | AF,S,R              |
| 12 | Qualified / Trained First Aider  | D                       | AF,C                |
| 13 | Experienced in the delivery of training / presentation to others   | D                       | AF,S                |
|    | <b>Skills</b>  |                         |                     |
| 14 | Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development | E                       | AF,S,R              |

|    | <b>Criteria</b>   | <b>Essential/<br/>Desirable</b> | <b>Stage<br/>Identified</b> |
|----|---|---------------------------------|-----------------------------|
| 15 | Ability to self-evaluate learning needs and seek learning opportunities   | E                               | AF,S,R                      |
| 16 | Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and the national curriculum | E                               | AF,S,R                      |
| 17 | Ability to work in a team and independently   | E                               | AF,S,R                      |
|    | <b>Personal Attributes</b>  |                                 |                             |
| 18 | Ability to promote fairness and a positive role model to pupils   | E                               |                             |
|    | <b>Special Requirements</b>   |                                 |                             |
| 19 | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline              | E                               | S,R                         |
| 20 | Ability to form and maintain appropriate relationships and personal boundaries with children  | E                               | D                           |
| 21 | Suitability to work with children/young people  | E                               | D                           |
| 22 | The ability to communicate at ease and provide advice in accurate spoken English  | E                               | S                           |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: April 2024