

Hendon School



Job Description

Post: Access Arrangements Coordinator and School Based Assessor

Responsible to: SENCO

Job purpose: To assess and oversee the access arrangements and school based assessments for students at Hendon enabling students to achieve their potential. To lead on literacy interventions for KS3 students which will also include some planning and teaching of literacy intervention sessions for students with SEND. There is potential for this person to hold the post of Co-SENCO (Academic).

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Leadership and Management

- To lead on Access Arrangements: coordinating assessments, paperwork and sharing of arrangements with whole school.
- Ensuring that those with Access Arrangements have entered students and completed paperwork in line with JCQ regulations.
- To complete School Based Assessments, sharing feedback with all stakeholders.
- To lead on literacy interventions for KS3 students: identifying students; arranging and sharing of an intervention timetable; planning, teaching and tracking progress of students identified for intervention.
- To line manage a small number of TA's, maximising their impact with SEND students to ensure exceptional outcomes.
- To support with annual review paperwork contributions
- To assist the SENCO in:
 - raising the profile of SEN across the whole school, engendering an ethos of achievement and Inclusion.
 - Ensuring that the school SEND register is up to date and all stakeholders are fully informed about support/interventions in place/planned.
 - Ensuring IEPs are monitored regularly, are live documents and their impact is assessed and progress is clearly documented.
 - In liaising, coordinating and managing of external agencies

Teaching and learning

- To plan and teach intervention sessions in literacy and numeracy linked to GCSE requirements at Key Stage 3 and 4, reading intervention sessions and learning opportunities for REACH
- To monitor and track the progress of SEN students
- Identify and adopt the most effective teaching approaches for pupils with SEN and share approach with colleagues.

Recording, assessment and student outcomes

- To support the SENCO in ensuring that robust tracking systems are in place to collect and interpret specific student level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
- Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
- To work with other stakeholders to ensure the smooth transition at key points including Year 6, Year 9, Year 11 – 13.

Continued Professional Development

- To complete further training linked to SEN and SEN support: Award of Proficiency in Access Arrangement Coordination (APAAC)

Standards and quality assurance

- Support the aims and ethos of the school.
- Promote the Hendon School values as presented in our code of conduct.
- Uphold the school's behaviour code and uniform regulations.
- Develop positive links with neighbouring schools, external agencies and parents.
- Attend staff meetings and CPD.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in open evenings and student performances and other events.