United Endeavour Trust

January 2023

**JOB DESCRIPTION – ASSISTANT SENCO**

**Name:**

**POST GRADE/SALARY:** Grade 7

**1.0** **JOB TITLE AND PURPOSE:** **ASSISTANT SENCO**

To work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Under the direction of the SENCO assist in the co-ordination of the support provision for pupils with special needs.

**2.0 WORKING HOURS**

37 hours per week – Term time plus 6 INSET days.

**3.0** **LINE MANAGEMENT:**

**Responsible to:**  SENCO

Line manages other staff in the department under the direction of the SENCO

**4.0 DUTIES AND RESPONSIBILITIES:**

**PART ONE: ASSISTANT SENCO/TEACHING ASSISTANT**

**4.1       Wider professional responsibilities**

* To make a positive contribution to the wider life and ethos of the school.
* To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

**4.2 Support for the Curriculum**

* Implement agreed learning activities/teaching programmes under direction of teacher.
* To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.
* Under direction of teacher determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

**4.3 Support to Pupils**

* To work with classroom teachers to develop and deliver Schemes of Learning for KS3 disaffected or at risk students, or those with social and emotional issues, on a long/short-term basis in the form of a nurture class.
* Provide pastoral support to pupils within the school environment.
* Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
* Attend to pupils’ personal needs and provide advice to assist in their social, health and hygiene development.
* Participate in the comprehensive assessment of pupils to determine those in need of particular help.
* In conjunction with the teacher the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans.
* Support provision for pupils with additional needs.
* Develop 1:1 mentoring arrangements with pupils and provide academic support.
* Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs to help them make expected progress.
* Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.
* Identify and adopt in conjunction with teachers the most effective teaching approaches for learners with SEN.
* Assist the teacher to monitor teaching and learning activities to meet the needs of learners with SEN.
* To develop units of work and/or specific skills development with individual pupils and small groups of pupils.
* Set targets for raising achievement among learners with SEN.
* To monitor the progress of these pupils.
* Attend consultation meetings at the direction of SENCO and keep parents informed about their child’s progress.

**4.4 Support to Teachers**

* To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff.
* Support pupils’ access to learning using appropriate strategies, resources etc.
* Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
* Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording.
* Under direction of teacher provide objective and accurate feedback and reports as required, to other staff on pupils’ achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Principal).
* Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
* Assist in the development and implementation of appropriate behaviour management strategies.
* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.
* Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
* Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls etc.
* Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher.

**4.5 Support to Staff**

* Assist the SENCO in the deployment of the mentors.
* Assist the SENCO in providing training opportunities for mentors and other

teachers to learn SEN.

### 4.6 Support Development of SEN

* Encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEN.
* Share good practice in SEN across the school.
* Assist in identifying resources needed to meet the needs of learners with SEN.
	1. **Support Organisational Management**
* To ensure that statements of special needs for pupils are stored securely centrally, with a copy on the pupil’s individual file.
* Under the guidance of the SENCO, assist in the co-ordination of the requirements for the annual reviews of pupils with special needs at the school and in gathering together the necessary documentation, distributing to all relevant parties, attending if directed the review meetings and assist in ensuring completed paperwork is distributed as appropriate on completion of the review.
* Under the oversight of the SENCO draw up the Individual Education Plans for pupils with special needs.
* To maintain clear and efficient documentation relating to all issues arising in this area and file securely.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**4.8 An Assistant SENCO is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.**

• An Assistant SENCO upholds public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position.
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* showing tolerance of and respect for the rights of others.
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.

• An Assistant SENCO must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

* An Assistant SENCO must have an understanding of, and always act within, statutory frameworks.

**PART THREE: OTHER**

**4.9 Appraisal**

* To participate in arrangements agreed at United Endeavour Trust for the appraisal of his/her performance and the development identified.
	1. **Policies**
* To understand and comply with all school policies.
* To take all reasonable steps to ensure that Health and Safety requirements are observed, both on the school premises and elsewhere
* With reference to the Trust’s Mental Health Policy, all staff have the responsibility to promote the mental health of staff, students and colleagues. Any member of staff who is concerned about the mental health or wellbeing of a student or member of staff should speak to the mental health lead in the first instance.

**4.11 General Terms**

* Attendance at relevant meetings.
* Holiday leave will be in line with the policy for non-teaching staff (for this role annual leave cannot usually be taken during term time).
* The above responsibilities are subject to the general provision of the appropriate conditions of service document and any other interpretation as discussed with the non-teaching association.
* All job descriptions are subject to change as the needs of the trust changes.
* All support staff will undertake any other reasonable duties within the overall function, commensurate with the grading level and responsibility of the job.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post holder

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