



We are His body, living and learning as one.

## **Job Description Assistant SENCO**

### **Main purpose of the post**

The Assistant SENCO, under the direction of the Senior Leadership Team, will:

- Support in developing the strategic development of special educational needs (SEN) policy and provision in the school
- Support with the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The Assistant SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### **Duties and responsibilities**

#### **Main duties**

- To lead on the Annual Review process for pupils with EHC plans
- To contribute as directed to the application for EHCPs
- To line manage teaching assistants
- To assist the SEND Department in coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans
- To assist the SEND Department in the design, review and evaluation of Pupil Passports
- To assist the SEND Department in ensuring that records of all pupils with SEND are kept up to date
- To liaise with external agencies to ensure that individual pupils' needs are met effectively and with parents about the specifics of the SEND provision for their child, under the direction of the Assistant Head of Inclusion
- To assist the SEND Department with the collation of information relating to assessments and referrals under the direction of the SENCO.
- To keep accurate and detailed records of meetings and discussions with pupils, parents and external agencies
- To deputise for the SENCO as required

**To support the SENCOs and Assistant Head of Inclusion in the following areas, as required:**

**a) Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

**b) Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

**c) Leadership and management**

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Support teachers and teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## **General Duties**

- To undertake all duties with full regard to the Health and Safety at Work Act
- To attend training and administer basic first aid as and when required
- To maintain confidentiality relating to the staff and students of the school at all times
- To be flexible and motivated and able to follow instructions and remain calm in difficult circumstances
- To contribute to the overall ethos, work and aims of the school and Trust
- To participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- To be aware of and support difference and to ensure equal opportunities for all

The Assistant SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Assistant Headteacher of Inclusion and the Headteacher.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

## Person Specification for a SENCO

CRITERIA	ESSENTIAL OR DESIRABLE	HOW AND WHEN MEASURED *A/I/R/SP
<b>QUALIFICATIONS</b>		
A good Honours Degree	E	A
Qualified Teacher Status	E	A
Willingness to study towards the National Award for SEN Co-ordination.	E	A
<b>EXPERIENCE OF TEACHING</b>		
Recent relevant experience of teaching	E	A/I/R
Experience of working at a whole-school level	D	A/I/R
Involvement in self-evaluation and development planning	D	A/I/R
Experience of conducting training/leading INSET	D	A/I/R
<b>SKILLS &amp; KNOWLEDGE</b>		
Sound knowledge of the SEND Code of Practice	D	A/I/R
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E	A/I/R
Ability to plan and evaluate interventions	E	A/I/R
Data analysis skills, and the ability to use data to inform provision planning	E	A/I/R/SP
Effective communication and interpersonal skills	E	A/I/R/SP
Ability to build effective working relationships	E	A/I/R
Ability to influence and negotiate	E	A/I/R
Good record-keeping skills	E	A/I/R
<b>PERSONAL QUALITIES</b>		
To act with the utmost integrity at all times	E	A/I/R
Contribute to the Catholic ethos of the school	E	A/I/R
A highly professional approach to their work, including commitment to ensuring excellent standards of behaviour at all times	E	A/I/R
The ability to motivate and inspire pupils	E	A/I/R
Excellent communication skills	E	A/I/R
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the School	E	A/I/R
Ability to establish good working relationships and effective teamwork	E	A/I/R
Be committed to equal opportunities and securing good outcomes for pupils with SEN or a disability	E	A/I/R
To uphold all aspects of safeguarding	E	A/I/R
Commitment to maintaining confidentiality at all times	E	A/I/R

### \*Application/Interview/References/Selection Process

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**