

Job Description

Job title	Assistant SENCo
Salary	Grade 6, Scale Range 12 - 17
Reporting to	SEnCo

Job Purpose

- To provide efficient administration for the SEN department and to support pupils as directed by the SENCo;
- To work alongside the SENCo in establishing best practice for inclusion across the whole school;
- Develop relationships with parents, LA and multi-agencies that positively support SEN pupils and the role of the SENCo.

Key Responsibilities and Accountabilities

The post holder will:

- Send out invitations for Annual Reviews; collating information from teachers, ESAs, parents, outside agencies etc.; sending out information to relevant parties; complete and send documentation to LA;
- Type, copy and distribute the SEN Register and EHCPs to Link Teachers, subject teachers and other relevant members of staff. Update the system throughout the year;
- Request information on SEN pupils and collate and update information and records;
- Develop positive working relationships with SEN pupils, understanding their needs to enable the role to be undertaken successfully;
- Arrange cover for SAT's, GCSE's and any other tests where necessary;
- Arrange cover for ESA's when absent. Notify staff if no support is available;
- Carry out dyslexia, dyscalculia, spelling and reading tests. Circulate results to appropriate parties;
- Organise EHCP review meetings;
- Share visits to Primary Schools in the summer term;
- Assist with the testing of all SEN pupils for any special considerations in relation to examinations;
- Organise rooms and support for SEN pupils undertaking examinations;
- Develop and implement Individual Education Health Care Plans and pupil profiles;
- Promote the inclusion and acceptance of all pupils within the classroom;
- Support pupils consistently while recognising and responding to their individual needs;
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;
- Coordinate pupil support facilities through the use of internal external agencies;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- Work with the Behaviour for Learning policy to anticipate and manage behaviour constructively, promoting self-control and independence;
- Undertake general administration duties that support the teaching and learning of SEN pupils and support the strategic work of the SENCo. This includes maintaining filing system, produce and distribute resources, templates as and when necessary;
- Other duties commensurate with the grade of the post as directed by the Headteacher.

Responsibilities for people (line management)

- None

Responsibilities for Resources

- Effective use of materials and resources

Responsibilities for Budgets

- None

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;

- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

Assessed by:

No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications);	E	✓	
2.	Education to degree level or equivalent relevant experience;	D	✓	
3.	HLTA qualification or equivalent;	D	✓	
4.	Understanding of Safeguarding and Child Protection issues;	D	✓	✓
Experience				
5.	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
6.	Experience of successfully building relationships with identified pupils, or groups of pupils (of a relevant age to the setting);	E	✓	✓
7.	Experience of monitoring and recording progress of learners;	E	✓	✓
8.	Experience of working with or supporting SEN/D pupils;	E	✓	✓
9.	Experience of forging community/voluntary/ parent and partner agency links;	E	✓	✓
10.	Significant experience in an administrative role;	E	✓	✓
Abilities, Skills and Knowledge				
11.	Work as an effective team member and apply directions/instructions;	E	✓	✓
12.	Innovative approaches to working with pupils, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies;	E	✓	✓
13.	Understanding of pupil's welfare and pastoral needs;	D	✓	✓
14.	Good working knowledge of relevant policies/codes of practice legislation;	D	✓	✓
15.	Understanding of equal opportunities issues and the need to make reasonable adjustments, where required;	E	✓	✓
16.	Ability to participate professionally in meetings including with other professionals across various agencies;	E	✓	✓
17.	Ability to relate well to children and young people;	E	✓	✓
18.	Able to communicate effectively with young people and adults (parents, other staff). Able to negotiate and network through highly developed inter-personal written,	E	✓	✓

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
	verbal and presentation skills to a range of audiences, including SPRB's;			
19.	Deal with pupil's personal and any other crisis;	E	✓	✓
20.	Able to use initiative and develop creative and imaginative solutions to solve problem;	E	✓	✓
21.	Set high standards and provide a role model for pupils and staff;	E	✓	✓
22.	Able to seek support, when required;	E	✓	✓
23.	Evidence of sound judgment skills;	E	✓	✓
Personal Qualities				
24.	An excellent record of attendance and punctuality;	E	✓	
25.	Enjoyment in working with young people and families;	E	✓	✓
26.	Reliability, integrity and stamina;	E	✓	
27.	Respect confidentiality;	E	✓	✓
28.	Commitment to personal development and learning;	D	✓	✓
29.	Think clearly in emergency situations.	D	✓	✓