

GREAT MARLOW SCHOOL

ASSISTANT SENCO JOB DESCRIPTION:

Name:

Date:

Main Tasks

The Assistant SENCO is accountable for and to provide professional leadership and direction, coordination and management alongside the SENCO for the learning support team.
To secure high quality learning outcomes for students with special educational needs.
To liaise with teachers and associate staff in the school setting and external agencies to secure improved outcomes in learning, achievement and behaviour for all students with special educational needs.

Position in Structure:

You report to the SENCO

Staff line managed

In accordance with the Appraisal Structure

Teaching and Learning Responsibility

Salary: TBC

Leadership and management time: TBC

Strategic direction and development

To work with the learning support team and others to develop and implement policies, plans, targets and practices related to special educational needs, within the context of whole school aims and policies.

To lead annual reviews and other multi-agency meetings.

To smooth the transition process for students with SEN between feeder schools, into higher education and other settings.

To work closely with the SENCO, LSAs and Leadership Team to deliver efficient coordination and strategic planning in guidance and support across the school.

To liaise closely with appropriate staff to secure improved rates of student attendance and lower rates of persistent absence for students with SEN.

Teaching and learning

To secure and sustain effective teaching and learning, and promote inclusion across the school.

To liaise with Directors of Learning to identify individuals / groups who may have SEN and plan effective intervention strategies to accelerate learning.

To provide training for staff on inclusion and areas of SEN.

Leading and managing staff

To provide all those with involvement in the teaching or support of students with SEN, with the challenge and information necessary to sustain pupil motivation and secure improvement in the quality of learning and teaching.

To lead the team of LSAs and complete appraisal for members of the learning support team.

Efficient and effective deployment of staff and resources

To work with SENCO and head of learning support to allocate LSAs effectively.

To liaise with the external support specialists and relevant professionals who work with and support our students.

To undertake other duties as directed by the Headteacher.

Other specific duties applicable to this post:

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and it may be subject to modification or amendment after consultation with the post holder.

Notes for the above

Strategic direction and development may include:

- Lead the effective use of data to monitor student progress and apply appropriate intervention strategies
- Create an inclusive climate within the learning support team and the wider staff
- Identify the general and particular needs for guidance and support which students bring to the school
- To review the effectiveness of interventions and use this analysis to guide further improvement
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- To establish plans for the development and resourcing of the SEN support, which:
 - promote an ongoing learning cycle, including the use of data, in which they monitor the pupils' progress towards targets, evaluate the effects on pupils' achievement and development, and use this analysis to guide further improvement
 - contribute to whole-school aims, policies and practices;
 - are founded in relevant evidence regarding student learning;
 - are understood and adopted by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and how evaluation will happen;
 - recognise and respond to statutory requirements

Teaching and learning may include

- identify and select appropriate teaching and learning resources for inclusion;
- support staff to clarify the goals of the school;
- Identify students with SEN who are underachieving and where necessary create and implement effective plans to support those students.
- Liaise regularly with SENCO, head of learning support, directors of learning and student support officers regarding students with SEN
- ensure that information about students' previous achievements is used in promoting further progress;
- help the community of students and teachers to develop high expectations in inclusion and inter-personal behaviour, including personal integrity, relationships with others, positive social behaviour and contribution to the community within the school, the school itself, and the wider community;
- Highlight students' achievements for recognition/reward.

- establish a partnership with parents to involve them and their perspective in supporting students with SEN

Leading and managing staff may include

- Ensure efficient deployment of LSAs
- Appraisal of identified staff
- promote a climate of collaborative working and mutual support between members of the team and between student;
- devolve responsibilities and delegate tasks, to team members and pupils as appropriate and ensure good practice is identified and disseminated across the Team.
- develop individual and group accountability, and help tutors and pupils evaluate their own and others' practice;
- engage in the school's appraisal processes and use this to develop personal and professional learning;
- ensure that beginner and newly qualified teachers are offered appropriate high quality learning experiences, and are monitored, supported and assessed in relation to their inclusive practices, at least to the standards for award of Qualified Teacher Status, the career Entry Profiles and standards for induction;
- provide administrative returns as and when required by senior staff.
- attend meetings as appropriate to the role; contribute to the agenda and minutes of meetings.

Efficient and effective deployment of staff and resources

- develop staff through promoting their confidence in inclusive approaches and practices;
- develop the learning support team as a key resource for pupils, for the team itself, and for staff more widely;
- ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).
- communicate and correspond with parents, alerting relevant senior staff to any problems
- work with DoLs, SSOs, SENCO, Head of Learning Support and other SEN staff to ensure that support plans are implemented to match pupils' needs.
- lead the professional development of your year team and liaise with appropriate colleagues to co-ordinate the provision of high quality professional development.