

Wollaston School



ASSISTANT SENCO

**Job Description
2025/2026**

Name of post holder:

Post title: Assistant Senco

1. General Information

Responsible to: SENCo

Responsible for: Learning Support Assistants (as directed)

Working Time: Full Time (in line with STPCD)

Purpose of the Role

To support the SENCo in the strategic and operational leadership of SEND provision across the school, ensuring high-quality, inclusive education for all students with additional needs.

The Assistant SENCo will play a key role in EHCP processes, statutory compliance, referral pathways, and casework, ensuring provision is responsive, timely, and impactful.

Working Time:

Full time as specified within the STPCD

Salary/Grade:

Classroom Teachers' Pay Scale

Disclosure Level:

Enhanced

Review arrangements:

The details contained in this job description reflect the content of the job at the date it was prepared. Over time, the nature of the job may change, and the jobholder is expected to be flexible with this. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will revise the job description from time to time and will consult with the post holder at the appropriate time.

2. EHCP & Statutory Processes

- Lead and coordinate EHCP annual reviews with parents/carers and the pupil
- Ensure timely scheduling and high-quality documentation
- Submit review paperwork to the Local Authority
- Track compliance with statutory deadlines
- Support EHCP consultations and transitions

3. RSA Documentation

- Complete and submit Request for Statutory Assessment (RSA) documentation
- Ensure evidence is robust and aligned with SEND Code of Practice
- Liaise with staff to gather evidence
- Track outcomes and next steps and communicate with families

4. Referral Pathways

- Manage referral pathways for specialist services (EP, CAMHS, SALT, OT)
- Ensure referrals are appropriate and timely
- Liaise with external professionals to secure relevant services for a pupils
- Support multi-agency meetings

5. Operational SEND Casework

- Identify a pupil's SEN and coordinate provision that meets the pupil's needs and monitor its effectiveness
- To secure relevant services for SEN pupils
- Maintain SEND records and provision maps

- Support Assess–Plan–Do–Review cycle and ensure the SEN register is up to date
- Monitor effectiveness of interventions and evaluate if the funding is being used effectively
- Communicate with parents, carers, staff, and agencies
- Ensure that pupil transfers are managed effectively and all relevant information is passed on or secured and shared with staff in a timely manner

6. Strategic development of SEN Policy and Provision

- To support the SENCO to have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- To work alongside the SENCO and learning support team to ensure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

7. Supporting Teaching & Learning

- Support adaptive teaching strategies and identify where Learning Support team can support the school's CPD offer
- To advise colleagues on how they can use adaptive teaching strategies tailored for individuals with SEN
- To promote inclusive classroom practice that reflects the school's inclusive ethos and the SEN policy
- Contribute to developing the expertise of the learning support team to ensure needs are met across the school

8. Leadership & Team Support

- Assist SENCO with deployment of learning support staff
- Promote high expectations and inclusion across the school
- Support the SENCO to lead and manage Learning Support Assistants (LSAs) and HLTAs working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

9. Monitoring & Reporting

- Track SEN pupils progress and outcomes and use the data evaluatively and to improve provision
- Support SENCO in reporting to SLT and governors
- Identify training needs for staff and how to meet those needs

10. Safeguarding & Inclusion

- Uphold safeguarding responsibilities
- Support vulnerable students
- Promote wellbeing and engagement
- Commitment to inclusive education
- Maintain high professional standards
- Engage in continuous professional development

11. School Ethos

- 11.1 To play a full part in the life of the school community to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- 11.2 To support the school in meeting its legal requirements for collective worship and students' personal development.
- 11.3 To promote actively the school's corporate policies.
- 11.4 To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

12. Other

- 12. To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Signed
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Signed
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Headteacher

Dated
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Dated
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Person specification for Assistant SENCo

Assessment criteria	Essential	Desirable	Evidence: Application Interview Reference
Knowledge and Experience			
Qualified teacher or relevant SEND experience	*		A
Experience working with SEND students	*		A / I
Experience of EHCP processes and annual reviews	*		A / I / R
Experience of writing professional reports	*		A / I / R
National Award for SEN Coordination		*	A
Strong knowledge of SEND Code of Practice	*		A / I / R
Understanding of RSA processes and statutory assessments	*		A / I / R
Ability to manage referral pathways and external agencies	*		A / I
Excellent communication skills (written and verbal)	*		A / I / R
Ability to organise workload and meet deadlines	*		A / I / R
Ability to support adaptive teaching and inclusion	*		A / I
Commitment to inclusive education and high expectations	*		A / I
Strong interpersonal and relationship-building skills	*		A / I / R
Resilience and ability to work in a fast-paced environment	*		A / R
Positive, caring approach to students	*		A