



Shaw  
Education  
Trust



Careers  
at Shaw Education Trust





<b>Job Title:</b>	<b>Assistant SENCo</b>
<b>Grade:</b>	<b>8</b>
<b>SCP:</b>	<b>SCP 28 – SCP 33</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

- To support all pupils at school who have a statement of Special Educational Need or teaching and learning within the classroom.
- To support the process of new admission to the school.
- To be responsible for transitions to and within the school.

## Key Responsibilities

### Support for Pupils

- To be responsible to the SENCo.
- To manage transition arrangements from KS2 to KS3.
- To organise all induction visits for identified students.
- To monitor students in Year 7 after transition.
- To monitor pupil passports for all pupils.
- To manage and co-ordinate the annual review process for all students together with the SENCo.
- To assist with staff deployment for student support.
- To organise SEND offer information leaflet for the New Intake Parents.
- To co-ordinate and liaise with external agencies, e.g. Autism Outreach, Hearing Impaired, Ed Psych, etc.
- To undertake training as appropriate.
- To liaise with and co-ordinate the contribution of external agencies.
- To assist in the training of new Teaching Assistants.
- To have a flexibility of approach with regards to the nature of student support.
- To arrange Alternative Provision for pupils as required to support their learning.

### In addition to the generic role of a Teaching Assistant

- To lead the SEND Intervention team, fulfilling the following:
  - Assessing data and identifying the correct intervention for pupils
  - Termly team meetings to evaluate progress and identify next steps.
  - Line management of intervention staff.
- To lead the transition for children from primary to secondary.
- To ensure continuation of transition into Key Stage 3.
- To lead the transition for pupils new to Portland.
- To liaise with school partner SENCos and class teachers during transition period.
- To attend Prospective Parents' Evenings and New Intake Parents' Evenings to advise parents of SEN/vulnerable children.
- To attend reviews representing the school.
- To liaise with external agencies when necessary.
- To write reports for external agencies.
- To act in an advisory capacity to staff regarding categories of SEN.
- To keep a diary of all supported students on SEN register.

- To train Teaching Assistants when necessary.
- To arrange 2 week transition plan for pupils new to school.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

**Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Meet HLTA standards, or equivalent qualification and experience
- Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.
- NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification).

### Experience / Knowledge / Skills

- Three years experience of working to support children's learning, gained in a relevant environment.
- Experience of working with pupils with additional needs.
- Experience of assessment procedures and processes.
- Well-developed interpersonal skills to be able to relate well to a wide range of people.
- Excellent communication skills.
- Excellent numeracy and literacy skills.
- Understanding of relevant legislation as it affects children and the education sector.
- Ability to manage own workload and work on own initiative.
- Ability to work constructively as part of a team.
- Excellent interpersonal skills.
- Good ICT and record keeping, recording and reporting skills.
- Ability to communicate effectively both orally and in writing.
- Good organising, planning and prioritising skills.
- Methodical with a good attention to detail.
- Full working knowledge of relevant policies/codes of practice including school performance management policies.
- A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.
- In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.
- Understanding of principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work.
- Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff.
- Effective use of ICT to support learning.

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
<b>Motivate and inspire</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>
<b>Reflection</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>
<b>Secure accountability by giving tools to succeed by...</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**JC      20.06.2023**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***