

Assistant SENCO (Special Educational Needs Co-ordinator) Job Profile

Role Purpose

To support the SENCO in leading and managing the provision for pupils with Special Educational Needs and Disabilities (SEND). You will ensure that pupils with specific learning differences, including Autism, Dyslexia, and Dyscalculia, make excellent progress through targeted interventions and highly adapted classroom teaching.

Key Responsibilities

1. Teaching & Learning Adaptation

- **Model Excellence:** Demonstrate "Quality First Teaching" that is inherently inclusive, using scaffolding and multisensory approaches.
- **Staff Coaching:** Observe lessons and provide practical feedback to teachers on how to adapt materials (e.g., using coloured overlays, breaking down instructions, or using visual timetables).
- **Curriculum Levelling:** Modify schemes of work to ensure they are accessible yet challenging for pupils with cognitive or sensory needs.

2. Specialist Interventions

- **Dyslexia & Dyscalculia:** Design and oversee small-group or 1:1 programs (e.g., phonics-based reading schemes, "concrete-pictorial-abstract" math interventions).
- **Autism Support:** Implement Social-Emotional Mental Health (SEMH) strategies, such as "Social Stories," "Zones of Regulation," or low-arousal environment adjustments.
- **Data Tracking:** Use assessment data to monitor the impact of interventions, pivoting strategies if a pupil isn't making expected progress.

3. Assessment & Statutory Duties

- **Identification:** Conduct initial screenings for Dyslexia or Dyscalculia and coordinate with external Educational Psychologists or Speech and Language Therapists.
- **EHCP & Annual Reviews:** Assist in writing and reviewing Education, Health and Care Plans (EHCPs) and lead Annual Review meetings with parents and external agencies.
- **Access Arrangements:** Identify pupils who require 25% extra time, scribes, or laptops for exams.

Your responsibilities as a whole school team member are:

- To promote the school's vision and ethos and contribute to the overall vision and values of the Trust.
- To share responsibility for and commitment to safeguarding and promoting the welfare of pupils.

- To have the welfare and care of all pupils as a priority when carrying out your responsibilities.
- To promote and use all school policies, systems and administration efficiently.
- To work collaboratively and effectively with colleagues to ensure the harmonious and smooth daily running of the school.
- To maintain diplomacy and confidentiality in a professional and appropriate manner.
- To take part in appraisal reviews in accordance with the school's agreed policies
- Participation in the wider life of the school e.g. fundraising events, promoting positive relationships between staff and home and school.
- To take part in Continuing Professional Development (CPD) in accordance with the school's agreed policies.
- To be flexible and adaptable in the responsibilities you will assume.

The post holder will be expected to work in partnership with all school staff including the Senior Leadership team, parents/carers, internal and external visitors and members of The Elliot Foundation Academies Trust to provide an efficient and flexible delivery of a range of services. The post holder may be expected to undertake any other reasonable duty as directed by Senior Leadership Team including the Headteacher.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. This post is subject to Enhanced Disclosure procedures. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

Person Specification

Requirement	Essential	Desirable
Qualifications	Qualified Teaching Status (QTS)	SENCO national professional qualification (NPQ) / The National Award in SEN co-ordination (NASENCO)
Experience	Minimum 3-5 years teaching experience with a proven track record of inclusive practice.	Experience leading a small team of Teaching Assistants (TAs).
Neurodiversity	Deep understanding of the Dyslexia/Dyscalculia profile and the "Simple View of Reading."	Level 5 or 7 qualification in SpLD (Specific Learning Difficulties).
Autism	Knowledge of sensory processing needs and communication strategies (e.g., PECS or TEACCH).	Experience with the AET (Autism Education Trust) framework.
Adaptation	Ability to translate complex SEND reports into practical "Pupil Passports" for teachers.	Experience using "Edukey" or similar SEND tracking software.