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 **JOB DESCRIPTION**

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| Job title: | Assistant SENCo |
| Post reference: | Limes 09 24/25 |
| Grade: | NJC Grade 6 |
| Hours | 33 hours per week, term time only including five training daysMonday, Tuesday and Thursday – 8:45 am to 4:00 pmWednesday – 8:45 am to 4.30pmFriday – 8:45 am to 2:45 pm |
| Responsible to : | SENCo |
| Responsible for: | --- |
| Job purpose: | To support the SENCo in identifying students’ SEN and providing Speech and Language therapy (SALT) and coordinating therapies and various strategies. To provide a learning environment that enables students to access the curriculum to the best of their ability. |
| Key internal contacts: | SEN TeamHead of SchoolAssistant HeadCurriculum Leaders Administration TeamPastoral TeamExaminations OfficerTransitions CoachStudents |
| Key external contacts: | SENCOs in other schoolsParents/CarersCognus and Sutton Local Authority |
| Special considerations: | Hold a clear Enhanced DBS check.Hold a clean driving licence and be willing to use own transport. Experience of delivering speech and language sessions within a school environment and to have or be willing to undertake ELKLAN training. |

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| **Specific duties**This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post. SEN policy and provision* Work with the SENCo to ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school development plan;
* Work with the SENCo to ensure the school meets its responsibilities under the SEN Code of Practice 2014 and Equality Act 2010, in terms of meeting individual students needs and removing barriers to learning;
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for students with SEN or a disability;
* To support teachers and support assistants in completing Edukey and SNAP B (SEMH tracker) assessments;
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice.

Support for individual students* Identify SEN intervention for students as directed by the SENCo;
* Record accurate SEN information on SIMS and ensure all staff are regularly updated of any changes;
* Work with the SEN team to gather information for the EHCNA application process;
* To work with the SENCo in the writing of EHCNA applications
* Work closely with parents/carers in order to encourage and support participation in the statutory assessment process;
* Attend and take minutes at multi agency meetings as directed by the SENCo;
* Work with the Transition Coach to collate evidence and ensure there is a smooth transition for all students who are transferring to another school and/or Further Education/Alternative training provider;
* Work with students on a one-to-one basis or in a small group to support speech, language and communication skills;
* Develop specialised knowledge and understanding of strategies to assist the students;
* Support class teachers to devise and deliver programmes for identified students with specific speech and language needs and other special needs identified and ensure they have appropriate access to the lessons and relevant resources;
* Develop, prepare and maintain therapeutic materials and resources for use with identified students;
* To assist and support the SENCo in the administration of EHCP Annual Reviews
* Monitor students’ responses to learning activities and progress towards targets, record achievement and feedback to teachers and the SENCo as required;
* Assist in the implementation and tracking of student targets;
* Oversee and monitor transport for identified SEN students;
* Assist and support the SENCo with the IAP processes and procedures;
* Establish supportive, caring and secure relationships with the students, promoting respect, self-esteem and a positive, inclusive whole school ethos;
* Support and facilitate the administration of group therapy activities;
* Maintain detailed, accurate and up to date records, both written and electronic;
* As directed by the SENCo, liaise with outside agencies as appropriate including Speech and Language Therapists, Play Therapists and Educational Psychologists;
* To work with the SENCo to secure access arrangements and support students in examinations as an invigilator, scribe, reader or prompt;
* Communicate with parents/carers on a weekly basis regarding students’ attendance, punctuality, behaviour and academic progress and record information on SIMS and CPOMS.

Communication* To contribute to INSET days, facilitate staff training and provide regular updates at the staff briefing;
* Participate in regular supervision and appraisal as required by line manager;
* Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision;
* Attend Trust/academy events and contribute to daily briefings, team meetings and training as deemed appropriate by the SENCo;
* Liaise and network with other professionals, parents and carers both informally and formally;
* Use SIMS on a daily basis to register, record, monitor and process student data;
* Undertake lunch duties, as published on a rota.

Trust* Promoting the Trust’s core themes of working with vulnerable young people and helping them to flourish;
* Promoting the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety);
* Ensuring high standards of behaviour and dress are maintained.

Additional dutiesYou may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

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| **Review**This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. I confirm that I understand and agree the duties of this job description.Signature:Print name:Date:---------------------------------------------------------------------------------------------Manager’s signature:Print name:Date: |

**PERSONAL SPECIFICATION**

**Assistant SENCo**

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on the Person Specification points below.

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| **Category** | **Criteria** | **Essential** | **Desirable** |
| **Qualifications and Experience** | Minimum of English and Maths qualifications equivalent to GCSE grade A-C.  |  |  |
| Experienced worker who can engage with vulnerable students with behavioural difficulties and learning needs on a one-to-one basis or in small groups. |  |  |
| SALT Qualification (Speech and Language Therapy) and or equivalent. |  |  |
| Experience of working with students with SLCN (Speech and Language). Minimum requirement of ELKLAN (5-11 or 11-16 years old). |  |  |
| Experience of multi-agency working across statutory and/or voluntary organisations. |  |  |
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| **Skills and Abilities** | Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations. |  |  |
| Able to monitor and evaluate progress through support plans, including regular reviews, in order that impact can be measured. |  |  |
| To be able to devise and deliver programmes for identified children with specific speech and language needs and to develop specialised knowledge and understanding of strategies to assist these children. |  |  |
| Ability to develop and maintain good relationships with children, caregivers, school staff and other agencies. |  |  |
| Able to maintain accurate, up to date, paper and electronic records of work. |  |  |
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| **Knowledge** | To have good working knowledge of IT e.g. Word, Outlook, Excel and PowerPoint. |  |  |
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| **Special conditions** | Hold a current driving licence with own transport to visit other schools. |  |  |
| Willing to undertake an Enhanced DBS check. |  |  |