

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1341	<b>Assistant SENCo</b>	Grade 6	453 NJC	April 2008

### Statement of Purpose

Under the direction of the Head of School, to co-ordinate the support provision for pupils with special needs.

### Supervision

- Provide training opportunities for teaching assistants and other teachers to learn SEN.

### Support to Pupils

- Identify and adopt the most effective teaching approaches for learners with SEN.
- Monitor teaching and learning activities to meet the needs of learners with SEN.
- To develop units of work and/or specific skills development with individual pupils and small groups of pupils.
- Set targets for raising achievement among learners with SEN.
- To monitor the progress of these pupils.
- Attend consultation meetings and keep parents informed about their child's progress.
- Is responsible for overseeing access arrangements and ensuring statutory annual reviews are coordinated, completed on time, and quality-assured in line with legislation and guidance.

### Support Organisational Management

- To ensure that statements of special needs for pupils are stored securely centrally, with a copy on the pupil's individual file.
- Under the management of the SENCo, co-ordinate all requirements for the annual reviews of pupils with special needs at the school, gathering together necessary documentation, distributing to all relevant parties, attending the review meetings and ensuring completed paperwork is distributed as appropriate on completion of the review.
- To be responsible, under the oversight of the SENCo, for drawing up the Individual Education Plans for pupils with special needs.
- To maintain clear and efficient documentation relating to all issues arising in this area and file securely.

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### Support SEN Development

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEN.
- Disseminate good practice in SEN across the school.
- Identify resources needed to meet the needs of learners with SEN and advise the Headteacher of priorities for expenditure.

### Support to 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
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

#### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

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**Person Specification  
Assistant SENCo  
Level 3**

Essential Criteria	Measured By
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Three years experience of working to support children’s learning, gained in a relevant environment.</li> <li>• Experience of working with pupils with additional needs.</li> <li>• Experience of assessment procedures and processes.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills equivalent to GCSE C and above.</li> <li>• NVQ 3 for Teaching Assistant (or recognised equivalent qualification or experience).</li> <li>• Training in the relevant strategies.</li> </ul>	AF
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent numeracy and literacy skills.</li> <li>• Understanding of relevant legislation as it affects children and the education sector.</li> <li>• Ability to manage own workload and work on own initiative.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Excellent interpersonal skills.</li> <li>• Good ICT and record keeping, recording and reporting skills.</li> <li>• Ability to communicate effectively both orally and in writing.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail.</li> </ul>	AF/I

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<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> </ul>	AF/I
<ul style="list-style-type: none"> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***