



# WIGMORE SCHOOL ACADEMY TRUST

## Job Description



### Assistant SENCo

**Organisation(s):** Wigmore School

**Pay Range:** HC7

**Contract:** Full time (term time plus 5 days) and permanent

**Responsible to:** Assistant Headteacher / SENCo

**Responsible for:** Teaching Assistants and Higher Level Teaching Assistants alongside the SENCo

**Functional links with:** Pupils, staff, parents, officers of the LA, and other agencies, as necessary.

**Main Purpose of Job:**

Under the direction of senior staff to provide support for the education and welfare of pupils with special educational needs or disabilities.

**Responsibilities:**

- To manage and develop support for students with special educational needs and disabilities
- Support the ethos of the school and follow school routines, policies and procedures
- Undertake a programme of induction and attend in-service training within and outside school as directed by senior staff
- Be aware of, and maintain, confidential issues in line with school and national policies.
- Carry out other related duties around SEND as directed by the SENCo and other senior members of staff

**General Responsibilities:**

- Support the implementation of the provisions set out within the child's Education Health and Care Plan.
- Support the on-going assessment of the child's special educational needs (and social and personal needs).
- Support and facilitate the inclusion of children on the SEND register within the life of the school and in accessing both curricular and extra-curricular opportunities.
- Participate in the planning, delivery and evaluation of the pupil's Individual Provision Plan, Pastoral Support Plan or and/or individual therapy programme (as appropriate).
- Support the delivery of the curriculum to SEND children and the differentiation and adaptation of resources where necessary.
- Assist with the personal needs of pupils e.g. toileting, changing of clothes etc. if this is required.
- Support the assessment, recording and reporting of the pupil's progress.
- Provide regular feedback to teachers and SENCo on the participation, progress and welfare of SEND pupils.
- Co-ordinate and contribute to regular reviews of the child's progress and provision plans including statutory annual reviews, liaising with parents and outside agencies as necessary
- Direct group activities within and away from the classroom including:
  - implementing 'catch up' programmes with targeted groups (for example, Toe-by-Toe, Power of 2, Additional Literacy or Numeracy Support);
  - explaining and clarifying tasks;
  - modelling language use and extending pupil's explanations;
  - using questioning to probe understanding and to extend pupil's thinking; and
  - adapting resources to suit learning needs.
- Support links between home and school.
- Lead teams of TAs and HLTAs alongside the SENCo, conducting performance review and target setting
- Deploy TAs and HLTAs, assigning staff to relevant groups in conjunction with the SENCo and with reference to the individual needs of pupils
- Liaise with the Data Manager and Timetabler as necessary to create timetable packages for TAs and HLTAs as needed.
- Promote the child's general welfare and follow the school's health and safety procedures.
- Undergo regular review of duties and responsibilities and the pupil's needs according to the school's schedule.

- Undertake safeguarding training at an appropriate level to the role.
- Carry out other relevant duties as directed by senior members of staff
- To undertake designated administrative and clerical tasks, in order to support teaching and learning
- Undergo review of duties and responsibilities according to the school's schedule

## **Area Specific Responsibilities**

### Inclusion

- Assess and identify pupils with special learning needs, including more able pupils.
- Ensure an up-to-date register of pupils with SEND is kept.
- Ensure the trust develops and maintains a consistent style of identifying, monitoring and reporting on the progress of pupils with special educational needs, including pupils with an EHC plan.
- Organise and develop a variety of styles of learning support appropriate to the requirements of the pupils with special learning needs.
- Be responsible alongside the SENCo for the direction, duties and professional standards of the team of teaching assistants and higher-level teaching assistants in the school.
- Identify and adopt the most effective teaching approaches for pupils with SEND in addition to identifying resource needs.
- Monitor teaching and learning activities to ensure that they meet the needs of pupils with SEND.
- Provide support, training and guidance to teaching staff regarding appropriate teaching strategies to aid effective learning.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- Liaise with external agencies, the LA and parents to ensure that pupils with SEND have access to appropriate support for learning.
- Set targets for raising achievement among pupils with SEND in conjunction with the SENCo, heads of department and teachers, as necessary.
- Collect and interpret specialist assessment data and set up systems to identify, monitor and review SEND.
- Assist in the provision of reports as necessary to the executive headteacher regarding the effectiveness of SEND provision and planning.
- Encourage all members of staff through training and support to recognise and deliver their statutory obligation to children with SEND.
- Be responsible for the efficient and effective deployment of support staff.
- Liaise with the executive headteacher and other senior leaders regarding TA appointments and SEND staff requirements.
- Ensure parents of children with SEND are consulted with and informed of their children's provision.
- Coordinate regular SEND meetings, including annual reviews of pupils with EHC plans
- Apply for relevant funding to support children with SEND.
- Liaise with a range of external agencies and organisations to ensure students have access to the full range of appropriate entitlements, interventions and support, and that these have the desired impact on each child's progress.
- Ensure all statutory SEND requirements set out in "Special Educational Needs and Disability Code of Practice: 0 to 25 years" are adhered to.
- Ensure all SEND documentation is up-to-date and relevant.
- To liaise and arrange Annual Reviews with parents' staff and outside agencies, gather reports/feedback minute meeting and complete all reports and paperwork accurately and within statutory timeframes, updating records and databases.
- To arrange follow up reports and distribution of information to staff, parents and outside agencies.
- To liaise with the Data Manager to ensure all stakeholders have accurate and up to date details for SEND pupils
- To respond to correspondence on behalf of the SENCo
- To coordinate SEND equipment and order resources
- To write risk assessments
- To contribute to whole school policies regarding SEND
- To support SEND pupils in the classroom and help meet their particular needs
- To maintain the school website with accurate and up to date information and links regarding SEND
- To ensure the identification of and provision of access arrangements for SEND students taking formal examinations

### Mental Health

- To continually update learning and understanding to maintain high standards of positive mental wellbeing support for students and staff.
- To report to the DSL or outside agencies concerns about an individual's wellbeing
- To contribute to the whole school wellbeing policies
- To signpost pupils and staff to other areas of support e.g. websites or outside agencies

### Training

- Undertake training and updates on an annual basis on SEND issues
- Keep staff members up-to-date with guidance and training regarding SEND;
- Keep up to date with and respond to national developments for SEND and changes to the Code of Practice

### **General Information:**

This job description summarises the main duties and accountabilities of the post and is not exclusive. The post holder may be required to undertake other duties of similar level of responsibility.

It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be consulted on any proposed amendments.

It is a condition of employment that staff will not disclose any information obtained in the course of their duties other than to those entitled to receive it. The postholder must ensure that the confidentiality of personal data remains secure and the terms of the Data Protection Act and relevant Trust policies are met in respect of information held on the Trust's computerised systems.

The Trust is committed to equality of opportunity. All staff are required to comply with current legislation, Trust policies and good practice guidance.

This job description should be read in conjunction with the Staff Induction Policy and Staff Handbook.

All staff are required to participate in the Trust's appraisal process and undertake any necessary training and development, to keep up to date with the requirements of the job.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

Under the H&SAWA 1974 the post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the Trust on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety or welfare.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that employees are aware of Wigmore School's Safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Employees have a duty to ensure they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate, adhering to policies and established practices. This post is subject to an enhanced disclosure.

**Executive Headteacher's Name:** Rob Patterson (Executive Headteacher)

**Executive Headteacher's Signature:**

**Date:**

**Employee Name:**

**Employee Signature:**

**Date:**

**Date Job Description reviewed:**



# WIGMORE SCHOOL ACADEMY TRUST

## Person Specification



### Assistant SENCo

|                                    | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>              | <ul style="list-style-type: none"><li>• Certificate in Learning Support (or equivalent qualification) (AF, I)</li><li>• First Aid qualification or willingness to work towards it (AF, I)</li><li>• Willingness to undertake further training, as appropriate (AF, I)</li><li>• GCSE English Language at Grade 4 or equivalent or better (AF, I)</li></ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• NASENCO or NPQSEN qualification</li></ul>                                                                                                                                                                                                                                                                                                                          |
| <b>Experience</b>                  | <ul style="list-style-type: none"><li>• Experience of working in a school environment, perhaps as a Level 2 Teaching Assistant or Level 1 SEN Teaching Assistant in a mainstream school (or equivalent) (AF, I), or as a teacher</li></ul>                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Experience of working alongside a SENCo (AF, I)</li><li>• Experience of working as a Higher Level Teaching Assistant (AF, I)</li><li>• Experience of working with parents and other professionals related to the provision of SEND (AF, I)</li><li>• Experience of delivering other aspects of SEND support, such as speech and language therapy (AF, I)</li></ul> |
| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"><li>• Knowledge of the roles of TAs and HLTAs in Schools (AF, I)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>• Knowledge of the Code of Practice for SEND students (AF, I)</li><li>• Knowledge of access arrangements relevant to SEND students (AF, I)</li></ul>                                                                                                                                                                                                                 |
| <b>Abilities and Skills</b>        | <ul style="list-style-type: none"><li>• Good team worker (AF, I)</li><li>• The ability and willingness to work flexibly within the school (AF, I)</li><li>• A calm but authoritative manner with pupils (AF, I)</li><li>• The ability to relate well to pupils, parents and staff (AF, I)</li><li>• The ability to develop high quality learning resources, under the direction of the teacher (AF, I)</li><li>• The ability to accurately record and report on pupils' progress (AF, I)</li><li>• The ability to follow and apply the teacher's instructions and clearly explain these to pupils (AF, I)</li></ul> | <ul style="list-style-type: none"><li>• Competent user of ICT (AF, I)</li><li>• Minibus driver (AF, I)</li></ul>                                                                                                                                                                                                                                                                                           |
| <b>Personal Attributes</b>         | <ul style="list-style-type: none"><li>• Resilient (I, R)</li><li>• Reliable (I, R)</li><li>• Committed (I, R)</li><li>• Honest (I, R)</li><li>• Trustworthy (I, R)</li><li>• Dedicated (I, R)</li><li>• Patient (I, R)</li><li>• Loyal (I, R)</li><li>• Good sense of humour (I, R)</li><li>• High expectations of self and others (I, R)</li></ul>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                            |

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|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Other Factors</b> | <ul style="list-style-type: none"> <li>• Commitment to working with young people (I)</li> <li>• Willingness to work in support of the inclusive ethos of the school (I)</li> <li>• Willingness and ability to attend training days that are over and above the contractual employment, which will be paid (I)</li> <li>• Good attendance record (R)</li> <li>• Outstanding references (R)</li> <li>• A commitment to high educational standards, which maximise the achievements of all pupils (I, R)</li> <li>• A commitment to equality of opportunity for all pupils (I, R)</li> <li>• A belief in working in partnership and as part of an established team (I, R)</li> <li>• A commitment to continuous professional development (I, R)</li> <li>• A willingness to reflect upon experiences in a critical and constructive manner (I, R)</li> <li>• Police clearance (DBS check)</li> </ul> |  |
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**Evidence Key:**

(AF) – Application Form

(I) – Interview

(R) – References