



ASSISTANT SENDCO

Role Information

November 2021





ROLE INFORMATION FOR THE POST ASSISTANT SENDCO

Salary: £21,159 - £22,700 p.a. Based on (Grade 9 SCP 16 - SCP 19 £25,753 - £27,629)

Role Type: Permanent

Start Date: As soon as possible following pre-employment checks

Thank you for your interest in this post. I hope that the information about the school and the details of the post will prompt you to apply.

We are currently seeking to appoint an Assistant SENDCO. The successful candidate will have an excellent knowledge of SEND Code of Practice and relevant legislation and guidance and be able to support the SENDCO in ensuring the smooth running of the day-to-day operation of the SEND policy and co-ordination of specific provision to support students with SEN or a disability, including planning, completing and reviewing of EHCPs as well as working at HTLA level and implementing agreed work along with other duties outlined in the role description.

If this opportunity interests you and you think that you meet the requirements on the person specification below we would welcome your application. Details on how to apply can be found on the following page.

Belper School and Sixth Form Centre is committed to safeguarding and protecting the welfare of children and young people and expects all staff to share this commitment. All successful candidates will be required to undertake pre-employment checks including a criminal record check via the DBS before they can be appointed. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



APPLICATION METHOD

Applications can be made using the “Support Staff Application Form” which is located on the Staff, Vacancies section of our website www.belperschool.co.uk. Please use the section of the form entitled “Summary of Experience, Skills, Knowledge and Competencies” to write your letter of application. Applicants should answer the following questions within the letter of application. You should use the questions as headings, please note that applications which do not include the following headings will not be considered.

- **Reasons for applying for this role and how this links to the schools Vision and Values**
- **How your knowledge and experience of the SEND Code of Practice and legislation and guidance make you suitable for this role.**
- **How your experience of leading, supporting and supervising others has equipped you to carry out this role effectively.**

Application closing date: Thursday 2 December 2021, 12 Noon

ASSISTANT SENDCO INFORMATION

Post title:	Assistant SENDCO
Grade:	Grade 9
Job Family:	Teaching and Learning
Responsible to:	SENDCO
Hours of work:	35 ½ hours per week Monday: 8am – 3.45pm with 30 minutes for lunch Tuesday: 8am – 3.45pm with 30 minutes for lunch Wednesday: 8am – 3.45pm with 30 minutes for lunch Thursday: 8am – 3.45pm with 30 minutes for lunch Friday: 8am – 3pm with 30 minutes for lunch
Weeks of contract:	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)
Flexible working:	Flexible working is not available in this post

Role Description

Purpose of the Post

- Using knowledge and understanding of the Code of Practice and relevant policies, guidance and legislation, to assist the SENDCO to plan, implement, monitor, evaluate and review the school's SEND provision including the programme of annual review and Assess Plan Do Review for students with EHCPs
- To assist the SENDCO with strategic aspects of SEND including provision mapping and planning, funding bids, policies and reports
- To support the SENDCO in ensuring the smooth running of the day-to-day operation of the SEND policy and co-ordination of specific provision to support students with SEN or a disability
- To assist the SENDCO in the provision of professional guidance to teachers and support staff and in ensuring excellent communication and promotion of SEND to all stakeholders
- Working under the guidance of the SENDCO, to co-ordinate the school's Off Site Provision
- To work at HTLA level implementing agreed work programmes to individuals / groups both within and out of the classroom, enabling students to access learning activities and structured programmes overcoming barriers to learning

Key Tasks and Responsibilities

- To work under the guidance and overall supervision of the SENDCO
- To support and assist the SENDCO in the planning and implementation of the school's SEND provision
- In collaboration with the SENDCO and other staff, to contribute to the development and implementation of the varied alternative curriculum, learning and support programmes
- In collaboration with the SENDCO, to deploy teaching and learning assistants to the Learning Support Area and the ACCESS area, and to support the area co-ordinators in timetabling the provision required across the areas
- To assist in the monitoring, evaluation and review of SEND need and provision across the school including ensuring the maintenance of a complete and accurate SEND register and supporting the regular and timely delivery of the Assess Plan Do Review programme and the complete and accurate maintenance of the school's SEND provision map
- To assist in the planning, monitoring, evaluation and review of EHCPs. To assist the SENDCO in carrying out annual reviews for students with parents and other professionals, and where appropriate and under the guidance of the SENDCO to conduct annual reviews without the SENDCO in attendance

- To assist the SENDCO to identify a student's SEN, to co-ordinate provision that meets that student's needs, to monitor its effectiveness and to secure relevant services for that student
- To assist with the production and review of the SEND Policy and Annual Report
- In collaboration with the SENDCO to prepare and submit funding bids and to help ensure that there is timely communication of the process and outcomes to all stakeholders
- To assist the SENDCO in the provision of professional guidance to teachers and support staff, working collaboratively to help all staff to understand the needs of students and to support staff in their task of: differentiating class teacher provision; in running the varied alternative curriculum, learning and support programmes; and in carrying out diagnostic assessments, as appropriate
- To identify training needs and development requirements and to organise training activities
- To be a key point of contact for external agencies alongside the SENDCO
- Working under the guidance of the SENCO, to co-ordinate the school's Off Site provision, liaising with all relevant parties and ensuring prompt communication to all stakeholders of any changes. To monitor the control of this provision, to ensure that there is evidence on file of attendance monitoring, regular Assess Plan Do Review assessments, quality control, financial control and safeguarding good practice
- To deputise in the absence of the Learning Support Area Co-ordinator or the ACCESS Area Co-ordinator and to support students, staff and parents in the absence of the SENDCO
- To use a range of assessment materials and carry out diagnostic assessments of students and ensure the collation of results and communication to other staff under SENDCO guidance
- To assist with the production and review of student support plans, under the supervision of the SENDCO, by co-ordinating the graduated response and implementing the Assess Plan Do Review model for each provision. To produce individualised timetables to communicate the provision to stakeholders as required
- To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To deliver programmes and monitor the student's response to the learning activities and where necessary modify or adapt the activities as agreed with the class teacher or SENDCO to achieve the intended learning outcome
- To be able to plan and develop differentiated learning activities and have awareness of child development and pupil learning
- To accurately record and report on the development, progress and attainment of students on the student file through a central system for provision mapping in accordance with school procedures
- To liaise with a range of outside agencies around the needs of students including (in consultation with the SENDCO) co-ordinating provision for pupils with physical or sensory impairment through the relevant services, and (alongside the SENDCO or Assistant SENDCO) attending meetings with the Educational Psychologist and

transitional annual reviews of EHCPs.

- To attend or hold SEND support and pupil passport review meetings with students and parents as agreed with the SENDCO
- To liaise with parents and teachers as required and to attend open evenings and parents evening as appropriate
- To work independently within the Learning Support or ACCESS area supervising and supporting students in groups or one-to-one, in accordance with their support plan. This may include longer programmes of study. To work with students to enable them to access the mainstream curriculum or an agreed alternative learning and support programmes
- To undertake relevant training as required in order to be able to deliver and supervise the day to day delivery of the department learning and support programmes
- To liaise with, and establish productive working relationships with, alternative learning and support programme providers and parents/carers to ensure the attendance, well-being and academic development of students

Common tasks and responsibilities

1. To provide specialist skills as appropriate including literacy and numeracy), contribute to the planning of learning activities, undertake work/core/support programmes to enable access to learning and to assist the class teacher in the management of the children and young people in the classroom
2. To be able to work at HLTA level, independently planning and delivering lessons to support students to learn away from the mainstream, assessing and reporting appropriately on development and attainment
3. To contribute to maintaining children and young people's records
4. To contribute to the management of children and young people's behaviour, dealing with any disruption and report to the class teacher any difficulties unable to overcome
5. To work with students within the classroom to enable them to access the curriculum
6. To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of the SENDCO
7. To enable students to maintain appropriate personal and social organisation
8. To encourage students to interact and work co-operatively with each other
9. To accompany students on educational visits as appropriate
10. To assist with the development and implementation of student support plans as appropriate
11. To respond knowledgeably to any questions from students or parents about process and procedures
12. To promote the inclusion of all students within the classroom and the school
13. To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the SENDCO as appropriate
14. To carry out other duties which may be reasonably requested by the SENDCO from time to time
15. To undertake training as required at the request of the the SENDCO

Line management or supervisory responsibilities (if applicable)

- Supervision or line management of Teaching Assistants as required

Supervision received (if applicable)

- Line manager is the SENDCO
- Supervision from class teachers as required for relevant students

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

A – application form R- references I – interview T – task

Knowledge and Skills	Essential / Desirable	Evidence
• Excellent knowledge of SEND Code of Practice and relevant legislation and guidance	E	ARI
• Knowledge of the external procedures and processes pertaining to SEND including funding applications	D	ARI
• Secure understanding of how to implement a graduated response and how to develop and implement pupil passports, learning plans and ECHPs	E	ARI
• Ability to use a range of diagnostic assessments (following training) in relation to student needs	E	ARI
• Ability to lead, support and supervise a team effectively	E	ARI
• Systematic, well-organised and able to manage time of self and others effectively	E	ARI
• Evidence of having co-ordinated the learning of students when not under direct teacher supervision	E	ARI

<ul style="list-style-type: none"> • Ability to co-ordinate and ensure the adequate level of supervision of SEN students • Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary • Ability to identify potential barriers to learning and help to plan strategies to overcome these • Ability to plan and deliver learning activities to students with remote supervision, resolving all but the most complex issues remotely • Ability to prepare and produce modified and differentiated activities/lessons to deliver learning and support away from the mainstream • Ability to establish and develop one-to-one/small group working of students and set targets for development as part of the learning action planning process. Ability to produce individual/group action plans for students and implement and evaluate as appropriate • Ability to manage, motivate and support students who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities • Possession of good ICT and organisational skills with an ability to manage and maintain all appropriate electronic and paper records as requested by the SENDCO • Ability to communicate effectively to a range of staff, students, parents and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people • Initiative and judgement to know when to request further advice in order to maintain student progress • Understanding of a range of SEN needs and their implications within the classroom environment • Ability to work accurately under pressure and to meet deadlines 	E	ARI
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Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers 	E	ARI

<ul style="list-style-type: none"> • Ability to communicate effectively to engage and influence SEN students and to be an active listener • Able to work co-operatively as part of a team and to form good working relationships • Patient and approachable • Willing to undertake training and to share knowledge and expertise with other staff • Able to work accurately and calmly under pressure and to manage deadlines • Takes care and pride in all work, and has good attention to detail • Flexible and adaptive to changing circumstances and requirements 	E	ARI
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Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Grade C or above in GCSE English or equivalent • Grade C or above in GCSE Maths or equivalent • 5 GCSEs grades A* - C or equivalent • Further qualifications (A Level, L3 or above) • HLTA qualification or equivalent 	E	ARI
	E	ARI
	D	ARI
	D	ARI
	D	ARI

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment • Ability to relate to students aged 11 to 18 • Punctuality and reliability • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the need for confidentiality and knowledge of data protection principles 	E	ARI
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