



Application Pack and Job Description  
Dawlish College  
Assistant SENDCo



## Dawlish College Assistant SENDCo

Permanent – required from 1<sup>st</sup> March 2025 (or as soon as possible thereafter)

At Dawlish College, our mission is to eradicate educational disadvantage in Dawlish.

We work towards this mission by living out our three values – We Work Hard, We Work Together and We Make Things Better – every single day. This includes starting each day with a Warm Welcome for every pupil and fostering a strong community spirit among our staff.

Ivy Education Trust is looking to appoint an enthusiastic and motivated Assistant SENDCo to support our SEND team at Dawlish College. This is an exciting post that will offer you the chance to work with a range of staff to meet the needs of those students who have been identified as requiring alternative provision. We need a colleague who is creative, able to plan and implement effective action to substantially improve the outcomes of some of our most vulnerable students. To accelerate the progress of pupils and demonstrate significant impact through their work with the department. As Assistant SENDCo you will assist in the management of the SEND team as well as working closely with students, parents/carers, other staff and outside agencies to identify, assess and meet the needs of students with special educational needs. A key part of the role is the management of learning intervention programmes, ensuring students make good progress.

Please see the below job description and person specification for further details regarding this post.

In addition to the DfE Standards of Professional Development at Dawlish College, our professional development will also:

- Foster a culture of continuous improvement for all Tailor programmes to the needs and priorities of the individual and their specific role
- Provide personalised coaching and support
- Draw on both internal and external professional expertise
- Evaluate each programme for its impact
- Align professional development with the school improvement plan

If you have any questions about the role, then please email Kathryn Wharton-Darke, SENDCo on [KWharton-Darke@dawlish.devon.sch.uk](mailto:KWharton-Darke@dawlish.devon.sch.uk)

Application forms and further information are available from our website, [www.ivyeducationtrust.co.uk](http://www.ivyeducationtrust.co.uk) or via email to [recruitment@ivyeducationtrust.co.uk](mailto:recruitment@ivyeducationtrust.co.uk).

Completed application forms should be submitted before the closing date stated below.

Closing date for applications is Monday 13<sup>th</sup> January 2025 at 09:00am. Interviews will take place the following week (week commencing 20<sup>th</sup> January) once applications have been shortlisted.

## Job Description

<b>Post Title:</b>	Assistant SENDCo
<b>School:</b>	Dawlish College
<b>Salary Grade:</b>	Scale 6, Point 24-28 (£34,314-£37,938 Full Time Equivalent p.a pro rata). 37 Hours per week (08:30-16:30 Monday – Thursday, 08:30-1600 Friday), 39 weeks per annum
<b>Contract type:</b>	Permanent
<b>Responsible to:</b>	SENDCo

### Key purpose:

As a member of the College's support team, to assist the work of the SENDCo in the strategic direction of the department, teaching and learning and management of resources. To assist in the management of the SEND team as well as working closely with students, parents/carers, other staff and outside agencies to identify, assess and plan to meet the needs of students with special educational needs.

A key part of the role is the management of learning intervention programmes, ensuring students make good progress. To ensure proficiency in the core business operations, enabling student learning to remain at the centre of everything we do. Ensuring 'best value' and compliance with the appropriate procedures and policies at all times. As a key member of the support team to work collaboratively with colleagues to achieve the College's objectives.

### Key Responsibilities

- To assist in drawing up the SEND policy and implementation of the SEND development plan
- To provide feedback to SENDCo on systems in place to identify and meet the needs of students with SEND
- To assist with managing the provision for Access Arrangements effectively within the College
- To assist in the evaluation of SEND provision
- To promote the inclusion of students with SEND in mainstream classes

### Teaching and Learning

- Under agreed systems, to assess students, identify SEND and review students' progress
- To assist with the review process (including the Annual Statement review), developing and implementing Individual Support Programmes (ISPs)
- To meet parents and outside agencies to discuss student needs, targets, action and progress and contribute to/lead the meetings
- To collect and circulate specialist advice to relevant people
- To provide guidance to staff relating to policies concerning child protection, health, safety and security, confidentiality and data protection and report any concerns to an appropriate person
- To organise the writing/ updating of student passports for students in Years 7 – 11 and provide information to all staff
- To lead on the organisation and delivery of interventions as agreed with the SENDCo

### Managing Resources

- To advise the SENDCo on staffing and resource needs within the SEND team

### **Jointly Leading and Managing Staff**

- To line manage Learning Coaches (ALCs) effectively
- To observe and appraise LCs to help them identify their training needs
- To conduct annual professional development review meetings with LCs, HLTAs/SEND Team Coordinator and SENDCo Administrator and follow up meetings as deemed appropriate
- To assist with recruitment and interviewing new staff
- To represent SEND team at teaching staff, management and other appropriate meetings
- To recognise own strengths and areas of expertise and use these to lead, advise and support others
- To liaise with managers/teaching staff and LCs

### **Support Team**

- To support the achievement of the College's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
- To carry out any other tasks as determined by the SENCo, as required

### **Other Duties**

- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- The Trust operates a Smoke-Free Policy, and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- To support the achievement of the school's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
- To conduct oneself in a manner befitting a member of staff at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students at the school/college.
- To follow the school/college's ICT policy for safe use of ICT
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the college's safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS.
- To place the safeguarding of all children in the college as the highest priority
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
- To work in compliance with the codes of conduct, regulations and policies of the school/college and its commitment to equal opportunities
- To comply with the college's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual.
- To undertake training and personal development as and when identified by Line Manager.
- To undertake any other duties as deemed appropriate by the Headteacher.

**This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.**

## Assistant SENDCo Person Specification

We are particularly looking for the following qualities and experiences:

Criteria	Essential	Desirable	How Assessed
<b>Qualifications</b>			
GCSE grade C or above (or equivalent) in both English and Mathematics	√		Application Form; Interview
A Level in Mathematics and/or English		√	Application Form; Interview
HLTA or QTS Status		√	Application Form; Interview
Educated to degree level		√	Application Form; Interview
<b>Professional experience and knowledge</b>			
A proven track record of working with students with special educational needs	√		Application Form; Interview
Proven experience of working with children of relevant age in a learning environment	√		Application Form; Interview
Working knowledge of processes, procedures and systems within an educational environment	√		Application Form; Interview
Experience of leading or delivering Speech and Language interventions		√	Application Form; Interview
Experience of leading trips and visits off-site for groups of students		√	Application Form; Interview
<b>Personal aptitudes, qualities and skills</b>			
Ability to manage CPD and line manage the SEND team, including appraisals and timetabling	√		Application form; Interview; References
Working knowledge of Code of Practice and Graduated Response Tool	√		Application form; Interview; References
Ability to work professionally with outside agencies including managing the Educational Psychologist's list/work	√		Interview; References
Ability to manage the efficient use of Exam Access Assessor time	√		Application form; Interview; References
Ability to engage with Safer Recruitment	√		Application form; Interview; References
Ability to recognise and understand the need for confidentiality	√		Interview; References
Highly motivated and enthusiastic	√		Application Form; at interview
High professional standards	√		Interview; References
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	√		Application form; Interview

A commitment to high academic standards	√		Interview; References
The ability to motivate and enthuse students	√		Application form; Interview; References
Ability to work effectively as a member of a team	√		Application form; Interview; References
Good organisational skills	√		Interview; References
Ability to work effectively with and command the confidence of teaching staff	√		Application form; Interview; References
The ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-college and external advice and expertise where necessary	√		Interview
Well-developed interpersonal and delegation skills	√		Application form; Interview; References
A commitment to working to strict deadlines	√		Application form; Interview; References
Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes	√		Application form; Interview; References
Ability to effectively use ICT to support learning, or to undertake training to do so	√		Application form; Interview; References
Ability to use other technology to support learning – eg video, photocopier, etc	√		Application form; Interview; References
Ability to self-evaluate learning needs and actively seek learning opportunities	√		Application form; Interview; References
Ability to demonstrate and promote good practice in line with the ethos of the College	√		Application form; Interview; References
Understanding of safeguarding issues and promoting the welfare of children and young people	√		Application form; Interview; References
Suitability to work with children	√		Application form; Interview; References

**Ivy Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks**