ERASMUS DARWIN ACADEMY

Primitas Learning Partnership | Consultation Collaboration Support

Headteacher
Mr P. Walklate BSc(Hons), PGCE, MA, NPQH, NPQEL

Erasmus Darwin Academy, Pool Road, Burntwood, Staffordshire, WS7 3QW
T: 01543 685828 E: admin@eda.staffs.sch.uk

Job Description: Assistant SENDCo	**Grade:** 8	**Date:** February 2026
Responsible to: SENCo – Deputy Headteacher		
Based upon Job No: S316 Assistant SENCO/HLTA		

Statement of Purpose

- To support either an individually named student who has a statement of Special Educational Need or teaching and learning within the classroom.
- To ensure the Academy is legally compliant in all aspects of SEN.
- To contribute to the ethos of the school through the stated aims, objectives and policies.
- To support the co-ordination of interventions for identified students using appropriate Information Technology Systems.

Support to Students

- To work in accordance with the Academy Ethos and Code of Practice 2014.
- To share responsibilities within the Inclusive Learning Curriculum Area as outlined in the Code of Practice.
- To support the SENCo with transition arrangements from KS2-3 including transition meetings with external agencies where appropriate and planning transition activities.
- To organise all induction visits for identified students.
- To monitor students in Year 7 after transition.
- To support SEND professionals with the MEP process including contributing to training and carrying out the QA process of completed MEPs.
  - To manage and co-ordinate the annual review process for students across all year groups.
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  - To prepare the timetable for LSA deployment, ensuring that we are compliant with legal hours and that support is consistent within subjects.
  - To carry out internal testing of students as required, interpret and share results and actions.
- To support with identifying students who may benefit from reduced options at KS4.
- To organise the HUB area in preparation for the New Intake Parents' Evening.
- To co-ordinate and liaise with external agencies. E.g. Autism Inclusion, Hearing Impaired, Vision Impaired teams etc, including planning itinerary of visits.
- Support the Exams Officer by ensuring that LSAs have completed relevant examination training to support students requiring exam access arrangements.
- Work with the KS4 SEND Lead with identification, testing and implementation of exam access arrangements, ensuring that JCQ regulations are followed and paperwork is ready for inspection.
- Co-ordinate staff to support access arrangements in both formal and informal assessments.

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- To complete referrals to external agencies and support in the triage of student concerns raised by staff.
- Work collaboratively with the Pastoral, Attendance and Safeguarding teams to support families and attend meetings where required.
- To gather information from the Academy for EHCP consultation purposes.
- To keep an overview of provisions required as per student EHCPs and ensure these are delivered.
- Attending case conferences and reviews where necessary during normal working hours.
- Organising team meetings to review student progress.
- Referring to the SENCo and Head of House's students in lessons who are a cause of concern with respect to social and academic progress.
- To undertake training as appropriate.
- To liaise with and co-ordinate the contribution of external agencies.
- To assist in the training of new Learning Support Assistants including attending meetings and completing reviews for Apprentice's where appropriate.
- To have a flexibility of approach with regards to the nature of student support.
- To plan, organise and oversee a programme of interventions including monitoring and analysis of data to review the impact.

In addition to the generic role of a Learning Support Assistant

- To lead the Transition Programme for SEN/vulnerable children in the primary partnership developing and reviewing strategies and content.
- To ensure continuation of transition into Key Stage 3, 4 and 5.
- To liaise with primary partner SENCos and class teachers during transition period.
- To attend Open Evening to advise parents on SEN/vulnerable children.
- To attend Year 5/6 Annual Reviews and Transition Reviews representing the school.
- To liaise with external agencies when necessary.
- To write reports for external agencies.
- To act in an advisory capacity to staff regarding categories of SEN.
- To support the SENCo with ensuring that the SEND register is up to date, contribute to the views of the SEND Register and share updates with Teaching professionals.
- Line Manage and support the development of the KS3 and KS4 SEN Leads.
- Completing annual Performance Management reviews with Learning Support Assistants.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Comply and assist with the development of 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.
- Establish constructive relationships and communicate with other agencies/professionals

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- Attend and participate in regular meetings including Trust and Pastoral for SEN input.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition, they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Academy's Health and Safety policy.

Note 1:
The content of this job description will be reviewed with the post holder on an annual basis in line with the Academy'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

Criteria	Measured By
Experience • Three years' experience of working to support children's learning, gained in a relevant environment. • Experience of working with pupils with additional needs. • Experience of assessment procedures and processes.	AF/I
Qualifications/Training • Training in the relevant strategies. • Meet HLTA standards, or equivalent qualification and experience • Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. • HLTA or NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). • Qualified Teacher Status (desirable)	I
Knowledge/Skills • Excellent numeracy and literacy skills. • Understanding of relevant legislation as it affects children and the education sector. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Excellent interpersonal skills. • Good ICT and record keeping, recording and reporting skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. • Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Excellent communication skills.	AF/I

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Behavioural Attributes • Builds personal relationships with stakeholders, through regular contact and consultation • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict • Requires minimum supervision • Takes responsibility for own and team actions • Identifies and overcomes barriers and manage risks • Takes quick and effective action • Demonstrates focused implementation of role and responsibilities • Builds strong team ethos where everyone feels valued • Provides timely, sensitive and honest feedback on performance • Is accountable for own development and encourages the ownership of development needs amongst team members.	AF/I

AF - Application form I - Interview

Primitas Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As such this post is subject to a 'disclosure' check under the Rehabilitation of Offenders Rehabilitation of Offenders Act 1974 and satisfactory Enhanced DBS check, Online Search and references.

Further details regarding this check are available from schools or by visiting www.gov.uk/government/organisations/disclosure-and-barring-service. A copy of the school's Safeguarding Policy can be found on our website. You will also be required to provide proof of eligibility to work in the UK, evidence of your qualifications and suitable references