

JOB DESCRIPTION

Job Title: Assistant SENDCO (in charge of Resourced Provision)

Grade: Teacher

Salary: MPS/UPS + TLR 2B

Conditions of Service: Teacher Contract

Responsible to: SENDCO/ Senior Leadership Team

Statement of Purpose

To assist in managing the provision for pupils identified as having Special Educational Needs and Disabilities (SEND); including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

Responsibilities

- Assisting in leading the work of the SEND team.

Key functions

- To lead the schools Resourced Provision for pupils with ASD
- To support the SENDCO in the coordination, implementation & evaluation of interventions.
- To manage appropriate resources including staffing for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEND have the required levels of support
- To support the SENDCO in managing the implementation of an inclusive curriculum.
- Within the context of the school's aims and policies, to work with the SENDCO to develop and implement intervention groups and support.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To support learning of students as allocated by the SENDCO and in coordination with Senior Leaders.
- To manage and maintain provision records/maps.

Specific Responsibilities

- To lead the school's Resourced Provision, including the development and quality assurance of an appropriate curriculum.
- To support the provision of SEND, including the allocation of support time and the writing of Pupil Profiles.
- To liaise with relevant outside agencies to ensure that individual pupil SEND needs are met effectively and that the requirements of statements of EHCP's.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensuring that staff are kept informed of pupils' SEND needs and advise on areas to develop and support.
- Working with the SENDCO and other staff to ensure that Pupil Profiles are used to set subject specific targets and match work well to pupils' needs.
- Using data effectively to identify pupils who are underachieving and where necessary create and implement effective plans of action to support those pupils.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- To work with the SENDCO to promote an inclusive curriculum.
- To liaise with and inform parent and carers about the specifics of the SEND provision for their child under the direction of the SENDCO.
- To monitor the progress of students with SEND and advise the SENDCO of concerns.
- To support meetings of SEND staff, communicate information to staff and coordinate resulting action.
- To offer and advice and support to teaching staff in providing a quality first teaching approach, under the direction of the SENDCO.
- To support the process of access arrangements in liaison with the Examinations Manager and SENDCO.
- To deputise for the Vice Principal / SENDCO in matters relating to SEND.

Leadership To:

- Inspire pupils by personal example and presence.
- Contribute to Department agile planning and the part it plays towards whole school development including contribution to school evaluation document.
- Acknowledge the responsibility for raising pupil achievement across the school for all pupils with SEND.
- Be a role model in all aspects of teaching and learning.
- Have a presence around the school, encouraging pupils to demonstrate positive behaviour and attitudes, both in lessons and during movements to and from lessons.
- Promote the behaviour for learning policy and liaise with parents as appropriate.
- Keep abreast of local and national changes within the SEND.
- Help to promote a sense of shared purpose and teamwork within the SEND team.
- Promote and support all groups of children including vulnerable groups.

Teaching and Learning

- Ensure that the statutory requirements of the National Curriculum and BTEC/GCSE courses are fulfilled in relation to both content and assessment.
- Support all aspects of teaching and learning including lesson observation and work review.
- Ensure the application of the whole school policy on assessment and help evaluate its use and effectiveness for all pupils with SEND.
- Monitor tracking systems and the use of data for SEND pupils for highlighting success and identifying underachievement.
- Monitor and evaluate the effectiveness of schemes of work, including the provision for homework, through liaison with the SENDCO in meeting the needs of all pupils.
- Promote and represent the SEND team at appropriate meetings.
- Promote opportunities for extra-curricular activities and visits for pupils with SEND.
- Ensure high standards of pupil performance across the ability range.
- Contribute to use of rewards and sanctions.
- Ensuring a stimulating learning environment is maintained within the Resourced Provision.
- Promote a healthy and safe learning environment.
- Encourage pupils to make a positive contribution to learning and to the whole school community.
- Promote enjoyment and achievement in learning and extra-curricular activities.
- Promote a culture of the importance of learning throughout life and of the importance of economic well-being.
- All teachers are expected to abide by the Professional Standards for Qualified Teacher Status when undertaking their roles as a classroom teacher.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Essential/Desirable
	Experience <ul style="list-style-type: none"> • Experience of working in mainstream and/or special schools • Experience with working with children with SEND • Experience of multi-agency working practices • Evidence of appropriate CPD • Experience of working closely with Teaching Assistants • Experience teaching pupils with ASD • Knowledge of assessment procedures and effective use of data • Excellent knowledge of national curriculum • Understanding of the specific barriers for a pupil with SEND at a variety of ages • Knowledge and experience of implementing a range of practical approaches for a pupil with SEND • Excellent classroom practitioner 	E E D E E D E E E E E
	Qualifications/Training <ul style="list-style-type: none"> • Qualified Teacher Status • Advanced Qualifications in SEN/ASD • Recent relevant CPD in current education practice • Degree 	E D E E
	Knowledge/Skills <ul style="list-style-type: none"> • Knowledge of strategies to support pupils with ASD achieving highly and enjoying school • Knowledge of the latest research and approaches for SEND pupils • Good communication, listening and written skills • Ability to positively influence the teaching practice of others • Good organisation skills • Flexibility to work across all Key Stage areas if required • Ability to establish rapport with pupils, professionals, parents and the wider community 	E E E E E E E

	<ul style="list-style-type: none"> • Competent and confident in utilising ICT programmes • Self-motivated and able to work independently. • Ability to work as part of a team • Good interpersonal skills • Ability to work under pressure • Current Driving Licence • Experience of compiling written reports on students with individual needs 	E E E E E D E
	Behaviour Attributes <ul style="list-style-type: none"> • Customer focused • Has a professional and respectful approach, which demonstrates support and shows mutual respect • Can demonstrate active listening skills • Takes responsibility and accountability • Committed to the needs of the pupils, parents and carers and other stakeholders • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and can effectively lead change • Is enthusiastic and decisive • Communicates effectively • Has the ability to learn from experiences and challenges • 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 	E E E E E E E E E E E

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check

If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 04/05/2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET