

## Assistant SENDCO (Grade E)

### Job Description

#### Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by taking a lead role to support students to learn and flourish.

To compliment the work of the Assistant Headteacher SENDCo and by coordinating and deploying SEN Assistants to support agreed learning activities for students with SEND requirements across the Academy.

Plan, prepare and delivering learning activities for individuals/groups

Monitor, assess, record and report pupil achievement, progress and development and use this to personalise LP's.

Evaluate interventions and support the Assistant Head in ensuring appropriate and successful interventions are in place.

Support the Assistant Headteacher with statutory assessments and access arrangement assessments.

Be responsible for the management and development of SEND Assistants including allocation and monitoring of work, appraisal and training.

Be responsible for the management and development of volunteers within SEND including allocation and monitoring of work, appraisal and training.

#### Your responsibilities

##### Support Teachers by:

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate for students
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Reporting on progress and achievement of individual and groups of students
- Working within an established discipline policy to anticipate and manage behavior constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests
- Producing lesson plans, worksheets, plans etc.

**Support pupils by:**

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Develop, implement, monitor and review LP's and EHCP's
- Promoting the inclusion and acceptance of all pupils within the classroom
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

**Support the Curriculum by:**

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Using ICT effectively to support learning activities develop pupils' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

**Support the school by:**

- Managing and maintaining provision maps
- Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise strengths and areas of expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the school

- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

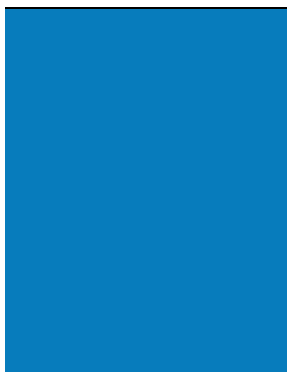
The postholder will supervise allocated SEND Assistants.

**All Isca academy staff are expected to:**

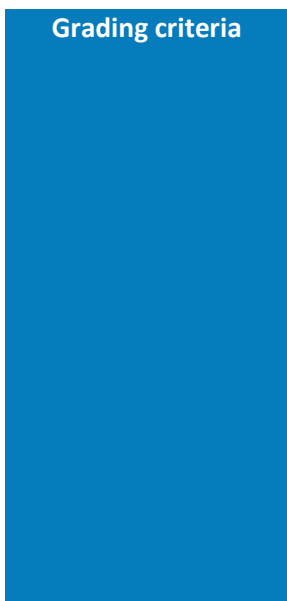
- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

**Other Information**

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.



- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.



- Directly line manage others within their service
- Establish the best course of action using a range of recognised procedures
- Identify the need, assess the situation and initiate action, providing comprehensive guidance, advice and support.
- Undertake work where there is a wide range of choices, where advice is not normally available and/or decisions where policy, procedures and working standards provide only general guidelines
- Make decisions which have significant implications for the service or have a significant effect on employees or other individuals
- Work may be subject to interruption but the program of tasks will not be subject to significant change.
- Able to undertake a variety of advanced tasks in their specialist area which requires detailed knowledge and skills.

## Teaching Assistant (Grade E)

### Person Specification



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| • Completion of relevant training/qualifications at NVQ4/HNC or equivalent level of Knowledge and skills | Essential |
| • Good numeracy and literacy skills with a GCSE (or equivalent) in English and Maths (grade 4 or above)  | Essential |



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|---|-----------|
| • Proven experience of working with SEN children  | Essential |
| • Experience of managing other adults   | Desirable |
| • Experience of preparing, prioritising, initiating and delivering intervention strategies. | Essential |

Key skills

- Experience of planning effective actions for pupils at risk of underachieving. Desirable

Key skills

- Ability to lead and manage teams and individuals Essential
- The ability to promote inclusion and acceptance of all pupils Essential
- Able to self-evaluate own learning needs and actively seek learning opportunities Essential
- Able to fulfil all aspects of the role with confidence and fluency in English Essential

Values

- **Ambitious:** works hard, has the highest standards and is positive for the future. Essential
- **Selfless:** is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities. Essential
- **Collaborative:** builds strong relationships and networks. Essential

Job Evaluation

JE Job Number: TA5  
JE Score: 432  
Grade: E