



Recruitment Information Pack

Assistant SENDCo (3 Days, 18 Hours)



Start Date: ASAP



Vision

To be a community that develops personal growth, excellence and achievement for all

End Goals





Thank you for your interest in the position of Assistant SENCD0 (3 days per week).

Our school has been on a continuous upward trajectory for a number of years. In the summers of 2022 and 2023, our Year 11 cohorts achieved Progress 8 scores putting us in the top 10 in the county. In the summer of 2024, based on student progress, we placed in the top 8.1% of schools nationally. Our SEND students significantly out-perform their peers nationally.

As a community that develops personal growth, excellence and achievement for all, we are incredibly proud of everything the school has become and what we have achieved in the last few years: our well-rounded young people who have gone on to purposeful and challenging further education, some of the best GCSE results in the county and our recent Ofsted report.

We are also hugely proud of our staff who are relentlessly hardworking, supportive of one another and passionately committed to securing the best possible life chances for the young people we serve.

Our SEND Team does whatever it takes to support our children with additional needs: whether reinforcing the learning of small groups of students, supporting in the Learning Centre, delivering interventions or adding additional pastoral capacity. This role is an exciting opportunity for you to join our team and help further our vision. It will require huge amounts of perseverance and a constant drive for innovative excellence but will also be incredibly rewarding and will offer exciting progression for the future.

I look forward to receiving your application.

Alexander Lewis- Headteacher





LONG TRATTON HIGH SCHOOL
Job Description

Job Title:	Assistant SENDCo (3 days, 18 hours)
Salary range or job grade:	7-11 (pro rata)
Responsible to:	SENDCo
Responsible for:	Supporting the management of the SEND provision in the school
Effective Date:	ASAP

Role and Context	
Job Purpose:	Coordinate the day to day provision of education for all pupils with Special Educational Needs and ensure that pupils with SEN participate as fully as possible in the life of the school.
Dimensions	Whole school cohort is approximately 750 pupils with a varying number of SEN pupils in each year group
Relationships:	Works closely with: • SENDCo • LSAs • Heads of Department • Pupil Development Team Provides information and assistance to: • All teaching and non-teaching staff, pupils, parents and Governors
Other Job Information:	The jobholder will need to be DBS approved. The post holder will be expected to fulfil the Teachers' standards.

Principal Accountabilities	
The purpose of this post is to continue to raise standards within the school for pupils with Special educational needs	
1.	Be responsible for the creation and management of LSA timetables.
2.	Be a first point of contact for parents, staff, pupils and outside professionals in matters relating to the SEN needs of LSHS pupils.
3.	Arrange and attend meetings relating to the SEN needs of LSHS pupils e.g. feedback meetings with teacher from Sensory Support, EPSS and /or with parents, and feedback any necessary information to staff.
4.	Maintain and update the SEN register and One Page Profiles for individuals with SEN and oversee the records of pupils on the SEN register.
5.	To contribute to the planning and management of Literacy and Numeracy interventions for Yr7 Catch Up Premium pupils and others, and track the progress made by these pupils.
6.	Organise Exam Access Arrangements testing for pupils in Yr9 who may be eligible for EAA.
7.	Prepare paperwork for annual EHCP reviews and for referrals to outside agencies such as the EPSS and ATT.
8.	Liaise with SENDCos from feeder schools to ensure the smooth transition of Yr6 pupils with SEN to LSHS.
9.	Liaise with post 16 providers to ensure the smooth transition of LSHS pupils with SEN to further education and/or training.
10.	Advise and support staff in catering for the needs of pupils with SEN.
11.	Perform any other duties commensurate with the role as outlined by the <u>SENDCo</u> .
Key Performance Indicators: • Key Stage 3 results • Key Stage 4 results • Parental and pupil feedback	

Key Competencies
Self-Management Manages personal priorities, pressures and workload in an efficient and effective way.
Self-Development Seeks feedback on their performance and takes appropriate actions to improve.
Communications Listens to and communicates clearly with individuals and groups to help mutual understanding.
Equality and Diversity Is constantly mindful of equality and diversity issues in providing services, and seeks to avoid discrimination.

Self Awareness

Understands their own behaviour, is aware of how it impacts others, and can modify their approach accordingly.

Analysis and Judgement

Identifies and solves problems ensuring connections are made with related issues and involves others in the process.

Flexible and Adaptable

Develops and maintains constructive relationship which contribute to teamwork and achieving objectives.

Customer Focus

Actively seeks out, listens to and builds on evaluation and feedback from customers.

Proactive Approach

Champions new initiatives in support of strategic objectives and encourages change.

General Information:

- The job specification details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes for the job.
- All work performed/duties undertaken must be carried out in accordance with relevant school policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

Date:

PERSON SPECIFICATION

	Criteria	Essential	Desirable	Application Form	Certificates	Selection Process	Reference
	Relevant SEN qualifications		✓		✓		
	A continued commitment to own professional development.	✓		✓			
	Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children.	✓				✓	
	Knowledge of current legislation, policies, guidance and developments relating to special educational needs	✓		✓		✓	
	Successful practice in accordance with the specified teaching standards 2013 (as identified below).	✓				✓	✓
	An ability to lead, inspire and motivate others.	✓				✓	
	An ability to manage and encourage the professional development of colleagues.	✓		✓		✓	
	Understanding of the strategies to support SEN pupils to deliver outcomes in line with their peers	✓		✓		✓	
Personal Qualities	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓				✓	✓
	Ability to work under pressure and prioritise effectively	✓		✓		✓	✓
	An energetic and enthusiastic presence that commands respect.		✓			✓	
	Integrity, respect for others and a commitment to safeguarding and equality	✓				✓	
	Self-motivated, organised and ambition for self and others		✓			✓	
Teacher Standards							
Sets high expectations and inspires, motivates and challenges all pupils by:							
Establishing a safe and stimulating environment for pupils, rooted in mutual respect.							
Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.							
Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.							
Promotes good progress and outcomes by pupils by:							
Being accountable for pupils' attainment, progress and outcomes.							
Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.							
Guiding pupils to reflect on the progress they have made and their emerging needs.							
Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.							
Encouraging pupils to take a responsible and conscientious attitude to their own work and study.							
Demonstrates good subject and curriculum knowledge by:							
Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.							
Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.							
Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulation and correct use of standard English, whatever the teacher's specialist subject.							

If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.
Plan to teach well-structured lessons by:
Imparting knowledge and developing understanding through effective use of lesson time. Promoting a love of learning and children's intellectual curiosity. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Reflecting systematically on the effectiveness of lessons and approaches to teaching. Contributing to the design and provision of an engaging curriculum within the relevant subject area(s)
Adapt teaching to respond to the strengths and needs of all pupils by:
Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development. Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
Make accurate and productive use of assessment by:
Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements Making use of formative and summative assessment to secure pupils' progress. Using relevant data to monitor progress, set targets and plan subsequent lessons. Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment by:
Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
Fulfil wider professional responsibilities by:
Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationship with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. Communicating effectively with parents with regard to pupils' achievements and well-being.



Excellent teaching and the strongest relationships are the foundation stones of our school and staff have the highest expectations of our students. There are no limits to what they can achieve when we all (students, staff and families) work in collaboration.

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Closing Date: 9:00am 12th October 2026