We are a Living Wage Employer

Assistant SENDCO

Closing Date: Monday 8th July at 12 noon
Interview Date: week commencing Monday 15th July

Responsible to:	SENDCO, SLT
Responsible for:	Work under the direction of the SENDCO and wider Trust staff to support students with SEND
Salary:	Band I, Actual Salary £32,471 - £34,719 (FTE salary £36,648 - £39,186)
Working hours:	37 hours per week, Monday to Friday term time only at 192 days per year (to include 2 training days)

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are looking to recruit an experienced and highly skilled assistant SENDCO who will assist in managing the provision for students 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 students.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: https://www.inspiretrust.uk/vacancies/

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: https://www.inspiretrust.uk/page-template/statutory-documents/

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Winterhill
School
'Everyone succeeds'

Inspire Learning Trust

Why work for us?

Employee Assistance Programme
24/7 confidential help covering counselling and practical and emotional help.

Support Staff Holiday Entitlement
Generous annual entitlement for all our professional support staff.

Accredited living wage
We are committed to ensuring staff rates of pay exceed the national minimum wage.

Student Admissions at OHS
Priority placing for children of staff, subject to length of service.

Specsavers Eye care voucher scheme
Obtain a free eye test and discounts on glasses

Flu jabs
Flu jab vouchers available on an annual basis.

Cycle to work Scheme
Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk

Free Parking
Free car parking at all sites.

Employee Referral Scheme
You could earn £500 for recommending an appointed friend or family member

Evening Language Classes
Access to modern foreign languages classes at a 25% discounted rate.

Onboarding for new starters
Bespoke onboarding process for all new starters, including an additional day's pay.

Pension contributions
Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.

Gym and exercise classes
Gym membership and exercise classes at only £10 per academic year.

Urban Yoga
Access free yoga classes at Oakwood High School.

Sports Facility Hire
Reduced rates on our sports facilities and pitch hire.

Westfield Health Scheme
A salary sacrifice scheme that gives quality health cover.

Oakwood HIGH SCHOOL   Sitwell JUNIOR SCHOOL   TRC THOMAS ROTHERHAM COLLEGE   Winterhill School *'Everyone succeeds'*

Job Description and Person Specification

Main Purpose of Job

To assist with the management of the provision for students with SEND, including allocating dedicated support time for students, collecting the evidence to contribute to EHC plans, creating student profiles and ensuring in-class support staff are directed accordingly.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.

Role Specific Duties and Responsibilities of the Post

(Including Leadership, Accountabilities and Operational Activities).
A = Accountability (which means being responsible for something to somebody)
L = Leadership (guide, direct and influence the outcomes of)
O = Operational (day-to-day management and control of these activities)

1. General duties	A	L	O
Assist with the management of the provision for students with SEND, including allocating dedicated support time for students, collecting the evidence to contribute to EHC plans, and creating student profiles.			✓
Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEN Information Report, Child Protection, Safeguarding and Inclusion policies including a sound knowledge of the SEN Code of Practice.			✓
Assist the SENDCO to lead the team responsible for providing support to students with SEND.			✓
Assist in managing resources available to students with SEND and ensure they are used effectively and safely throughout the school.			✓
Develop curriculum resources in collaboration with the SENDCO and relevant class teachers to ensure that students with SEND can access a full and well-rounded curriculum and have the required level of support.		✓	✓
Provide students with the guidance, support, challenge and resources required to sustain motivation and improve attainment.			✓
Assist in collating information to contribute to the production of ISPs for students with SEND.			✓
To deputise for the SENDCO when appropriate.	✓		✓
Adhere to and promote the school's overall ethos, values and aims.			✓
Ensure students adhere to the school's behaviour policy and that the conditions of the policy are adhered to.			✓
Maintain a thorough working knowledge of the school's policies and procedures relating to SEND, including the SEN policies and reports, and the child protection and inclusion policies.			✓
Assist in ensuring that the SEND register is kept accurate and up-to-date, and ensure that staff are kept informed of students' needs.			✓

Act in the best interest of all students and behave in a professional manner at all times, acting as a positive role model for students and colleagues.			✓
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 the appropriate person.			✓
Regularly attend relevant training and development events.			✓
Be an advocate for equal opportunity and diversity in all aspects of the role			✓

2. Supporting students	A	L	O
Support students' learning as directed by the SENDCO			✓
Assist in analysing and interpreting relevant national, local and individual student data to assess the attainment gap between students with SEND and their peers, and use this data effectively to identify anyone underachieving to ensure they receive essential support.			✓
Provide guidance for staff on the choice of appropriate teaching and learning methods to meet the needs of different students		✓	✓
Assist in monitoring the progress of students with SEND and report progress back to the SENDCO and staff.			✓
Ensure that students' literacy, numeracy and IT skills are developed.			✓
Assist students, where necessary, with key tasks and feed back to their teacher on their progress and any challenges which need addressing.			✓
Support students by ensuring their safety and access to learning, attend to their needs and implement related personal programmes, including social, health, physical, hygiene, toileting and changing, first aid and welfare matters.			✓
Establish good relationships with students and build a rapport with them, acting as a positive role model at all times.			✓
Promote the inclusion and acceptance of all students.			✓
Encourage students to interact with others and engage in activities.			✓

3. Supporting the SENDCO	A	L	O
Work under the direction of the SENDCO and complete tasks as directed, including preparing for meetings, appropriate record keeping and liaising with outside agencies.			✓
Support the SENDCO, in collaboration with class teachers, with the implementation of an inclusive curriculum.			✓
Work with the SENDCO to establish and implement robust interventions and support for students with SEND.			✓
Assist in the setting of targets for students based on their current attainment and areas of improvement			✓
Assist the SENDCO to work with Senior Leaders and teachers to ensure the school is striving to reach high-quality outcomes for students with SEND.			✓
Ensure staff supporting students with SEND align their working practices with the school's commitment to high achievement and effective teaching and learning.			✓
Help monitor the day-to-day implementation of SEND provision within the school and ensure students with SEND feel safe, valued, motivated and supported.			✓
Work with the SENDCO to manage the budget and resources allocated to students with SEND.			✓
Assist the SENDCO with identifying the need for, and organising, training for staff.			✓

4. Generic Duties and Responsibilities

4.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

4.2 All employees will be asked to work at their level on student/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

4.3 Be aware of and support differences and ensure all students, students and staff have equal access to opportunities to learn and develop.

4.4 Participate and contribute to Talent Development and Service Frameworks and other plans.

4.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

4.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

4.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

4.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

4.9 Organise and support school/college and Trust events as requested.

4.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

4.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
1.1 5 GCSE and A Levels(A*-C) or equivalents	✓	AF/CQ
1.2 Further relevant qualifications including degree or equivalent	Desirable	AF/CQ
1.3 Training in a range of SEND areas of need	✓	AF/CQ/I
1.4 Have up to date safeguarding training	Desirable	AF/CQ/I
1.5 Planning and delivering programmes of professional development to staff	Desirable	AF/I
1.6 Evidence of continuing professional development.		AF/I

2. Knowledge, Skills and Experience	Essential	MoA
2.1 Demonstrate an ability to work with students and staff alike	✓	AF/I/R
2.2 Demonstrate a good knowledge of 'SEND Code of Practice' and current legislation relating to SEND.	✓	AF/I

2.3 Demonstrate knowledge of current educational issues	✓	AF/I/R
2.4 Judge a situation effectively and have the confidence to act on their initiative so that an effective solution is developed	✓	AF/I
2.5 Demonstrate knowledge of quality assurance processes within curriculum areas		AF/I
2.6 Form positive and professional relationships with students.	✓	AF/I
2.7 Encourage students to be invested in their learning.	✓	AF/I
2.8 Work closely with disadvantaged students	✓	AF/I
2.9 Implement techniques to boost self-esteem and motivation, to improve resilience.	✓	AF/I
2.10 Foster effective relationships with parents, staff and key stakeholders and encourage them to take an active role in students' development.	✓	AF/I
2.11 Keep accurate records in line with data protection legislation.	✓	AF/I
2.12 Experience of applying for Education Health Care Plans (EHCP)	✓	AF/I
2.13 Implementing inclusive practices		AF/I
2.14 Data analysis and targeted interventions to address outcomes.		AF/I
2.15 Deputising for a senior role.		AF/I
2.16 Working closely with parents in home-school partnerships that support students' needs		AF/I
2.17 Using basic diagnostic tests for identifying specific needs		AF/I
2.18 Motivating and supporting school staff		AF/I

3. Mandatory Requirements	Essential	MoA
3.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/I/R
3.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R

	Essential	MoA
3.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R

4. Physical Requirements	Essential	MoA
4.1 Health and physical capacity for the role.	✓	AF/I/R
4.2 A good attendance record in current employment (not including absences resulting from disability).		R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of student/student needs. Plan, organise and manage your own time to deliver a high-quality education to students/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.

Winterhill
School
'Everyone succeeds'

Inspire Learning Trust

Inspire Learning Trust is committed to… Educational Social Responsibility
We are committed to a value led educational provision.

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its students and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**

- **Inspired to achieve - Oakwood High School**

- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**

- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, students, students and trustees, these are;

Respect, Responsibility, Resourcefulness, Resilience, Reflection, Risk taking and Relationships

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