

Inclusion Assistant Job Description

Job Title	SENCO Administrator
Grade	Scale 5
Responsible to	SENCO, Headteacher
Job Purpose	To work with teachers as part of a professional team to support learning activities for classes. The primary focus will be to work under the direction of the SENCO and Headteacher to support the SENCO in undertaking their duties.
Areas of Responsibility	<ul style="list-style-type: none"> • Organisation of LSA time and additional cover • Liaison with outside agencies • To work with LSA's to promote an effective learning environment through IEPs • To work with children in small groups and monitor progress
Particular duties and responsibilities	<ul style="list-style-type: none"> • Support for the SENCO • Support early identification of additional needs through observation, assessment data, and liaison with staff. • Contribute to the creation and review of One Planning. • Assist with gathering evidence for referrals to external agencies (e.g., Speech & Language Therapy and Paediatrics). • Help design, monitor, and evaluate small-group and 1:1 interventions (phonics, speech & language, social communication, fine motor skills). • Model strategies for TAs and teachers working with pupils with SEND. • Track progress and adjust provision based on outcomes

- Promote high-quality universal provision in line with the Graduated Approach.
- Support the school's behaviour regulation strategies and nurture-based approaches appropriate for early years and KS1.
- Assist the SENCO/Head Teacher with maintaining accurate SEND records.
- Contribute to paperwork for EHCP applications and annual reviews.
- Help ensure statutory deadlines and documentation requirements are met.
- Procure, organise and maintain SEN resources and provide guidance to staff in their use
- To support TA's in the implementation and continued effectiveness of IEP's
- To liaise with TA's to gather information about SEN children
- To liaise with class teachers regarding progress of SEN children
- To liaise and meet with parents of SEN children
- Attend meetings with parents/carers to discuss progress and provision.
- To maintain communication with all the outside agencies, attend meetings and write reports where necessary
- Liaise with external professionals and help implement their recommendations.
- To support individual assessment and observations and the completion of records of children's progress
- Have a working knowledge of all relevant policies, manuals and documentation to support the role of SENCO
- To coordinate visits and meets with children, parents and staff e.g. with Speech Therapist and TASC representatives
- To meet and liaise with the EP and the AEP

	<ul style="list-style-type: none"> • To maintain SEN register • To monitor and evaluate systems set up for the EAL children • To liaise with family support worker and school counsellor • To attend courses to facilitate continued professional development
<p>Support for pupils</p>	<ul style="list-style-type: none"> • Use detailed knowledge and specialist skills to support and progress pupil's learning • Establish productive working relations with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils within the classroom ensuring equal access to lessons and their content • Support pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance. • Provide feedback to pupils in relation to progress and achievement
<p>Support for the school</p>	<ul style="list-style-type: none"> • Comply with policies and procedures relating to Child Protection, Equal Opportunities, Health, Safety and Security, Confidentiality, Behaviour and Data Protection, reporting concerns to the appropriate person. • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. • Contribute to the overall ethos/work/aims of the school. • Communicate and cooperate with other agencies to support the educational development/general progress and wellbeing of individual pupils and to participate in meetings arranged for any purposes described above.

<p>Support for the Curriculum</p>	<ul style="list-style-type: none"> • To carry out the duties and responsibilities according to the Teaching Assistant Job Description already issued. • To carry out any other duties reasonably requested by the Headteacher, Deputy Headteacher, SENCO, Key Stage Leader or Class Teacher.
<p>General</p>	<ul style="list-style-type: none"> • To attend relevant training and meetings as required. • To respect confidentiality at all times. • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To understand and apply school policies in relation to health, safety, welfare and behaviour of pupils. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. • The duties above are neither exclusive nor exhaustive and the postholder may be required by the to carry out appropriate duties within the context of the job, skills and grade. to carry out appropriate duties within the context of the job, skills and grade.

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment English & Maths GCSE's, a recognised teaching assistant qualification level 2 or above or equivalent qualification/experience experience of working with children with a diagnosis of Autistic Spectrum Disorder Strong understanding of early childhood development and SEND in the early years/KS1
	Knowledge of relevant policies and procedures	Knowledge of local authority SEND processes and EHCP pathways. Basic knowledge of First Aid and understanding of School operations
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing

Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults <ul style="list-style-type: none"> • Ability to work collaboratively with staff, families, and external agencies.
	Team work	Ability to work effectively with a range of adults