

## SENDCo Assistant

### Job purpose including main duties and responsibilities

#### Main objectives of the post

Under the direction of the Head Teacher and SENDCo, the SENDCo Assistant will assist the SENDCo in ensuring that the strategic direction of The Pioneer Academy SEND policy is followed in their school. They will ensure that provision for pupils is of high quality and complies with both the SEND Code of Practice 2015 and the Equalities Act 2010, assisting the SENCO with the day to day operation and delivery of an effective provision for pupils identified as having Special Educational Needs (SEND).

### Key Accountabilities

1. To assist the SENDCO in maintaining the SEND Register and ensuring that records of all pupils with SEND are kept up to date.
2. To contribute, as directed, to the application for EHCPs and the Annual Review process.
3. To provide learning support for pupils with SEND, including the teaching of intervention groups to support those pupils with SEND, as directed by the SENDCO and Senior Leaders.
4. To assist the SENDCO in coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
5. To work with the SENCO to promote an inclusive curriculum and in the development of appropriate resources and teaching and learning strategies to make the curriculum more accessible.
6. Tracking performance of pupils on the school's SEND register.
7. To assist with the process of access arrangements for pupils with SEND.
8. To assist the SENDCO in the design, review and evaluation of Individual Education Plans, provision maps and personalised support plans for pupils with SEND.
9. To collate and prepare information relating to assessments and referrals under the direction of the SENDCO.
10. To keep accurate and detailed records of meetings and discussions with pupils, parents and external agencies.
11. Working with the SENDCO and other SEND professionals to advise mainstream class teachers on strategies to support pupils, who may or may not have diagnosed SEND, using the graduated approach to providing SEND support.
12. Liaising with the parents/carers of SEND pupils in line with the requirements of The Pioneer Academy policies and the SEND Code of Practice 2015.
13. Being a key point of contact, alongside the SENDCO, with external agencies for identified pupils with SEND and ensure that these links are actively promoted and developed.
14. Working with the headteacher and senior leaders to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements for assessments.
15. Attend pupils review meetings and prepare paperwork.
16. Provide support with High Needs Funding Applications and the tracking of funding.
17. To deputise for the SENDCO as required.
18. Promote and protect the health and safety of all pupils and staff.

19. Assist leaders in following procedures relating to safeguarding, child protection and the welfare of all pupils within the school.
20. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.
21. To undertake relevant training and professional development in line with the school development plan and the specific needs of the role.

## Person Specification

Qualifications & Education	E/D	Stage
GCSE or equivalent in Maths and English Grade C or above	E	AF, C
Degree qualification or equivalent	D	AF, C
Evidence of recent relevant training/ continued professional development	E	AF, C

Experience, Knowledge and Skills	E/D	Stage
Experience of working with children, preferably in a school setting	E	AF, I, R
Experience of working with vulnerable pupils	D	AF, I, R
Knowledge of SEND Code of Practice and relevant legislation, including the Equality Act 2010	D	AF, I, R
Experience in running small group interventions	D	AF, I, R
An understanding of effective strategies for supporting pupils with SEND and staff in order to improve teaching and learning.	D	AF, I, R
Ability to undertake a variety of administrative functions i.e. filing, telephone enquiries, typing letters etc.	E	AF, I, R
Experience of using SIMS (School Information Management System) or other online data management systems	D	AF, I, R, C
Ability to use a range of IT packages including Microsoft Office and web-based applications	E	AF, I, R, C
Experiences of planning, assessing, record keeping and reporting	E	AF, I, R
Knowledge of effective target-setting and monitoring strategies.	D	AF, I, R
Experience of collating and analysing pupil data	D	AF, I, R
Has an understanding of safeguarding in education	E	AF, I, R
Clear written and spoken English to communicate effectively with a range of audiences	E	AF, I

Personal Attributes	E/D	Stage
Excellent organisational skills	E	AF, I, R
Ability to organise and prioritise workload and work on own initiative.	E	AF, I, R
Excellent communication skills (written, oral and presentation)	E	AF, I, R

Ability to contribute and work as part of a team	E	AF, I, R
Professional, honest and loyal	E	AF, I, R
Can maintain confidentiality	E	AF, I, R
A commitment to safeguarding and promoting the learning, wellbeing and safety of pupils	E	AF, I, R
A commitment to equality and inclusion	E	AF, I
Willing to undertake professional development to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	R, D

#### KEY

E/D Essential or Desirable

AF Application Form

C Certificate

I Interview

R Reference

D Disclosure