



Job Title SENDCO Assistant

Job Description / Person Specification



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Job Description

Job Title SENDCO Assistant/Senior Mental Health Lead

Location Whitley Park Primary and Nursery School

Grade/Salary Range

Job Purpose

- To model the behaviours and values of the school so that the school's vision is achieved for all pupils and adults
- To be an excellent role model demonstrating how to improve and learn

To support the Inclusion Manager:

- To support the implementation of small group provision for children with additional needs
- To provide effective communication with parents and carers by letter, email and in person
- In managing provision for pupils with SEND and associated paperwork
- To co-ordinate ELSA `support offered by the school
- To assess the success of interventions through the analysis of data
- To lead and coordinate meetings with parents / carers and professionals from external agencies
- To oversee and implement a whole-school approach to mental health and wellbeing for pupils and staff
- To be responsible for the implementation of school policies in relation to mental health and wellbeing both for pupils and staff

Designation of Post and Position within School Structure

The post holder is:

- directly accountable to the Inclusion Manager and SLT

Main Duties and Responsibilities

1. Managing Provision for Pupils with Special Educational Needs

- responsible for the implementation of school policies to raise standards of education for pupils with special educational needs, EAL and PP
- contributing to the creation of a positive school atmosphere that provides high quality teaching and pastoral care for all pupils with special educational needs
- taking a supportive role in assisting pupils with special educational needs and their families through the admission and transition process
- ensuring that there are robust systems within the school that enable all staff to identify and report on any pupil who may have special educational needs
- providing appropriate feedback on all case work related to any pupil with special educational needs to the appropriate staff

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- contributing to the preparation of the Education, Health and Care Plans for pupils
- supporting class teacher meetings with parents and carers to ensure positive outcomes, ensuring that they have access to information concerning pupils with special educational needs
- liaising with Teaching and Learning Assistants who are working with pupils with special educational needs including the ELSAs

2. Leading Teaching and Learning

- maintaining an expertise in barriers to learning and understanding how the curriculum may need to be adapted to tackle the impact of disability
- ensuring that the systematic teaching of basic skills and the recording of impact are consistently high across the school for those pupils with special educational needs, EAL, PP and other groups
- Under guidance of Inclusion Manager, support class-based staff with resources for children with SEND
- Under the guidance of the SEND Lead Teacher implement small group provision for SEND children

3. Assessment and Pupil Progress

- Organise baseline and specialist testing as directed by the Inclusion Manager
- Collate intervention data as directed by the Inclusion Manager
- Support assessment of SEND children by the SEND Lead Teacher

4. Strengthening the School Community

- organising and conducting meetings with parents and carers to ensure positive outcomes for pupils with special educational needs

5. Continuing Professional Development

- preparing for and participating in the induction process for newly appointed support staff, ensuring that their knowledge and understanding of special needs is secure
- identifying own professional learning
- ensuring that his/her health and safety, safeguarding and safe handling training is up to date
- securing an open and robust relationship with the Inclusion Manager to ensure meaningful and relevant objectives are agreed upon each year for his/her performance management in relation to assistant SENDCo duties

6. Promoting mental wellbeing

- Demonstrate a commitment to promoting the mental wellbeing of all pupils and staff, ensuring it is the focus of all actions undertaken in the role.
- Raise awareness amongst staff, pupils and parents on the importance of mental wellbeing.
- Work with the SLT to create a culture which values all pupils, allows them to feel a sense of belonging, and encourages them to talk about any issues in a non-judgemental environment.
- Establish good working relationships with pupils and staff, acting as a role model and setting high expectations.
- Work with members of staff to develop and implement strategies to improve mental wellbeing in the school.

Special/Other Requirements/Responsibilities of this Post

<i>Level of DBS check required for this post</i>	Enhanced with a check of the barring list(s)
<i>Does the post require a check against the list of people barred from working with vulnerable adults?</i>	NO
<i>Does the post require a check against the list of people barred from working with children?</i>	YES
<i>What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)</i>	N/A
<i>Is this post “politically restricted”?</i>	NO
<i>Responsibility for Health & Safety:</i>	LEVEL 1

Gateway Criteria – for progression through the gateway of RG5

- Advising on strategies to support Learning Plans and ensure consistency across the school. This includes contributions to Individual Learning Plans, Therapeutic Support plans, practical scaffolding support strategies in the classroom, etc.
- Following guidance and training from the Inclusion Manager, administer relevant assessments for individual children. These are based on a needs led approach, e.g. - spelling, reading, working memory, etc.
- Sharing good practice locally for the benefit of pupils with special educational needs, EAL and PP in the school. This includes contacts at the local authority SEND team, schools in Reading and the WEC cluster. Widening collaboration with other schools and sharing best practice is highly valued by the school and encouraged.
- Monitor and evaluate the success of mental wellbeing strategies and the level of participation of those who take part in the programmes.
- Maintain an active role as part of the SLT, attending termly meetings to review and adjust the provision of mental wellbeing.
- Work with staff members to assist with the development of the curriculum where necessary, to promote wellbeing.

Person Specification

Qualifications/Education/Training

- HLTA status/unqualified teacher experience
- Evidence of continued professional development in relevant areas
- Significant practical experience in the field of Special Educational Needs
- Senior Mental Health Lead Training Certificate
- Prepared to attend local and national training to further the development of the school

Experience

- A minimum of three years' experience within the primary phase
- Working with pupils with additional and complex needs
- Recent relevant experience of working with pupils with SEND
- Working as part of a team
- Planning a differentiated curriculum
- Working successfully in partnership with external agencies
- Successfully implementing change or innovation
- Successful experience of managing, monitoring, motivating and developing the performance of staff

Knowledge and Skills

- Up-to-date knowledge of EYFS and Primary phase curriculum
- Ability to identify pupil needs and act upon them in order to raise standards
- Ability to implement support plans
- Effectively manage pupils behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy
- Sound knowledge of teaching and learning strategies
- Implement the SEND code of Practice in order to support the administration of SEND provision across the school
- Communicate both verbally and in writing, to a range of audiences
- Make professional use of ICT including assessment and recording systems
- Understanding of how to track pupil achievement through data analysis
- Understanding the funding support mechanisms for children with additional needs
- Understanding the roles and responsibilities of other professionals (such as Educational Psychologist) Influencing and negotiation skills

Professional Abilities and Attributes

- Sensitivity to the aspirations, needs and self-esteem of others
- Willingness to address challenging issues with clarity of purpose and diplomacy
- Well organised and ability to manage own time and workload
- Vision to further develop the Inclusion manager role

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- Ability to motivate, lead and support staff and pupils
- Reliability under pressure
- Ability to demonstrate enthusiasm and sensitivity while working with others
- Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively
- Highly developed interpersonal skills and the ability to form strong relationships of trust and respect with pupils, staff, parents, governors, and the wider community
- A clear vision and understanding of the needs of EY and primary aged pupils
- Ability to demonstrate the highest levels of personal and professional integrity
- Commitment to the respect agenda with regard to race, gender, sexuality and equality

Employees are expected to comply with any reasonable request from a member of the Senior Leadership Team to undertake work of a similar level that is not specified within their job description.

Specific Working Requirements

Efficient and effective deployment of resources

- To organise and coordinate the deployment of learning resources, including ICT, and monitor their effectiveness
- To maintain existing resources and explore opportunities to develop or incorporate new resources