

Job Description

Post Title:	Assistant SENCO [Code 606] [Student Support Champion]
Scale:	6
Hours:	35 hours per week over 39 working weeks
Base:	Helston Community College
Responsible to:	Headteacher / SENCo / Head of Department / Teaching Staff
Direct Supervisory Responsibility for:	None
Indirect Supervisory Responsibility for:	Deployment of TA team
Important Functional Relationships: Internal/External	<p><u>Internal:</u> Headteacher, SENCO, Heads of Department, Teaching Staff, Support Staff, pupils</p> <p><u>External:</u> LA representatives, parents and carers, external agencies, Governors, visitors</p>

Main Purpose of the Post:

Under the guidance of the SENCO and within an agreed system of supervision:

- I. Deploy Teaching Assistants according to the needs of the pupils.
- II. Support the preparation of reports and returns for annual reviews.
- III. Provide support to the SENCO / DSL as required.
- IV. Undertake appropriate planning and preparation of sessions for individuals, small groups and whole classes to cover PPA.
- V. Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children / young people, including those pupils with special educational, physical or emotional needs. [Eg. dyslexia, autism, secondary maths, secondary English, hearing impaired, THRIVE, TIS, etc]
- VI. Deliver agreed sessions and learning experiences to individuals and groups as required.
- VII. Assess the development, progress and attainment of pupils and report on this to the responsible teacher as appropriate.

Main Duties and Responsibilities:

1. To deploy Teaching Assistants according to the needs of the pupils.
2. To support the preparation of reports and returns for annual reviews.
3. To provide support to the SENCO / DSL as required.
4. To work with the teaching staff in lesson planning, evaluating and differentiating lessons / work plans for individuals or small groups as appropriate.
5. To implement agreed learning activities / teaching programmes / interventions in liaison with teaching staff to support pupils to achieve learning and development goals.
6. To monitor and evaluate pupil's responses to learning and development activities through observation and planned recording of achievements against pre-determined objectives.
7. To provide objective and accurate feedback / reports on pupil achievement, progress and other matters, as required, to the relevant staff and to advise in line with your specialism.
8. To raise the profile of, demonstrate and implement the strategies for effective working with pupils, with the support of the SENCO.
9. To liaise with the Exams Officer to ensure pupils with exam modifications are catered for [as appropriate].

10. To be the point of contact for staff with concerns about identified pupils and to offer support, strategies and guidance as appropriate.
11. To 'troubleshoot' in classrooms where identified pupils are not making progress and to offer advice on strategies that may overcome barriers as appropriate.
12. To deliver training within areas of expertise to small groups of teachers and / or TAs within the school as required.
13. Complete data entry to support intervention plans.
14. To assist individuals and groups of pupils in developing learning skills to enable them to develop independence in learning.
15. To be the point of contact for identified pupils to help them overcome concerns within school.
16. To establish supportive relationships with the pupils concerned and to encourage knowledge, acceptance and inclusion of all pupils.
17. To develop methods of promoting and reinforcing the self-esteem of pupils within your care.
18. To be responsible for maintaining a bank of specific materials and resources to support the delivery of curriculum / wellbeing activities and give advice on their effective use.
19. To assist with group / whole class activities within and away from the classroom or school, such as educational visits.
20. To assist in the development of learning passports to ensure targets are realistic and achievable based on your knowledge of the learning difficulty.
21. To communicate with other agencies / professionals, in liaison with the teacher, to support achievement and pupil progress.
22. To be aware of confidentiality issues linked to home / pupil / teacher / school and to ensure the confidentiality of such sensitive information.
23. To carry out administrative tasks associated with all of the above duties.
24. To attend staff meetings, school-based INSET and specialist training as required.

General / Other

1. To be aware of and work in accordance with Safeguarding and Child Protection policies and procedures in order to promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
2. To maintain confidentiality of information acquired in the course of undertaking duties.
3. To be responsible for your own continuing self-development, undertaking training as appropriate.
4. To play a full part in the life of the Trust community, to support its ethos and promote its co-operative values and ethical principles.
5. Although the role is primarily with the appointing school, staff may be deployed, within reason and subject to discussion, in any setting across the Trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

The Trust will endeavour to make any necessary, reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Trust to reflect or anticipate changes in the job commensurate with the scale and job title.

Job Description prepared by: Southerly Point Co-operative Multi-Academy Trust
 Date: March 2019

Person Specification

Job Title: Assistant SENCO / DSL [Code 606]

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Date: March 2019

Person Specification	Essential	Desirable	How Identified
Relevant experience	<ol style="list-style-type: none"> Experience of working with children, ideally within a classroom environment Relevant experience to include knowledge of specific pupil learning needs and appropriate strategies of support Experience of applying exam access arrangements. 		Application form Interview Observation feedback
Education & Training	<ol style="list-style-type: none"> Good levels of literacy and numeracy Qualified to NVQ Level 3 or above [or an equivalent qualification] 	<ol style="list-style-type: none"> Training to administer screening tests Tier 3 Safeguarding training 	Application form Interview
Knowledge & Skills	<ol style="list-style-type: none"> Good organisational skills Good listening & communication skills Good interpersonal skills and ability to work successfully as part of a team Competent ICT skills Knowledge of relevant barriers to learning Willingness to update knowledge / attend regular training as the need arises 	<ol style="list-style-type: none"> Knowledge of a wide range of issues relevant to education and child development 	Application form Interview Assessment
Specialist Knowledge and Skills	<ol style="list-style-type: none"> Knowledge of a particular area of the curriculum or pupil need [Eg. dyslexia, autism, secondary maths / English, hearing impaired, THRIVE, TIS, etc] and a range of exam access arrangements 	<ol style="list-style-type: none"> Ability to show initiative Ability to identify own professional development needs and willingness to act upon them 	
Any Additional Factors	<ol style="list-style-type: none"> Patient and empathetic Able to prioritise between different demands and to work to deadlines Ability to liaise and 		Application form Interview

	<p>communicate effectively / appropriately with parents and specialists</p> <p>16. Demonstrate a commitment to:</p> <ul style="list-style-type: none"> ○ Co-operative Values; ○ Promoting the school and Trust's vision and ethos; ○ Ongoing relevant professional self-development; ○ Safeguarding and child protection. 		
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Self Help Self Responsibility Equity Equality Democracy
Solidarity Social Responsibility Honesty Openness Caring for Others