

JOB PROFILE

ASSISTANT SENCO

Responsible to: Head Teacher

Grade: MPS/UPS + SEN 1 + TLR 2a

PURPOSE OF POST:

To assist in leading and managing the provision of special educational needs learning support; and to take on the role of Assistant SENCO to support high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all pupils. Establish and maintain relationships with individual pupils and groups. Review and develop your own professional practice. Deal with pupils' therapeutic, pastoral and personal care needs. Directing support staff and overseeing the school's internal provision.

- To be the Assistant SENCO for the School
- The Assistant SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- To be responsible for relevant SEND admin.
- To assist the SENCO in leading the provision for special educational needs within the school.
- Oversee the day-to-day operation of the school's provision, including support staff
- Co-ordinate provision for an identified cohort of pupils in relation to their plans
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment
- Attend pupils review meetings and prepare paperwork.
- Liaise with the relevant designated teacher for any pupils that are LAC
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Act as a key point of contact for external agencies, especially the LA and its support services
- Work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date.

The duties in this job description will be carried out in accordance with Part IX of the School Teachers' Pay and Conditions Document 2000, or any subsequent document which may succeed the 2000 document.

Responsibilities:

Leadership:

- To ensure that the SEND policy is compliant and being effectively administered
- Organise and chair annual / interim reviews for all an identified cohort of pupils.
- Using information from requests for placement, identify pupils appropriate / unsuitable for admission and communicate with all necessary professionals and parents/carers.
- Attend meetings, as appropriate, in relation to pupils attending / referred to Wyvern.
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- To represent the school at panel meetings if requested by the SENCo.
- To ensure all documentation relating to pupils banding levels is accurate.
- Prepare relevant paperwork to support requests for changes of pupils' bandings.
- Collect and interpret specialist assessment data.
- Update the Head Teacher and governing body on the effectiveness of provision for pupils with SEN.
- Work alongside the Deputy Head Teacher to manage admissions for new pupils in accordance with the schools' admission procedures, ensuring baseline assessments are carried out. Develop understanding of learning needs and the importance of raising achievement among pupils.
- Identify resources needed to meet the needs of pupils with SEN and advise the Head Teacher of priorities for expenditure.
- Provide updated information for staff.

Teaching and Learning

- To teach throughout the school, ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs other than emotional and behavioural difficulties, or linguistic needs.
- To teach pupils on a one-to-one basis or in small groups in line with their EHCPs and the recommendations of reports by professionals outside the school.
- To ensure that the appropriate support is provided to pupils in regard to learning difficulties as they apply to literacy, numeracy, written expressive language, comprehension and essay writing skills, study skills, personal organisation and subject-specific work.
- To provide in-class support for teachers and support staff to support them in meeting the needs of identified pupils.
- To support pupils in regard to school assessments

Monitoring, Assessment, Planning and Tracking

- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for all pupils.
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils.
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the Learning Support Department and in the classroom.
- To use data generated by school assessments effectively to inform future pupil progress.

Communication and Reporting

- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to EHC Plans, and to be proactive in communication about these issues.
- To make recommendations to parents concerning the use of external agencies for identifying SEN.

Professional Knowledge and Development

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies.
- To participate in INSET provided by the School and where appropriate to lead INSET on SEND issues.
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal.
- To keep records of INSET attended.

Standards and Quality Assurance:

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour code and uniform regulations.
- Participate and contribute to staff training and development.
- Attend appropriate professional and staff meetings.
- Develop links with governors, LA and neighbouring schools

Planning, Reporting and Accountability

- To assist the Lead SENCo by contributing to the annual cycle of planning, monitoring and evaluation of the school's improvement plan.

Safeguarding Children

Context:

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

PERSON SPECIFICATION

ASSISTANT SENCO

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

	Essential	Desirable
Educational/ Qualifications/ Training	Qualified teacher. SENCo qualification	Experience of teaching pupils with ASC. Attendance on courses related to ASC.
Experience	Current experience of teaching ASC pupils	Evidence of great teaching. Evidence of involvement in defining curriculum direction.

Skills/ Knowledge / Aptitude	Ability to plan, monitor, evaluate and review. Ability to motivate pupils with challenging behaviour. Proven ICT skills Excellent written and oral skills. Proven team player. Excellent communication skills.	Knowledge of target setting and data analysis. Ability to identify barriers to learning.
Personal Qualities	Ability to relate to people at all levels. Caring and understanding. Energy, enthusiasm and perseverance. Self-confidence. Reliability and integrity. Sense of humour. Ability to work to deadlines.	Adaptable and versatile approach. Flexibility.
Self-Motivation	Imaginative approach to the education of ASC pupils. Promotion of positive behaviour strategies and constructive handling of problems.	Interests other than education. Commitment to further professional development.
Commitment	Commitment to raising standards. Commitment to the school, its pupils and other stakeholders.	
Other	Good health and attendance record.	Valid driving licence and means of private transport.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable any applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct