

Post Title:	Assistant SENDCO
Accountable to (Line Manager):	Associate Assistant Headteacher – Director of Inclusion (SENDCo)
Responsible to (day to day):	Associate Assistant Headteacher – Director of Inclusion (SENDCo)
Salary Grade:	Grade E
Academy Area:	Inclusion
Hours of Work:	37 hours per week, 39 weeks per year Term Time: 8am– 4pm (to include a minimum of 0.5 hour unpaid lunch) Additional Time: To be made up at the direction of the line manager
Start Date:	ASAP

1. Key Purpose of Job

- To assist in leading and managing the provision of special educational needs learning support; and to take on the role of Assistant SENDCo to support high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all students.
- To support the Director of Inclusion in their day to day work.

2. Main Areas of Responsibility

- To assist the SENDCo in leading the provision for SEND within school.
- To be responsible for relevant SEND admin.
- To assist the SENDCo in leading the provision for special educational needs within the Academy.
- Support the SENDCo in the coordination, implementation and evaluation of interventions.
- To develop curriculum resources to ensure that students identified on the SEND Register have the required levels of support.
- To support the SENDCo in managing the implementation of an inclusive curriculum including access to alternative/additional provision.
- To assist the SENDCo manage a team of TA's on a day-to-day basis
- Within the context of the Academy's aims and policies, to work with the SENDCo to develop and implement SEND policies, plans, targets and practices.
- To support and sustain effective SEND whole Academy teaching, evaluating the quality of teaching and standards of students' achievement, and setting targets for improvement.
- To provide all those with involvement in Special Needs the support, challenge, information and development necessary to sustain motivation and secure

improvement in teaching.

- To teach withdrawal groups as allocated by the SENDCo (where appropriate).
- To support the SENDCo to ensure a robust process of identifying children for the SEND register.
- To support the provision of special educational needs learning support, including the allocation of support time and the writing, monitoring and evaluation of individual education plans.
- To liaise with relevant outside agencies to ensure that individual student special educational needs are met effectively and that the requirements of EHCP's of special educational need are met fully.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies / providers.
- To ensure that the SEND Register is kept accurate and up to date and that staff are kept informed of student special educational needs.
- To work with the SENDCo and other staff to ensure that student passports are used to set subject specific targets and match work well to students' needs.
- To deputise for the SENDCo when required.
- To have a clear understanding of the SEND Code of Practice and Equality Policy.

3. Other Duties

- In undertaking the above duties, the Health and Safety Policy detailed in the Health and Safety Manual must be followed.
- All support staff may be required to assist with exam invigilation.
- To be first aid trained and provide first aid support to students as necessary.

4. All Academy Staff Are Expected To:

- Ensure that the aims, priorities and policies of the Academy are adhered to, including the staff Safeguarding Code of Conduct.
- Engage positively in organised professional development activities and the staff appraisal process.
- Maintain respectful and effective communication with students, staff and visitors.
- Act as a positive representative and advocate of the Academy and its pupils in all circumstances and at all times.
- Carry out any other duties as reasonably requested by the Headteacher.

PERSON SPECIFICATION

Attribute	Essential	Desirable	Method of Assessment
Management & Supervision	<ul style="list-style-type: none"> ◦ Line management experience ◦ Ability to liaise with and co-ordinate the actions/tasks of teams and individuals to achieve time specific deadlines 		<ul style="list-style-type: none"> ◦ Application ◦ Assessment ◦ Interview
Experience	<ul style="list-style-type: none"> ◦ Experience of managing multiple priorities and meeting time critical deadlines. ◦ Relevant experience of working with young people who are vulnerable and/or at risk 	<ul style="list-style-type: none"> ◦ Knowledge of SIMS data management systems. ◦ Experience of working in Social Services, Education or a similar environment 0-25 	<ul style="list-style-type: none"> ◦ Application ◦ Assessment ◦ Interview
Practical Skills	<ul style="list-style-type: none"> ◦ Ability to work constructively as part of a team ◦ Ability to be self-managing and to prioritise workloads effectively ◦ Ability to work under pressure ◦ Demonstrate effective listening skills ◦ Attention to detail and accuracy ◦ Ability to note take ◦ Excellent keyboard skills 	<ul style="list-style-type: none"> ◦ Ability to develop creative solutions ◦ Mediation and delegation skills 	<ul style="list-style-type: none"> ◦ Assessment ◦ Interview
Communication	<ul style="list-style-type: none"> ◦ Excellent communication skills, oral and written. ◦ Discretion – confidentiality in all aspects of this post is essential ◦ Excellent inter-personal skills and an ability to develop and maintain good working relationships. ◦ Dealing positively with a range of stakeholders as well as other agencies. 		<ul style="list-style-type: none"> ◦ Application ◦ Assessment ◦ Interview
Personal Qualities	<ul style="list-style-type: none"> ◦ Adaptability and a flexible attitude to roles and changing circumstances and demands ◦ Ability to work with little or no supervision / direction ◦ Willingness to work out of hours where the workflow dictates ◦ Ability to foster constructive relationships with, and gain the confidence of, young people, parents/carers and colleagues 		<ul style="list-style-type: none"> ◦ Interview
Strategic Thinking	<ul style="list-style-type: none"> ◦ Ability to evaluate systems and processes and recommend changes to improve efficiency and practice. ◦ Remain up to date with any changes in policy related to the areas of Inclusion and advise on any system changes as a result. 		
Technology / IT Skills	<ul style="list-style-type: none"> ◦ Excellent working knowledge of all Microsoft Office applications and 	<ul style="list-style-type: none"> ◦ Experience of SIMS system 	<ul style="list-style-type: none"> ◦ Application ◦ Assessment

	systems including Excel, Word, PowerPoint, Publisher.		
Education and Training	<ul style="list-style-type: none"> ◦ 5 GCSE Grade C, including Maths and English (or equivalent) ◦ Child Protection Level 3 qualification ◦ An understanding of the learning environment in which schools operate, including health and social issues ◦ Proactive approach to own personal development and training 	<ul style="list-style-type: none"> ◦ An understanding of the roles and responsibilities of external student support agencies ◦ Domestic violence training/qualification ◦ Other child related training/qualification 	<ul style="list-style-type: none"> ◦ Application ◦ Interview
Equal Opportunities	<ul style="list-style-type: none"> ◦ An understanding of equality and diversity issues 	<ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> ◦ Interview

Roles and job descriptions are subject to an annual review.

Signed:.....Headteacher

Date:.....

I agree to the terms and conditions outlined above

Signed:.....

Print:.....

Date:.....