

Job Description

Post Title:	Assistant SENCO
Grade:	8
Reports To:	SENCO
Responsible For:	Teaching Assistants

Overall purpose of job:	
To assist the SENCO in managing the provision for pupils identified as having Special Educational Needs or Disabilities (SEND).	
Main duties and responsibilities:	
1.	<p>In liaison with the SENCO:</p> <ul style="list-style-type: none"> • Maintain an accurate and up to date SEND register • Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support • Advise on the use of the school's budget and other resources to meet pupils' needs effectively • Be aware of the provision in the local offer • Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies • Be a key point of contact for external agencies, especially the local authority (LA) • Analyse assessment data for pupils with SEN or a disability • Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
2.	<p>Support for pupils with SEN or a disability:</p> <ul style="list-style-type: none"> • Identify a pupil's SEN • Coordinate provision that meets the pupil's needs, and monitor its effectiveness • Secure relevant services for the pupil • Ensure records are maintained and kept up to date • Review the education, health and care plan (EHCP) with parents or carers and the pupil • Communicate regularly with parents or carers • Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil

	<ul style="list-style-type: none"> Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities Lead on the management of students with medical conditions Build capacity into the management of students with cognition and learning needs Lead on the management of students with SEN displaying Emotional-Based School Avoidance (EBSA) Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
3.	Line management of TA2s
4.	Lead on the completion of Requests for Statutory Assessment (RSAs)
4.	Attend meetings with parents, pupils, staff and external agencies, including the local authority
5.	Coordinate operational systems and processes within the Inclusion service
6.	Work with the SENCO, Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
7.	Prepare and review information the school is required to publish, including writing reports as necessary
8.	Effectively contribute to the school improvement plan and whole-school policy
9.	Identify training needs for staff and how to meet these needs, including leading on relevant training sessions and INSET for staff
10.	Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
General:	
1.	Uphold professional standards for the role, and follow all school and Trust policies and procedures.
2.	Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection and Safeguarding Policy at all times.
3.	Participate in performance management and take part in appropriate training and development activities.
4.	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5.	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.

Person Specification

All points are essential unless otherwise specified

Qualifications	
1.	A good honours degree or equivalent
2.	Specific qualification(s) related to SEND
3.	Level 7 access arrangements qualification, or willingness to obtain such a qualification
4.	First aid qualification or willingness to obtain such a qualification
Experience	
1.	Experience of working with a range of pupils with Special Educational Needs across key stages and transition
2.	Experience of behaviour management techniques for groups and individuals with SEND
3.	Experience of conducting relevant assessments to determine SEN needs, in particular SEMH
4.	Experience of making reasonable adjustments within a mainstream setting in order to meet pupil needs and supporting other staff with these
5.	Line management experience, including effective delegation and coaching/developing others, and building and leading effective teams, including experience of managing staff performance and attendance
Skills/Knowledge/Abilities	
1.	Able to work with pupils and their families, and external agencies, in a sensitive and positive way
2.	Sound knowledge of the SEND Code of Practice and its application, and the Equality Act 2010
3.	Knowledge of normal child development and children's personal development needs, developmental progression in the emotional curriculum and a greater understanding of how pupils with SEND develop
4.	Knowledge of the implications of common SEND in children for school and families of pupils
5.	Ability to use a range of ICT systems, including confidence in using standard computer packages (e.g. Microsoft suite, Google) and school-specific software
6.	An understanding of curriculum and pedagogical issues and research findings
7.	<i>Knowledge of the expectations in the Ofsted framework regarding effective learning and teaching (desirable)</i>
8.	<i>A good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress (desirable)</i>
9.	<i>Knowledge of how to support EAL pupils (desirable)</i>
Personal Attributes	

1.	Good written and verbal communication skill with the ability to communicate effectively and build good relationships with all teachers, children, young people, families and carers
2.	Ability to make consistent judgements based on careful analysis of SEND data
3.	Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines
4.	Ability to work successfully as part of a team
5.	High expectations of self and others, including the ability to demonstrate exceptionally high expectations for all pupils
6.	Ability to problem solve, particularly under pressure
7.	Ability to set targets, monitor, review and evaluate the performance of the area and a range of intervention strategies
8.	Attention to detail/working with accuracy
Safeguarding	
1.	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2.	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
3.	Satisfactory Enhanced DBS check