

Woodchurch High School

A Church of England Academy

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| Post Title: | Assistant SENCO |
| Overall Responsibility: | * Through whole class and small group teaching secure high levels of achievement for students with SEND, so that they achieve and develop in line with all students.
* To provide professional leadership to secure high quality teaching across the curriculum; effective use of resources; improved standards of learning, inclusion and achievement for students with SEND.
* To meet weekly with the Curriculum Leader for English / SEND Teaching and Learning Leader to ensure best practice and outcomes for pupils will SEND with regard to literacy.
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| Reporting to: | Headteacher / Governors |
| Liaising with: | Senior Leadership Team |
| Disclosure level: | Enhanced DBS |
| Christian Ethos: | To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential. |
| Teaching and Managing Student Learning: |
| * The Assistant SENCO will work closely with the SEND team and the SEND Teaching & Learning Leader.
* Lead and share with colleagues across the curriculum at KS3/4 effective teaching strategies to promote the highest achievements of SEND pupils.
* To closely support, monitor and track SEND students in English with respect to their literacy, analysing summative outcomes and providing a summary report each term, with a clear action plan to implement in the next term.
* Act as a role model in leading staff to deliver high quality teaching for students with Special Educational Needs.
* Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
* Engage all staff in the creation, consistent implementation and improvement of learning programmes to improve the learning of all groups of vulnerable and disadvantaged students.
* Review teaching and learning, monitoring the progress of students requiring additional support or challenge to ensure students are engaged in their learning and achieve success.
* Identify and teach specific skills that will develop students’ ability to work independently.
* Liaise with other schools to ensure continuity of support and learning when transferring students from vulnerable groups eg attending year 6 statement reviews.
* Play a leading role in closing the gaps in achievement between SEND pupils and others in the school.
* Attend school community meetings, including Teaching and Learning Working Party, to monitor and implement effective provision for pupils with SEND.
* Lead a calendared SEND Link Group meeting half termly to ensure

 effective teaching and learning of SEND pupils across the curriculum. |
| Assessment and Self-Evaluation : |
| * To lead and co-ordinate assessments for SEND pupils in English.
* With SEND Leader, agree, monitor and evaluate student progress targets, across the curriculum, for students on the SEND register and other vulnerable groups in KS3/4.
* Establish and implement clear policies and practices for assessing, recording and report on student achievement (including specialist assessment data) and to assist students in setting targets for further improvement.
* Assist the SEND Leader to ensure that the records of all students with SEND are kept up to date.
* Assist the SEND Leader to ensure that primary school documentation of pupils identified with SEND is thoroughly read and acted upon.
* Assist the SEND Leader to use data effectively to identify students who are underachieving and where necessary, create, implement and deliver an effective intervention plan.
* Assist the designated SLT link in evaluating the standards of leadership, teaching and learning, consistent with the procedures in the school self evaluation policy and to use this analysis to take action to improve further the quality of teaching.
* Update the Headteacher and governing body on the effectiveness of provision for students with SEND.
* Support the maintenance of an up-to-date SEND register.
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| Relationships with Parents and the Wider Community: |
| * Liaise with potential next stage providers of education to ensure students and parents/carers are informed and a smooth transition is planned for.
* Be a key point of contact with the relevant external agencies.
* Establish a partnership with parents to involve them in their child’s learning, as well as providing appropriate information about the curriculum, targets and attainment.
* Communicate effectively, both orally and in writing, with parents, governors and other relevant stakeholders.
* Co-ordinate statement reviews, PSPs and IEPs.
* Co-ordinate requests for formal assessments.
* Oversee and arrange special exam arrangements.
* Liaise with other professionals and organisations.
* Develop and Chair a termly Parent Support Group.
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| Managing Staff and Own Performance: |
| * Take responsibility for their own professional development to improve students’ learning.
* Provide training opportunities for TAs and other teachers to learn about SEND.
* Liaise with the relevant designated teacher where a looked after child has Special Educational Needs.
* Lead the learning of other staff members by supporting, challenging and developing them so that they are effective in providing high quality teaching to pupils with learning difficulties.
* Provide regular and timely feedback for subject colleagues in a way which recognises and disseminates good practice.
* Support faculty staff’s progress against performance management objectives resulting in a tangible impact on student learning.
* Ensure all subject staff understand and are actively implementing the key aspects of the school’s SEND policy.
* Support the aims and ethos of the school.
* Attend and participate in open evenings and all parents’ evenings.
* Uphold the school’s behaviour code and uniform regulations.

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| Managing Resources: |
| * Identify resources needed to meet the needs of students with SEND and other vulnerable groups and advise the Headteacher/SLT of priorities for expenditure.
* Organise and co-ordinate the deployment of learning resources, including ICT, and monitor their effectiveness.
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| Strategic Leadership: |
| * Together with the Headteacher and school governors, ensure that the school meets its responsibilities under The Equality Act 2010 with regard to reasonable adjustments and access arrangements.
* Encourage all members of staff to recognise and fulfil their statutory responsibilities for students with SEND.
* Create an annual improvement plan which contributes positively to the achievements of the school improvement plan and which actively involves all subject teachers in its design and execution.
* Keeping up to date with National and local initiatives which may impact upon policy and practice and advising the Headteacher and governing body on implementation.
* To attend Curriculum Leaders meetings and the English faculty meetings.
* To liaise closely with the Inclusion Co-ordinator and PPL’s and Curriculum leaders about progress of SEND pupils.
* To meet weekly, as minimum, with the AHT – Pupil Progress and Wellbeing
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| Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.The School 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 following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

January 2018