



TUNBRIDGE WELLS GRAMMAR SCHOOL for BOYS

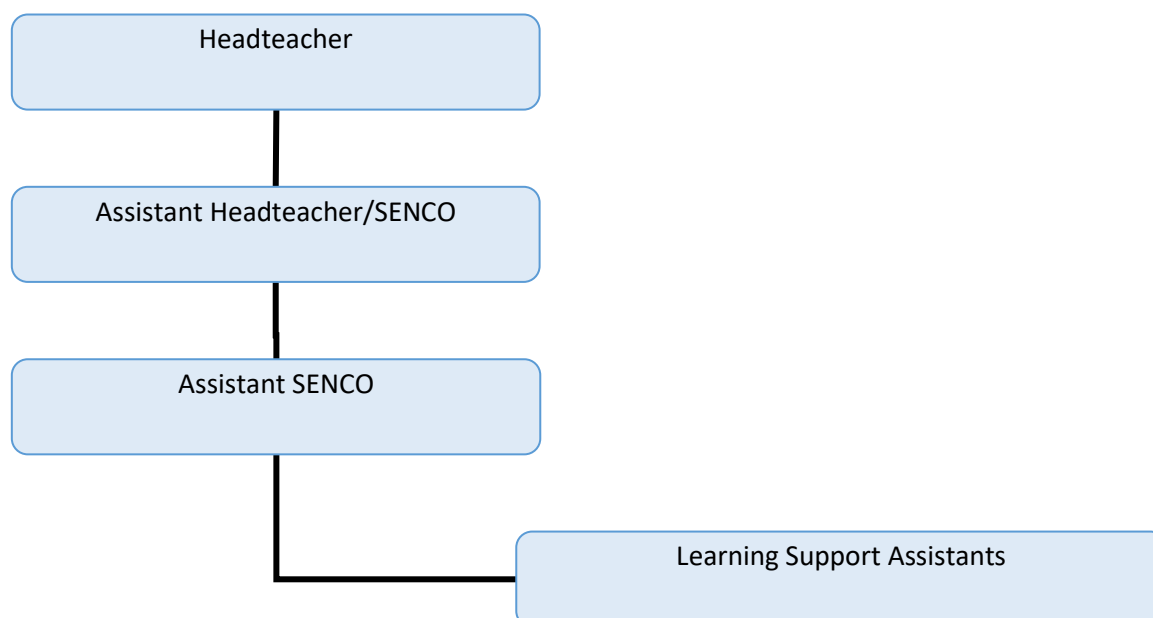
Job Description

POST TITLE:	Assistant Special Educational Needs Coordinator (SENCO)
STATUS:	Permanent, Term Time, 37 hours, 8:30am – 4:30pm (4:00pm on Fridays)
SALARY:	Kent Range 7 (£18,805 FTE)
LINE MANAGER:	Headteacher/Assistant Headteacher SENCO

Purpose of the post

In collaboration with the SENCO and Senior Leadership of the school, deliver a SEN provision that ensures all identified students are able to access a diverse curriculum. Raise the attainment and achievement of SEN students through delivering tailored support structures. Manage a team of Learning Support Assistants to support students' progress and development.

Organisation Chart:



Principal Responsibilities:		%
1.	Ensure that all SEN students identified on the SEN register are able to access the curriculum of the school. Support achievement and attainment through identifying bespoke strategies that will support students learning and social development. Formulate and analyse data on SEN performance and progress, identifying any areas of concern for individual or groups of students putting intervention strategies in place to ensure that and gaps in progress are bridged and student progress measures are met.	20%

2.	Deliver an SEN provision that follows the SEN code of practice and ensure that all students with an Educational Healthcare Plans receive the required support. Complete annual reviews of EHCP's liaising with outside agencies, professional consultants and parents. Assess the individual learning and social needs of SEN students and where complex needs are identified, gather advice from professionals and evidence in order to apply for Educational Health & Care Plans where appropriate.	20%
3.	Lead and line manage Learning Support Assistants to support the teaching and learning of SEN students throughout the school. Manage the performance of the team to deliver effective support for both teachers and students ensuring that required progress is met whilst raising levels of achievement and attainment. Ensure that the Learning Support Assistants maintain awareness and comply with policies and procedures relating to child protection, health and safety, behaviour and the SEN code of practice.	20%
4.	Ensure that all students identified with SEN have learning passports which reflect the individual needs of the students and support learning. Regularly review the passports that have been put in place by Learning Support Assistants to ensure accuracy, relevance and suitability.	10%
5.	Be responsible for the administrative functions of the SEN department and ensure that all Learning Support Assistants complete all administration required as part of their role. Put into place an effective timetable for the Learning Support Assistants that supports teaching and learning and the individual needs of SEN students, reviewing and adapting as necessary.	5%
6.	Coordinate the transition of SEN students from primary schools to TWGSB and where necessary liaising with students, parents, primary schools, outside agencies and consultants to ensure that effective support structures are in place to assist in the smooth transition.	5%
7.	Develop an excellent knowledge and understanding of educational practices and strategies relating to SEN. Keep up to date with any changes to legislation and policy disseminating this to senior leaders, teachers and learning support assistants. Undertake continued professional development and support the CPD of the SEN team.	10%
8.	Represent the school at multi agency meetings, taking the lead where required. Attend parents evenings, open evenings and other school events representing and advocating the SEN provision of the school and providing feedback on student progress to parents/carers. Develop and maintain excellent relationships with all stakeholders. Deputise in the absence of the SENCO.	10%

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore, employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title

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.

Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.

To apply, please complete our application form, CVs will not be accepted.

July 2018

Person Specification

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

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

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Substantial experience of working with SEN in a school, care and/or educational setting.	1,2	Some experience of delivering a curriculum for children with SEN.	1,2
	Demonstrable experience in working with parents to support their child's development.	1,2	Some experience of EHCP's review process and procedures in line with the new codes of practice	1,2
	Demonstrable experience of safeguarding children procedures and processes.	1,2		
	Experience of working in a school environment is essential for this post.	1,2		
	Experience of performance management/performance appraisal process	1,2		
Skills/Abilities	Able to keep accurate records and to relate observations to records and planning.	1,2	Basic IT skills, eg word processing, database, spreadsheets.	1,2
	Able to build and maintain constructive relationships with pupils and parents/carers.	1,2		
	Able to co-ordinate, motivate, develop and lead a team.	1,2		
	Able to communicate at a range of levels, eg with children, parents, other professionals etc.	1,2		
	Able to co-ordinate and lead where required multi-discipline meetings with professionals.			
Competencies	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours.	1,2		
	Appropriate attitudes to use of authority and maintaining discipline.	1,2		
Equality Issues	Able to recognise and act upon discrimination	1,2		

Specialist Knowledge	Demonstrable knowledge of relevant policies and codes of practice and child development and able to relate this to practice.	1,2		
	Demonstrable knowledge of the National Curriculum.	1,2		
Education and Training	GCSE's at grade C or above in Maths, English and Science	1,2,4	Educated to a degree level	
	Safeguarding training completed	1,2,4		
Other Requirements	Willing to be flexible in scheduling where/when work will take place between home/school/other environments.	1,2		
	Ability to attend some evening meetings (eg parents' evenings/ governing body meetings) – where required	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

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

The Job-holder will ensure that TWGSB 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).