

Job Description

Establishment:	John Port Spencer Academy
Post Title:	Assistant SENCO
Grade/Pay Range:	Teacher - MPS/UPS + TLR2A <u>or</u> Experienced TA4 - competitive
Hours/Weeks:	Full Time
Reporting to:	SENCO
Department:	SEND Team

Overall Purpose of the Post:

To support the SENCO in securing exceptional outcomes for SEND Learners

This role is suitable for a teacher or for an experienced TA4.

Accountabilities:

- To support the SENCO in leading SEND provision.
- To support the SENCO in leading and managing aspects of intervention for students with Special Educational Needs and Disabilities in the academy.
- To be responsible for identifying and assessing students needs.
- To collect and interpret assessment data to regularly review practices in order to improve outcomes for SEND students.
- To be responsible for identifying and assessing student needs as part of the Graduated Responses as referenced in the SEND Code of Practice.
- To support the SENCO in leading the strategic and day-to-day operation of SEND provision.
- To support the SENCO in providing appropriate advice and support to other colleagues in academy with regard to SEND policies and developments.
- To support the SENCO in ensuring that the academy fully meets all of the requirements in the SEND Code of Practice Graduated Response.
- To fully support the strategic vision and policies of the academy.
- To support the SENCO in identifying students with SEND and ensuring high quality and appropriate provision is put in place to meet their specific needs.
- To support SENCO in supporting and training teachers of all subjects to ensure that all teachers plan and teach lessons that are accessible to all SEND students.
- To work with the ITT Lead to support and deliver training for ITT and NQT colleagues.
- To support the SENCO in training staff and offering guidance on SEND conditions, barriers to learning and differentiation strategies.
- To promote and provide equality of access and opportunity across the academy.
- To lead an appropriate provision of individualised programmes of intervention for students with SEND, that are in addition to and different from those employed through quality first teaching.
- To fully and meticulously implement and adhere to all academy policies and procedures including safeguarding and health and safety.
- To work with all middle and senior leaders, including attending meetings, to ensure high quality SEND provision in all areas of the academy.
- To disseminate information and strategies with regard to students with SEND.

- To support the SENCO with applications for Education, Health and Care plans, TAPS funding and GRIP funding.
- To support the SENCO in ensuring that students with EHCPs receive their full entitlement.
- To support the SENCO in creating detailed action plans for the continuous improvement of the SEND Department in line with the Academy Improvement Plan.
- To have specific responsibility for progress and outcomes for SEND learners who are in receipt of pupil premium funding.
- To support the SENCO in leading the provision of LAC (including the strategic deployment of PP+ funds) and EAL students.
- To be Designated Teacher for Looked After Children
- To monitor the attendance and behavior records for SEND students and report this to the SENCO to inform interventions and parent/carer communication.
- To support the SENCO in leading on the development of an appropriate curriculum, courses, schemes of work, resources, marking policies, assessment and teaching and learning strategies in the SEND Department.
- To attend all appropriate meetings e.g. Faculty meetings, Inclusion Panel, Multi-Agency Team.
- To support the SENCO in coordinating Annual Reviews and Interim Reviews, creating and maintaining transition plans between KS2/3, KS3/4 and KS4/5.
- To work closely and proactively with parents, agencies and professionals to ensure high quality SEND provision.
- To keep specialist qualifications up to date.
- To engage in the performance management process.
- To support the SENCO in quality assuring SEND provision across the academy.
- To support the SENCO in identifying resource needs and monitoring the effectiveness of resources in meeting the needs of all SEND students.
- To undertake an appropriate programme of teaching.
- To promote extra curricular provision for SEND students, including monitoring of the engagement in extra curricular opportunities across the academy.
- To be responsible for celebrating the achievements of SEND students.
- To monitor and support the progress of under achieving SEND (e.g. Boys) across the academy.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the TRUST.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Post holder:
Signature:
Date:

Person Specification

	Essential	Desirable
Experience Evidence of a proven track record of delivering excellent student outcomes. Significant successful experience in leadership and management in education in a collaborative context. Evidence of successfully leading development and improvement strategies. Successful experience of monitoring evaluating and improving student achievement, attainment, personal development and well-being. Successful experience of implementing strategies to improve provision at whole-academy level. Experience of working with external partners Experience as Designated Teacher for Looked After Children, or a thorough understanding of the role of the Designated Teacher for Looked After Children Successful experience of managing Access Arrangements Experience of effective parent/carers engagement Successful experience of managing change in an education setting. Successful experience in the leadership of a team. Experience of leading staff training Experience of working with ITT / NQTs Experience of attendance and behaviour monitoring Successful teaching experience in the secondary or upper primary phase. Evidence of continuing professional development.	√ √ √ √ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √ √ √ √ √ √
Qualifications QTS status. National SENCO Award. Qualifications relating to Identifying and Assessing student needs, in particular Access Arrangements, or a willingness to work towards these Evidence of further post-graduate relevant study, in particular courses relating to SEND learners	√ √ √	√ √ √
Training Evidence of additional recent and continuing professional development.	√	
Special Knowledge and Skills Developed understanding of the SEN Code of Practice. An understanding of leadership and the contribution it makes to school improvement. High Level communication, organisational and management skills. The ability to communicate vision and strategy effectively and persuasively in a variety of contexts. The ability to evaluate colleagues' work and provide supportive feedback securing improvement. An understanding of the factors contributing to successful outcomes in education for young people. The ability to secure improvement in provision supported by the ability to analyse and interpret data effectively. Factors supporting curriculum improvement, how to secure and sustain effective learning and progress throughout the school. Current educational issues and relevant legislation Skilled use in IT and processing understanding of its potential contribution to school provision and improvement An understanding of the implications of curriculum provision and its impact on student outcomes across the ability range Ability to create opportunities to celebrate and reward student success A working understanding of the inspection framework and its implication for academy leadership	√ √ √ √ √ √ √ √ √ √ √ √ √ √ √	√ √ √ √
Personal Attributes A proactive leader with the desire to be accountable for substantial delegated areas of responsibility An enjoyment and enthusiasm for working with young people to promote engagement and well being Personal impact and presence A strategic thinker	√ √ √ √	√ √

Emotional intelligence with the ability to recognise and manage stress in self and others	√	
Self-confidence and the ability to appropriately to challenge the thinking and performance of colleagues	√	
Commitment to the learning for self and the development of own skills and knowledge	√	
Able to prioritise own work effectively, and that of others, in order to meet deadlines	√	
A liking for and the ability to inspire, enthuse and motivate all members of the school community	√	
Openness, good humour, energy, enthusiasm and sense of proportion	√	
Commitment to professional development in self and others	√	
Commitment to safeguarding young people	√	
Commitment to the principles of comprehensive and inclusive education	√	
Willingness to provide extracurricular opportunities for students	√	
Resilience, self-motivation and stamina in a pressurised and demanding context	√	