

# JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Assistant SENDCo	<b>Location</b>	Abbeyfield School
<b>Salary</b>	Grade G Point 8 - 13 £26,824 -£29,064 FTE. Post will be paid pro-rata. Actual Salary - £24,255 - £26,280	<b>Hours</b>	37 hours per week, 41 weeks per year
<b>Department</b>	Support Staff	<b>Reports To</b>	SENDCo/Deputy SENDCo

<b>JOB PURPOSE:</b>
<p>The Assistant SENDCo supports the strategic and day-to-day leadership of SEND provision so that pupils with additional needs receive timely identification, high-quality support, and ambitious outcomes.</p> <p>Working closely with the SENDCo, teaching colleagues, families, and external professionals, the postholder ensures our graduated response is rigorous, person-centred and impact-driven.</p>

<b>KEY RESPONSIBILITIES AND DUTIES:</b>
<p><b>Compliance and Strategic SEND Support</b></p> <ul style="list-style-type: none"> <li>Support the SENDCo/Deputy SENDCo to implement the SEND Code of Practice and whole-school SEND policy; maintain an up-to-date SEN Register, and ensure statutory processes are followed.</li> <li>Coordinate and contribute to EHCP processes (reviews, updates, and, where appropriate, initiation).</li> </ul> <p><b>Identification, Assessment, and Provision</b></p> <ul style="list-style-type: none"> <li>Lead elements of the graduated response: initial/ongoing assessment, needs analysis and matched provision; maintain provision maps, one-page profiles/pupil passports, and high-quality records.</li> <li>Plan, deliver, and quality-assure targeted interventions (1:1 and small group) and evaluate impact on progress and independence.</li> </ul> <p><b>Access Arrangements and Examinations</b></p> <ul style="list-style-type: none"> <li>Administer and coordinate the full Access Arrangements cycle (evidence gathering, applications and delivery across exam series), ensuring compliance and smooth operational delivery.</li> <li>Contribute professional assessments or liaise with external assessors in line with policy, where qualified.</li> </ul> <p><b>Transition and Keyworking</b></p> <ul style="list-style-type: none"> <li>Lead or support key transition points, working with families and primary/FE providers to ensure continuity of support.</li> </ul>

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<p><b>Multi-Agency and Family Partnership</b></p> <ul style="list-style-type: none"> <li>Coordinate referrals, liaise with external agencies, attend meetings, and produce reports; complete high-needs funding paperwork within local-authority timelines when required.</li> <li>Build positive, proactive relationships with parents/carers; provide regular updates and involve them.</li> </ul> <p><b>Staff Development and Line Management</b></p> <ul style="list-style-type: none"> <li>Provide coaching/training to teachers and teaching assistants on effective classroom strategies for SEND.</li> <li>Line manage teaching assistants where allocated, supporting deployment and performance.</li> </ul> <p><b>Data, Recording, and Reporting</b></p> <ul style="list-style-type: none"> <li>Keep accurate, confidential records (registers, provision maps, evidence of need/intervention impact).</li> <li>Prepare reports for the SENDCo and senior leaders.</li> </ul> <p><b>Inclusive Culture, Behaviour, and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Model inclusive, person-centred practice, de-escalation, and restorative approaches.</li> <li>Support pupils to meet Behaviour for Learning expectations and participate fully in school life.</li> </ul> <p><b>Safeguarding, Equality, and Professional Standards</b></p> <ul style="list-style-type: none"> <li>Uphold safeguarding, data protection, and equalities duties at all times.</li> <li>Engage in CPD to sustain high-quality practice and contribute to Creative Education Trust collaboration.</li> </ul> <ul style="list-style-type: none"> <li>This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed.</li> <li>The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder.</li> <li>The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.</li> </ul>
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JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	<ul style="list-style-type: none"> <li>GCSE English and Maths, preferably Grade 3 minimum or equivalent.</li> <li>Evidence of recent CPD relevant to SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Educated to degree level.</li> <li>Qualified Teacher Status. Level 7 SpLD with APC/EAA assessor status.</li> </ul>

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<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Working successfully with students with a range of SEND in mainstream settings.</li> <li>Planning, delivering, and evaluating interventions and tracking their impact.</li> <li>Coordinating access arrangements and supporting examinations.</li> </ul> <p>Writing referrals, liaising with external agencies, contributing.</p>	<ul style="list-style-type: none"> <li>Line management experience.</li> <li>Creating and maintaining provision maps at scale.</li> <li>Leading staff training/briefings on SEND.</li> </ul> <p>Experience with EHCP reviews and initiating assessments/funding bids.</p>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Strong knowledge of the SEND Code of Practice and the graduated response.</li> </ul> <p>Understanding of effective teaching strategies and reasonable adjustments for diverse.</p>	<ul style="list-style-type: none"> <li>Familiarity with current evidence-based practice and research.</li> </ul> <p>Specialist knowledge of autism and/or specific learning difficulties.</p>
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>Excellent communication (written, verbal) with students, staff, and families.</li> <li>Clear professional record-keeping.</li> <li>Strong organisation skills, the ability to prioritise, and resilience under pressure.</li> <li>Skilled in coaching colleagues, collaborative working and problem-solving.</li> <li>Positive, inclusive mindset.</li> <li>Adept at de-escalation and building pupil independence.</li> </ul>	
<b>CREATIVE EDUCATION TRUST VALUES</b>	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> <li><b>Empowering Ambition:</b> Supporting personal growth, innovation and high performance.</li> <li><b>Championing Equity:</b> Promoting fairness, inclusion and high expectations for every student.</li> <li><b>Unlocking Opportunity:</b> Helping create access to knowledge, experiences and networks that broaden horizons.</li> </ul> <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	
<b>EQUAL OPPORTUNITIES</b>	<p>A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity</p>	

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<b>SAFEGUARDING</b>	A thorough understanding of up-to-date safeguarding requirements and best practice
<b>OTHER REQUIREMENTS</b>	High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.

**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**