

## Hadrian Learning Trust

### JOB DESCRIPTION

<b>Post Title:</b>	Assistant SENDCo	<b>Director/Service/Sector:</b>	Children's Services
<b>Band:</b>	5	<b>Workplace:</b>	HMS and QEHS Part of HLT, or other location in the Trust.
<b>Responsible to:</b>	AHT/HMS SENDCo	<b>Date:</b>	April 2024
<b>Job Description Ref:</b>	AS HLT Band 5		

#### Responsible for

**Contact with young people:** This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

#### Job Purpose:

The primary role of the Assistant SENDCo is to support the day-to-day operational work of the SENDCo and to support the SENDCo in providing a strategic vision for supporting children with additional needs. This important role involves working with the SENDCo and the Assistant Headteacher/SLT to support all activities and to ensure that pupils with additional needs have full and equal access to educational opportunities at Hadrian Learning Trust. The Assistant SENDCo will assist in leading and managing the provision of learning support, raising standards and ensuring high quality teaching, learning and behaviour, effective use of resources, and high standards of achievement and progress for all pupils.

<b>Resources</b>	Staff	Management of a team of up to 8 learning support assistants.
	Finance	Orders and invoices, petty cash.
	Physical	Office equipment, accuracy and security of databases.
	Clients	Internal (Teachers, Staff, Pupils) and External (Parents, Visitors, Members of the Public, external agencies and professionals).

#### Duties and key result areas

#### Key responsibilities linked to the role:

##### 1. Support for SENDCo

- To support the SENDCo and SLT to sustain effective SEND whole school teaching through an inclusive curriculum, evaluating the quality of teaching and standards of pupils' achievement, and including access to alternative/additional provision.
- Support the SENDCo in the devising, implementation and updating of policies, which reflect the school's commitment to high achievement and expectations, and outstanding teaching and learning.
- Support the SENDCo to ensure a robust process of identification, assessment and provision for all children with Special Educational Needs or Disabilities for the SEND register.
- To provide staff with the support, information, challenge and development necessary to sustain motivation and secure improvement in teaching.
- To be responsible for completion of all relevant SEND administration.
- To support the SENDCo in the coordination, implementation and evaluation of interventions.
- To develop and manage curriculum resources for additional needs ensuring they are used efficiently, effectively and safely.
- To work with the SENDCo to develop and implement SEND policies, plans, targets and practices.

## 2. Support for pupils and the curriculum

- Ensure that the SEND register is accurate and up to date and that staff are kept informed of pupils' special educational needs/support needs.
- Liaising with Learning Support staff, Subject Leaders, class teachers, Key Stage Leaders and all colleagues about pupils with SEND and, where necessary, refer pupils to the appropriate staff for further support.
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENDCo e.g. Ed Psych, Speech and Language service, ASC service, EWO; LEA etc.
- Work with the SENDCo and other staff to ensure that individual support plans are used to set subject-specific targets and match work well to pupils' needs and to support the monitoring of the effectiveness of internal individual support plans.
- Liaise with relevant outside agencies to support the provision of special educational needs learning support, including the allocation of support time and the writing, monitoring and evaluation of individual pupil educational support plans.
- Regular termly monitoring of pupil progress through the use of IEPs, PEPs and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Keep detailed records of the progress of key pupils receiving Learning Support, including writing and reviewing IEPs and Annual Review notes.
- Ensure that accurate and detailed records are kept of all meetings and discussions with parents and external agencies / providers.
- Assist the SENDCo in using data effectively to identify pupils who are underachieving and where necessary, create and implement effective plans of action to support those pupils.
- Advising LSAs of the needs of pupils with learning inclusion issues and of suitable methods and strategies to support these needs. This may include the modelling of good practice or supporting LSAs with planning and review.
- To assist the SENDCo with staff development and INSET training with regard to SEND where appropriate.
- To report termly to SENDCo on departmental intervention performance and resultant pupil progress so that interventions can be refocused as appropriate.
- To work with the SENDCo to ensure that pupils, are awarded appropriate examination arrangements in respect of their needs. To liaise with pupils, parents, internal teachers and exam staff and the external educational psychologist to ensure that the appropriate testing is completed and special exams arrangement applications are made for identified pupils accurately and on time.
- To write or assist with applications for statutory assessment and complete top up funding applications, including costings for pupils identified by the SENDCo.
- Taking every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children.
- Promoting a collegiate approach so that the staff in the department work as a team.
- To attend transition meetings with feeder school parents and SENDCos and liaise with pupils/parents and feeder schools to support pastoral and teaching staff in ensuring a smooth transition.
- Manage the administration of 'The Base' and assist in the management of this area.
- Attend the multi-agency meetings for EHCP requests and complete all initial application paperwork with respect to EHCPs.
- Chair the reviews meeting for the EHCP annual review process and complete all paperwork pertaining to the review. Ensure that actions with respect to the EHCPs reviews are implemented and their effectiveness monitored throughout the academic year.
- Responsible for the day-to-day line management, deployment and appraisal of the LSAs within the department, under direction from the SENDCo
- Deputise for the SENDCo when required.

- Attending multi agency meetings representing HLT to support plans for LAC and TAF.

### 3. Whole School Responsibilities

- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
  - Safeguarding and Child protection
  - Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
  - Data protection
  - Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Conduct and engage with the staff appraisal process
- Attend and participate in regular meetings
- Participate in training and development as required.
- Engage with the appraisal process
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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 adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or pupils.

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.

#### Work Arrangements

<p>Transport requirements: Working patterns: Working conditions:</p>	<p>Required to use own transport to travel within and out-with the County Normal Monday to Friday work patterns Normally indoors; there may be occasions where you would be required to work at another school within the Trust other than QEHS and Hexham Middle School.</p>
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PERSON SPECIFICATION		
Essential	Desirable	Assess by
<b>Knowledge and Qualifications</b>		
<p>Knowledge of the SEND Code of Practice.</p> <p>Good numeracy and literacy skills (NVQ level 2 or above) including appropriate use of grammar, punctuation and spelling.</p> <p>Teaching Assistant Level 3/5 GCSE A*-C (or equivalent) including English and Maths.</p> <p>Understand and promotes the principles of equality and diversity.</p> <p>Knowledge of current statutory requirements for special educational needs and disabilities.</p> <p>Knowledge of matters relating to equal opportunities.</p> <p>Knowledge and experience of using basic diagnostic tests for identifying specific needs.</p> <p>Proven knowledge and understanding of SEND and best practice to meet additional needs.</p> <p>Evidence of an active contribution to the successful development of pupils with SEND related issues or other significant vulnerabilities.</p> <p>Understand and promote the principles of safeguarding children.</p>	<p>A degree or equivalent qualification</p> <p>Other professional development in the area of SEND</p> <p>Experience of working as an Assistant SENDCO, HLTA or Pastoral Manager (or similar role in a school setting).</p> <p>Knowledge of current educational issues.</p>	(a), (t), (g)
<b>Experience</b>		
<p>Working with or caring for children in a school or similar setting.</p> <p>Experience of working closely with parents in successful home-school partnerships that support pupils' needs.</p>	<p>Recent experience of working with young people with behavioural/emotional/social needs.</p>	(a), (i), (g)
<b>Skills and competencies</b>		
<p>Effective IT skills in using word processing and/or desktop publishing packages to produce high quality documents and reports.</p> <p>Good planning and organisational skills with the ability to work to strict deadlines.</p>	<p>Experience in using school-based IT systems.</p>	(a), (i), (t)

<p>Excellent oral and written communication skills with ability to influence internal and external stakeholders.</p> <p>Ability to effectively safeguard children and young people.</p> <p>Ability to work independently without direct supervision on a day-to-day basis.</p> <p>The ability to converse at ease with members of the public and provide advice.</p> <p>Ability to deal simultaneously with the conflicting demands of a number of service users.</p> <p>Can relate well to both children, young people and adults.</p> <p>Ability to self-motivate and ability to work as a member of a team and independently.</p> <p>Offer supportive and constructive challenge in a sensitive, empathic manner to colleagues, parents and pupils to champion the needs of vulnerable children.</p>		
<b>Physical, mental and emotional demands</b>		
<p>Ability to meet deadlines.</p> <p>Ability to maintain vigilance to ensure children remain safe and secure at all times.</p> <p>Emotional resilience to maintain resilience in the face of challenge.</p> <p>Ability to work flexibly and as part of a team.</p>		(i)
<b>Other</b>		
<p>Willingness to participate in personal and professional development related to the role and whole school needs.</p> <p>Self-motivated and able to work under own direction on a day-to-day basis.</p> <p>Passion to inspire others.</p> <p>Willingness to play a role in wider school life.</p>	Evidence of learning beyond the work place.	(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits