



JOB DESCRIPTION - ASSISTANT SENCO

EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

Core Purpose

To work closely with the Head of Inclusion and SENCO, supporting their role through liaison with students, parents/carers and external bodies.

To provide additional support resources including visual cues and/or design individual revision or key fact cards as needed.

To support students in lessons as requested by the SENCO or Head of Inclusion.

Core Responsibilities

To support the Head of Inclusion and SENCO in ensuring that appropriate provision is made for individual students through:

- Working closely with the SENCO, scrutinising applicants for school places with EHCPs (Education, Health and Care Plans), identifying the extent to which the school can meet their needs, making recommendations for additional resources needed
- Liaising with other schools for entrants and for mid-term admissions, attending annual reviews for individual students where practical and where thus delegated by the SENCO.
- Interpretation of information obtained from the assessment procedures used by the school to inform students' learning needs; after advice from the SENCO, identifying and advising on provision for students with special educational needs considering round robins and other information
- Tracking and monitoring progress, using school data collection and analysis systems, intervening and advising of interventions as needed after advice from the Trust SENCO or SENCO
- Taking part in Student Review Group meetings, or liaising with other staff in the school as needed to ensure students' progress is at least good.
- Observing students in lessons and conducting Learning Interviews as directed by the SENCO, providing written feedback to parents, year teams and the SEN team.

- Liaison with external support services with regard to individual students with special educational needs, representing the school as appropriate, including transition arrangements for new students.
- Working with the EP with regard to individual students as required, advising the school on strategies to be implemented or action to be taken
- Taking actions as necessary with respect to the EHCP process and students with EHCP eg collating evidence and presenting this to the SENCO as part of the EHCP application process.
- Liaison with assessor for examination concessions for students with special needs after identification of students by the Trust SENCO or SENCO and ensuring that access arrangements are put in place
- Liaison with Year teams leading on Student of Concern meetings, to ensure that students have suitable programmes of support.
- Meeting with parents regarding individual students' progress, focusing on those with EHCP, and contributing to annual reviews where practical
- To oversee catch up progress, discussing outcomes with the SENCO and Head of Inclusion, and implementing further action in collaboration with the SENCO.
- To lead training or contribute to training of LSAs and other members of teaching and support staff as directed by the SENCO.
- To attend external and internal professional meetings, on behalf of the SEN Team.
- To attend a weekly meeting with the SENCO and a weekly management meeting with the Head of Inclusion.

To lead in the development, monitoring and delivery of the Nurture Programme and other mentoring opportunities to support vulnerable students suggested by the EP through:

- Developing, delivering and monitoring nurture programmes and supporting others to deliver them.
- Attending planning meetings and supporting staff to deliver a well-planned differentiated curriculum.
- Developing opportunities to celebrate the success of Inclusion and SEND in our community.
- Sharing, developing modelling and observing interventions to ensure that they can be run successfully.

- Working with the EP, SALT, SENCO and Head of Inclusion to design, develop and implement a mentoring programme for key identified students at School 21.
- Leading training sessions for all staff on delivering an inclusion classroom curriculum.
- Monitoring, tracking, and presenting data each term to evaluate nurture groups and other interventions.

To implement management of resources assigned to SEN after discussion with the SENCO and Head of Inclusion as follows:

- Liaise with Department Leads to ensure students get the necessary support in that subject
- Take responsibility for SEN areas and use of rooms as directed by the SENCO, including effective organisation of materials and resources held by SEN

To take part in whole school quality assurance procedures e.g. observations, book scrutiny, mark book scrutiny, student feedback

Attending school events, where needed, to provide information or answer queries relating to SEN

Undertaking lunchtime duty or activity (outside your designated lunchtime)

To work within the Borough team as required to support students in class or at social times, including running interventions after school and/or supporting homework clubs. To supervise other student groups as needed at the end of school.

To undertake training to support Speech and Language training and other small group or individual work.

Carrying out such additional duties as may be reasonably required from time to time by the Head Teacher or Designated Leadership Team Member for SEN.

Person specification

Ability to handle sensitive issues relating to students, keeping confidentiality as required

Ability to form good working relationships with students, parents/carers and colleagues

Good oral and written communication skills

Good organisational and time management skills and the ability to work under pressure

Adaptability and flexibility in working practices and the ability to know when to use initiative

A high degree of professionalism in your approach to work and tasks set

An ability to be a good role model for students and colleagues.

In addition, it will be advantageous to:

Be educated to degree level (a psychology or education background would be particularly relevant)

Be computer literate and be willing to learn new computer systems

Be willing to access in-house/external training to enhance professional development

Have some experience of working with young people with learning/behavioural difficulties.

Training in school systems and practices will be provided.

The post holder must be a strong team player and be able to establish effective working relationships with other team members, students, parents, leaders, support staff and outside agencies.

Responsible to: SENCO

Salary Range: SC6 depending on experience

Start Date: ASAP

Skills and qualifications: Educated to degree level and/or 3 years relevant experience