



Minerva Virtual Academy

Job Title: Assistant SENCO

Location: Remote

Team: Faculty / SEND

Working Hours: Full-time 37.5 Hours per week

Salary: £33,120

Minerva Virtual Academy (MVA) is an award-winning, DfE-accredited online independent school for students aged 11 to 18 (Year 7 through Sixth Form). Founded in December 2020, MVA has become the fastest-growing independent school in the UK and has won multiple awards.

As an organisation, MVA provides a modern, flexible approach to education by delivering the British curriculum globally. A core pillar is individualised support, where every student is matched with a dedicated personal mentor for weekly sessions designed to build confidence and ensure academic progress. MVA caters to a diverse student body, including high achievers, student-athletes, performers, and students with SEND or neurodiverse needs.

The school offers specialised programs, such as "MVA Start" for new students and a Careers & Futures program, alongside enrichment weeks and weekly wellbeing programs. Despite being virtual, MVA emphasises community through social rooms, an active parent network app, and physical school trips. It is the only online school of its kind fully accredited by the Department for Education and is highly rated by the Good Schools Guide.

About the Role:

We are seeking an experienced, enthusiastic and adaptive Assistant Special Educational Needs Coordinator to join our SEN team.

The Assistant SENDCo will support MVA's mission to ensure learners with Special Educational Needs or Disabilities (SEND) achieve outcomes in line with their peers. The main purpose of the role, under the direction of the SENDCos, is to implement the SEND policy, coordinate specific provisions, and provide direct support and intervention to individual pupils with SEND and their families. This includes offering professional guidance to colleagues, working with staff, parents, and other agencies, and reporting on the effectiveness of support strategies and student progress. Additionally, the role involves promoting best practice in SEND through regular INSET and CPD for teachers and mentors, while staying current on developments in SEND research and law.

Key Responsibilities:

- Under the direction of the SENCo's determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provisions to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

- Implement and lead targeted support sessions and intervention groups for students with SEND and evaluate their effectiveness.
- Maintain an accurate SEND register and Assess Plan Do Review (APDR) tracking.
- Analyse assessment data for pupils with SEND.
- Organise and ensure sufficient evidence for Exam Access Arrangements
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND.
- Guide colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support.
- Deliver INSET and CPD for teachers and mentors.
- Work with external stakeholders such as educational psychologists, local authority staff, dual-enrolled schools, and other external agencies.
- Share procedural information, such as the school's SEND policy.
- Communicate regularly with parents/carers by managing a shared SEND Team inbox.
- Promote students' inclusion in the MVA community, access to the curriculum and extra-curricular activities.
- Deliver social clubs specifically aimed at students with SEND.
- Participate in training and social events for parents and carers.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly concerning provision for pupils with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives affecting the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of the funding more effectively.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Guide colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs and monitors its effectiveness.

- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents/carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school and supports a smooth transition.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability.

Leadership and management

- Work with the SENCo's to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Lead training for parents and carers supporting our community with SEN education
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Review SEN staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges.

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their Line Manager or Senior Leadership Team.

Candidate Attributes:

- **Qualifications & Training:**
 - It is essential to hold a Bachelor's Degree and Qualified Teacher Status
 - It is desirable to hold a NASENCO/NPQ SENDCO qualification and EAA Assessor qualifications.
- **Essential Experience:**
 - Minimum 5 years teaching
 - Working at a whole-school level
 - Delivering training
 - Supporting parents and carers
- **Desirable Experience:**
 - Working with students online

- Leading parent workshops
- Leading trips and visits
- Working with KS4 and KS5 students
- STEM background
- **Essential Skills & Knowledge:**
 - Sound knowledge of the SEND CoP
 - Understanding what makes quality first teaching and effective intervention
 - Able to plan and evaluate SEND interventions
 - Data analysis skills and the ability to use data to inform provision planning
 - Excellent communication and interpersonal skills
 - Able to build effective working relationships with colleagues, families, and young people
 - Able to adapt your approach based on the needs of the young person
 - Good record-keeping
- **Desirable Skills & Knowledge:**
 - Effective use of technology for working with students remotely
 - Knowledge of assistive technology for students to use in the home and online
 - Executive function interventions
 - Numeracy interventions
- **Personal Qualities:**
 - Dedication to getting the best outcomes for pupils and promoting the ethos and values of the school.
 - Advocating for equal opportunities for students with SEND.
 - Ability to prioritise your workload effectively.
 - Maintaining confidentiality in all professional matters, adhering strictly to the academy's safeguarding policy

MVA values the diversity of our workforce and welcomes applications from all sectors of the community.

Work Environment:

As this is a remote role, you will be required to have a suitable home-working set-up, which should include a laptop.

Safeguarding & Safer Recruitment Statement:

MVA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). As part of our Safer Recruitment Policy, online searches will also be carried out as part of due diligence checks ahead of any interviews.