

# Clacton County High School

Higher Expectations, Raising Aspirations



## Job Outline

### Assistant Special Educational Needs Co-ordinator (SENCo)

**Line Manager:** SENCo

**Responsible to:** Vice Principal (responsible for Behaviour and Welfare) / Principal

**Salary Grade:** Local Government Band 4 to midpoint (point 26-30)

#### Job Purpose

To assist the SENCO in the day-to-day operation of the school's SEN department, ensuring policies are followed to support the achievement of all SEN(D)/Additional Needs (including English as an Additional Language(EAL)) students.

#### Areas of Responsibility and Key Tasks

##### Administration

- Be the first point of contact for both staff and parents of specified children.
- Responsible for the organisation and maintenance of SEN(D) diaries/calendars.
- Produce written correspondence as necessary to external agencies, parents etc
- Minute meetings in relation to SEN(D) as and when required.
- Maintain the school's Provision Mapping information via a dedicated website and system.
- Maintain student files and records of involvement in both electronic and hard copy.

##### Supporting Learning

- With the SENCo, co-ordinate additional support for students with SEN(D) including liaison with parents, teachers and other professionals.
- Support the SENCo and other staff to develop effective ways of overcoming barriers to a student's learning.
- Support the development and monitoring of Education Health Care Plans (EHCPs).
- Support individuals and small groups of learners as appropriate.
- Identify and adopt the most effective support strategies for SEN(D) students.
- Work closely with relevant staff to ensure high quality provision for students requiring learning support.
- Through individual plans, student passports etc. guide teaching staff in how to meet the needs of individual students.
- Where appropriate, take responsibility for the management of students behaviour.



THE SIGMA TRUST

- Liaise with other schools to ensure continuity of support and learning when transferring SEN(D) students.
- Use and maintain systems for identifying SEN(D), and assessing and reviewing SEN(D) provision. This includes creating and monitoring support plans and provision maps.
- Keep parents informed about their child's progress through individual meetings and at parents' evenings.
- As necessary, prepare applications for Education Health Care Plans; co-ordinate and attend annual reviews.
- Make applications for additional support, time and/or specific papers for external assessment.
- Support the maintenance of the SEN(D) Code of Practice list.
- At Parents' Evenings, meet with parents of students with SEN(D).

### **Knowledge and Understanding**

- Have a detailed understanding of the SEN(D) Code of Practice and articulate this to the school community.
- Promote the school's ethos and vision.
- Demonstrate consistently the positive attitudes, values, conduct and behaviour which are expected within Clacton County High School based on mutual respect between students and staff.
- Inspire trust and confidence in students and colleagues.
- Keep up to date with current educational developments and legislation affecting your area of responsibility.

### **Pastoral Duties**

- Assist with the carrying out of risk assessments.
- Ensure that Health and Safety policies and procedures are followed.
- Liaise as appropriate with Pastoral Staff on Pastoral Related issues / support the safeguarding of all students and staff.
- Be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- Use school internal reporting systems for behaviour to ensure that appropriate pastoral staff, including form tutors, are aware of student issues.
- Consult with Pastoral teams over students with SEN(D) who are causing regular concern in terms of behaviour and co-operate fully in any agreed course of action.

### **Planning**

- Support the school's vision for SEN(D) to meet the needs of students.
- Contribute to and implement school policies and procedures relevant to the area.
- Implement school initiatives and policies as required.



- Support the work of the Teaching Assistants (TAs).
- Have high expectations of all SEN provision throughout the school.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to SEN(D) students.
- Disseminate good practice in Inclusion across the school.
- Identify resources needed to meet the needs of SEN(D) students and advise the SENCO of priorities for expenditure.
- Support student progress meetings, recording agreed provision within provision maps.
- Work with key staff on developing the effectiveness of transition arrangements KS2 to KS3 and KS4 to KS5 for students with SEN(D).
- Liaise with the Educational Psychology service and other support agencies.

### **General**

- Represent the school in a professional manner consistent with its ethos and values;
- To respect the confidential nature of information relating to the school and students;
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- Attend school and relevant wider based training session as required or necessary;
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy;
- The Local Governing Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment;

You may be required to do other work related to your post outside normal hours. Overtime is payable only to staff paid at scale point 30 or below, where the overtime is authorised in advance.

The duties above are neither exclusive nor exhaustive and the post holder may be required by their Line Manager or the Principal to carry out appropriate duties within the context of the job, skills and grade.

# Person Specification

|  | Essential | Desirable |
|--|-----------|-----------|
| Good level of literacy and numeracy.   | ✓         |           |
| INSET relating to SEN.   |           | ✓         |
| A commitment to undertake further professional development.  | ✓         |           |
| Successful experience in Special Educational Needs.  |           | ✓         |
| Teaching experience in an alternative education setting.   |           | ✓         |
| A full understanding of what makes excellent pedagogy in an inclusive learning environment.  | ✓         |           |
| Knowledge of TA standards.   |           | ✓         |
| Knowledge and experience of ensuring student well-being including initiating, monitoring and reviewing personalised learning programmes and/or plans, such as one plans. |           | ✓         |
| Experience of Annual Reviews and preparing documentation.  |           | ✓         |
| Experience in identifying and assessing students who have or may have special educational needs.   |           | ✓         |
| Experience setting targets and monitoring, evaluating and recording progress.  |           | ✓         |
| Knowledge of SEN Code of Conduct.  |           | ✓         |
| Implementing appropriate teaching and learning strategies for students identified as having special educational needs.   |           | ✓         |
| Good understanding of factors promoting effective transfer of learners from one phase of education to another.   |           | ✓         |
| Experience of creating and embedding accredited courses to aid inclusion and achievement management.   |           | ✓         |
| Delivering differentiated materials to mixed ability groups.   |           | ✓         |
| Recent CPD relevant to this post.  |           | ✓         |
| ICT literate and able to use ICT to enhance learning.  | ✓         |           |
| Evidence of leadership and management qualities.   |           | ✓         |
| Experience of leading a team.  |           | ✓         |
| The ability to lead and manage a team.   |           | ✓         |
| The ability to work autonomously and as part of a team.  | ✓         |           |
| The ability to motivate and develop staff and students.  | ✓         |           |
| The ability to manage a budget and to effectively deploy resources.  | ✓         |           |
| Effective time management.   | ✓         |           |
| The ability to develop partnerships with parents and agencies.   | ✓         |           |
| The ability to lead from the front and by example.   | ✓         |           |
| A passion for the education of students who are identified as having SEN.  | ✓         |           |
| Excellent interpersonal skills.  | ✓         |           |
| Excellent communication skills with all stakeholders.  | ✓         |           |
| A genuine commitment to inclusive education for students in a comprehensive and a multi-cultural environment.  | ✓         |           |
| A willingness to contribute to the wider life of the School.   | ✓         |           |
| Ambition and drive.  | ✓         |           |
| Empathetic to difficulties of SEN pupils in accepting curriculum.  | ✓         |           |

