



Job Description: SENCo Support Assistant

Salary/Grade: BR5 (points 13 - 17)

Hours per week: 32.5

Weeks per Year: 38

Reporting to: SENCo

Purpose of the job

The role of the SENCo Support Assistant is to assist in managing, supporting and delivering provision for pupils identified or in the process of being identified as having special educational needs and disabilities (SEND); including promoting high quality interventions, effective use of resources, high standards of learning and achievement for all pupils and supporting the SENCo in her role.

Responsible for

- Providing assistance to the SENCO in leading the provision for SEND across the school
- Working with the SENCO, class teachers and TAs to develop and implement intervention groups and support
- Developing and maintaining the necessary resources and activities that deliver a range of targeted interventions appropriate to identified student need
- Accurate record keeping, monitoring and evaluation of all interventions through agreed paper-based and electronic methods, communicating to parents and other stakeholders upon request, where necessary

Job Specification

- To support with the Assess, Plan, Do, Review process
- To attend EHCP Annual reviews and to support the SENCO with the paperwork for these meetings
- Under the direction of the SENCO, collate and prepare information relating to assessments, reports and referrals to outside agencies
- Attend meetings as directed by the SENCO
- Lead activities and intervention with individuals or small groups of pupils to facilitate their physical, emotional and educational development.
- Plan and deliver interventions for pupils accessing additional learning and SEMH support under the guidance of the SENCO and the class teachers
- Use an appropriate range of observation, assessment and monitoring to identify strategies to support the SEMH pupils, feeding back to class teachers and the SENCO
- To encourage and motivate pupils and to increase their self-esteem and independence
- To adopt a general role of care for all pupils
- To support pupils for assessment purposes when appropriate
- To implement school and Trust policies and procedures maintain confidentiality when reporting all concerns to the appropriate person to ensure pupils' wellbeing
- To use skills, training and experience to support pupils with SEMH needs including the continued development of pupil passports
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion of all pupils

- Support pupils consistently whilst recognising and responding to their individual SEMH and learning needs
- Encourage pupils to be 'responsible, resilient and respectful' whilst recognising their individual learning and SEMH needs
- Build effective relationships with parents and carers
- To be willing to adapt and be flexible in duties and approaches
- To attend meetings as required within terms of employment
- To conduct break and lunch time duties to supervise pupils
- To help with the preparation of resources and equipment and other clerical duties as appropriate
- To attend INSET sessions within the school as required by terms of employment and further sessions for personal development
- To keep records of work undertaken with pupils and with the class teacher to identify progress achieved
- With training, to access available data to monitor progress and achievement
- To communicate and pass on information to the SENCo
- With the SENCo to understand and act upon aims, objectives and targets of both EHCP and Student Support Plans and to implement the Code of Practice

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the academy, and only after consultation with you.

Safeguarding of students and Duty of Care

All staff have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns. All staff must be able to identify any children who are at risk of harm and know the characteristics of abuse or neglect. If you suspect or confirm harm, then it's essential you know what actions to take. Annual safeguarding training is offered to all staff and it is the staff member's responsibility to be aware of the most up to date guidance documented in the Keeping Children Safe in Education document (Department of Education).

Person specification – SENCo Support Assistant

Qualifications and experience

- 5 GCSE and A Levels(A*-C) or equivalents
- Further relevant qualifications including degree or equivalent (desirable)
- Training in a range of SEND areas of need
- Participation in external professional development in the last 3 years.
- Planning and delivering programmes of professional development to staff (desirable)
- Knowledge of the SEND Code of Practice (2015) and the Equality Act (2010)
- Relevant experience of special needs and supporting pupils
- Managing and dealing with confidential data / issues appropriately
- Experience of conducting relevant assessments to determine SEN needs, in particular SEMH (desirable)
- Experience/evidence of working with external agencies [including referrals] (desirable)
- Knowledge of the Bromley Local Offer (desirable)
- Experience of working with a range of pupils with Special Educational Needs across key stages and transition
- Experience of making reasonable adjustments within a mainstream setting in order to meet pupil needs
- Experience of applying for Education Health Care Plans [EHCP] (desirable)

Knowledge & Skills

- Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents
- Excellent literacy, numeracy and IT skills including using MIS, Microsoft packages and SharePoint, and One Drive software within a school
- Excellent personal organizational skills and the ability to prioritise workload and work to specific deadlines
- A learner, willing to undergo training and learn new skills as necessary
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements
- Strong interpersonal skills
- Attention to detail/working with accuracy
- Ability to demonstrate vision, leadership and clarity of purpose
- Ability to set realistic targets and priorities
- Ability to problem solve, particularly under pressure
- Ability to set targets, monitor, review and evaluate the performance of the area and a range of intervention strategies.
- Ability to create and manage effective monitoring systems
- Ability to maintain a culture of excellence

Personal Qualities

- A commitment to the school's vision and values
- A 'can do attitude' and an ability to solve issues as and when they arise
- Adaptable to working within a team
- A calm demeanour and the ability to work well under pressure
- A commitment to the protection and safeguarding of children and young people
- A commitment to equality of opportunity and inclusion
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- Has up to date knowledge of relevant legislation and guidance in relation to working with young people