



Job Description

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| Job Title: | Assistant SENDCo |
| Multi Academy Trust: | Ted Wragg Trust |
| Location: | Cranbrook Education Campus |
| Responsible To: | SENDCo (Primary and Secondary) |
| Salary Grade: | Grade E |

Key Purpose of Job

Assist in managing the provision for pupils identified as having Special Educational Needs (SEN); including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

- Compliment the work of the SENDCos by coordinating and deploying Teaching Assistants (TAs to support agreed learning activities for students with SEND requirements across the Campus.
- Plan, prepare and delivering learning activities for individuals/groups
- Monitor, assess, record and report pupil achievement, progress and development and use this to personalise learning plans (LP's).
- Evaluate interventions and support the SENDCos in ensuring appropriate and successful interventions are in place.
- Support the SENDCos with statutory assessments and access arrangement assessments
- Be responsible for the management and development of Teaching Assistants including allocation and monitoring of work, appraisal and training.
- Be responsible for the management and development of volunteers within SEND including allocation and monitoring of work, appraisal and training.

Key Duties and Accountabilities

Support Teachers by:

- Organising and managing an appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate for students.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Reporting on progress and achievement of individual and groups of students.
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests.
- Producing lesson plans, worksheets, plans etc.

Support pupils by:

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning.
- With the SENDCos, develop, implement, monitor and review LP's and EHCP's.
- Promoting the inclusion and acceptance of all pupils within the classroom.
- Supporting pupils consistently whilst recognising and responding to their individual needs.
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- Providing feedback to pupils in relation to progress and achievement.

Support the Curriculum by:

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs.
- Delivering local and national learning strategies e.g. literacy making effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Using ICT effectively to support learning activities develop pupils' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advising on appropriate deployment and use of specialist aid/resources/equipment.

Support the Campus by:

- Managing and maintaining provision maps.
- Complying and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Being aware of and supporting differences and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the campus.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise strengths and areas of expertise and using these to lead, advise and support others.
- Delivering out of school learning activities within guidelines established by the school.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Performance Management

- Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your line manager.



Supervision / Line Management Responsibilities of the post

- The postholder will supervise and line manage allocated SEND Assistants.

Working Environment & Conditions of the post

- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and work within any school in the Ted Wragg Trust.

Other Duties

All Campus staff are expected to:

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- Carry out other duties as reasonably requested by the Headteacher.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include



details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

This job description is subject to review by consultation.

Person Specification

| | Essential / Desirable | Evidence |
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| Qualifications and Experience: | | |
| Educated to GCSE level Grade C or equivalent and to include Maths and English at Grade C and above | E | A, I, R |
| Degree Level Qualification | E | A, I, R |
| Experience working with SEN children | E | A, I, R |
| Experience of managing other adults | E | A, I, R |
| Proven experience of working in this field with children/adults | E | A, I, R |
| Level 3 Safeguarding / or equivalent | D | A,I, R |
| First Aid training | D | A, I, R |
| Qualifications demonstrate an understanding of SEND | D | A,I, R |
| Experience in monitoring, tracking and evaluating data | D | A,I, R |
| Successful experience of teaching intervention groups | E | A,I, R |
| Experience of working with outside agencies such as (Police / Social Services / MASH / SAFE / Women's Refuge / ADVAC / etc. | E | A, I, R |
| Behaviours | | |
| Ability to remain calm and maintain perspective in stressful situations | E | A, I, R |
| Ability to relate to and communicate with students with SEN | E | A, I, R |
| Ability to carry out duties of managing students and staff in a professional manner | E | A, I, R |
| Sensitive to vulnerable children's needs and the confidentiality surrounding this | E | A, I, R |
| Creative thinker and be a problem solver who is able to work from initiative | D | A, I, R |
| High expectations for accountability and consistency | E | A, I, R |
| Vision aligned with Cranbrook's high aspirations/expectations of self and others | E | A, I, R |
| Genuine passion and a belief in the potential of every child | E | A, I, R |
| Motivation to continually improve standards and achieve excellence | E | A, I, R |
| Knowledge | | |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation connected with Safeguarding | E | A,I |
| Working knowledge of supporting vulnerable / disadvantaged families | E | A,I |
| Strong knowledge of barriers to learning and how they impact on the child and the whole family | E | A,I |



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| Understanding of Childhood Development and adverse childhood experiences | E | A, I, R |
| Skills and Effectiveness | | |
| Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential | E | A, I, R |
| Ability to form positive relationships with children, young people and adults | E | A, I, R |
| Able to respond calmly to challenging situations | E | A, I, R |
| Good communication, planning and organisational skills | E | A, I, R |
| Resilience, motivation and commitment to driving up standards of achievement | E | A, I, R |
| Ability to work on own/organise own time effectively and work to deadlines | E | A,I,R |
| Able to use ICT effectively | E | A, I, R |
| Act as a role model to staff and children | E | A, I, R |
| Excellent communicator who enjoys working as part of a team | E | A, I, R |
| Commitment to regular and on-going professional development and training to establish outstanding classroom practice | E | I |
| Other | | |
| Commitment to equality of opportunity and the safeguarding and welfare of all pupils | E | I, R |
| This post is subject to an enhanced DBS disclosure | E | A, I, R |