

Post:	Assistant SENCO
Grade:	Grade 3
Responsible to:	SENCo
Working Time:	37 hours per week, TTO

Job Purpose

- Primarily, to work closely with class teachers, the SENCO, Inclusion Lead and other support staff to close the attainment gap between individual pupils, and groups of pupils and their peers.
- To be part of the school's Inclusion and Safeguarding Team
- To plan and lead the school's Nurture Provision
- To provide emergency cover for teachers across the school, when required
- Contribute to curriculum planning and development, including quality assurance procedures

Main responsibilities

- To be responsible for the coordination and provision of interventions for named pupils or groups of pupils.
- To be knowledgeable about the four areas of the SEND Code of Practice 2015, as detailed below:
 - 1) **Cognition and learning** – including moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties. The TA should have a good understanding of associated challenges such as dyscalculia, dyspraxia and dyslexia.
 - 2) **Sensory and physical needs** – including hearing and visual impairment and physical disabilities.
 - 3) **Communication and interaction** – including teachers' and pupils' use of language.
 - 4) **Social, emotional and mental health** – including attachment disorders and attention deficit hyperactivity disorder (ADHD)
- To provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their personal best.
- To be responsible for planning and leading the impact of the school's Nurture Provision
- Develop curriculum resources in collaboration with the SENCO and relevant class teachers to ensure that pupils with SEND can access a full and well-rounded curriculum and have the required level of support.
- To be familiar with interventions relating to both SEND and behaviour.

- To work with the SENCo to assess and evaluate the impact of the interventions, including Nurture, and plan next steps for individuals or groups of pupils.
- To be responsible for the production and regular update of provision maps detailing all interventions provided by the school.
- To assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions.
- To remain up-to-date with personal training and new initiatives.
- To be responsible for disseminating their training to other staff as appropriate.
- To act as a point of contact for other professionals such as autism experts, speech and language therapists, specialist leaders of education and parents.
- To join pupils' annual reviews and report on the value of the interventions in place.
- To be responsible for arranging extra time and access arrangements, as appropriate, where external examinations or tests are administered.
- Be responsible for keeping and updating intervention files and records as agreed with the SENCO, contributing to the review of systems/records as requested
- Providing clerical/admin support for the SENCO e.g. photocopying, typing, filing, telephone calls etc

Fulfil wider professional responsibilities

- Undertake the role of Deputy DSL
- Develop effective professional relationships
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Work proactively and effectively in collaboration and partnership with professionals from other support services, other agencies and specialist voluntary and independent organisations
- Facilitate smooth transition between educational phases
- Run extra-curricular clubs
- To provide a high standard of cover lesson as and when required, ensuring the work set by the classroom teacher is completed.
- Contribute to curriculum planning and development, including quality assurance procedures
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Regularly review your own performance and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your performance through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Attend staff meetings and INSET days
- Proactively participate with arrangements made in accordance with Appraisal Regulations

Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
- Act within the statutory frameworks
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Perform any reasonable duties as requested by the Headteacher

Signed to indicate agreement..... [Post-holder]

Date.....

Signed [Manager]

Date

Person Specification: Assistant SENCO

	Essential	Desirable
Experience	Evidence of: <ul style="list-style-type: none"> Level 3 NVQ (or equivalent) relevant to Primary/Early Years Education Recent, impactful experience raising pupil attainment through delivering individual and small group intervention Working closely with parents in home-school partnerships that support pupils' needs. Experience of leading or assisting with Nurture Provision 	Evidence of: <ul style="list-style-type: none"> Level 4 NVQ Ability to analyse data and plan targeted interventions to address outcomes. Using basic diagnostic tests for identifying specific needs
Organisation	Evidence of ability to: <ul style="list-style-type: none"> manage time and prioritise workload effectively identify (potential) problems and address these balance the demands of many responsibilities effectively record and pass on information accurately 	
Specialist Skills and Knowledge	Demonstrates: <ul style="list-style-type: none"> inclusive practice excellent knowledge and understanding of how pupils learn, including potential learning differences how to overcome these thorough understanding of the 'SEND Code of Practice' child-centred vision for education effective and positive approach to behaviour management ambition for children's outcomes and achievement ability to deliver effective learning opportunities, including remotely positive impact on pupil outcomes and wellbeing 	Evidence of: <ul style="list-style-type: none"> Further professional development relating to SEND Demonstrate knowledge of quality assurance processes within SEND.
Disposition and attitudes	<ul style="list-style-type: none"> Dedication and drive to provide the best possible educational provision Show respect for, value and accept all children Altruistic approach to supporting children, families and colleagues Advocate of the school's Christian ethos High levels of integrity, resilience and emotional stability Shows initiative and flexibility when faced with challenging situations Calm, patient approach Demonstrates reliability and loyalty 	
Specific Requirements	<ul style="list-style-type: none"> Excellent communication skills, including oral, written and use of IT Commitment to safeguarding and promoting the welfare of children Uphold a high level of professional standards at all times Maintain confidentiality in all school matters 	