



Team:

SEND/Support for Learning Team

Job Title:

Assistant SENCO

Grade:

5DT Grade 7

Post Objective:

- Be responsible for the accurate assessment, implementation and recording of access arrangements for all students with SEND/identified need
- Be responsible for the assessment and identification of specific learning needs for named students and develop a suitable programme of intervention and support
- Lead on the implementation, monitoring and evaluation of relevant interventions recorded on EHCPs and SEND Support Plans, and the adaptation of plans as required.
- Support individual pupils and their families in the development of SEN Support Plans (SSPs) and with Requests for an Education, Health and Care Plan (REHCs)

Accountable to:

SENCO (Line Manager)

Exams Access Arrangements

- Screen students for access arrangements including Key Stage 3 reading and spelling tests
- To give advice and guidance to teaching staff to evidence the 'normal way of working' in the classroom train staff to support access arrangements. Act as a point of contact for staff, students and parents in relation to access. Communicate access arrangements with relevant staff, students and parents/carers and answer parental, student and staff queries where required
- Input access arrangements onto relevant portals and SEN register
- Gather evidence from staff for potential candidates for access arrangements
- Co-ordinate the completion of documentation for students eligible for access arrangements
- Liaise with external access arrangements assessor for formal assessments
- Liaise closely with the member of staff responsible for the timetabling and administration of internal and external examinations to ensure students with access arrangements have the relevant support in place
- Organise and manage documentation ensuring required evidence is up-to-date, in preparation for JCQ inspection; keep relevant evidence stored and available for JCQ inspection. Ensure JCQ deadlines are met.
- Develop and improve existing processes and systems relating to access arrangements
- Support the transition and transfer of access arrangements to other relevant settings
- To attend relevant training courses and updates to ensure knowledge and understanding of:
 - the JCQ requirements remains current
 - the current Assisted Technology for exam access arrangements and assist students with Assisted Technology where relevant
- To request documentation papers from other schools and provide copies of documentation to other educational establishments as required (paying regard to GDPR)

Early Identification and Intervention/

- Design, implement and evaluate interventions and strategies that promote engagement with the curriculum for identified students
- Encourage and support students to develop their literacy and numeracy skills

<p>Support</p>	<ul style="list-style-type: none"> • Liaise with the Year 6 SEND Transition Co-ordinator to ensure all relevant SEND information is transferred from the primary schools to facilitate a smooth transition for children with SEND and to build the SEND Register • Support parents, students and staff with the identification of and guidance around support for Specific Learning Difficulties eg. Dyslexia, Dyspraxia, Dyscalcula • Evaluate the progress of, and impact on, the children receiving interventions/additional support and adjust support accordingly. Provide updates and feedback to Subject Teacher, SENCo and Progress Leader and Parents in regard to the progress/impact of interventions. Keep departmental/school records of students' progress through SEN interventions and evaluate the impact for Governors/Headteacher • Ensure all subject teachers are advised of the recommended adaptive teaching strategies and reasonable adjustments that are required to be in place to support all students with identified SEN • Work with external agencies or professionals, where appropriate to enhance student learning and progress
<p>SEN/SfL additional responsibilities</p>	<ul style="list-style-type: none"> ▪ Line Manage selected Teaching Assistants/SEN Coaches ▪ Support and maintain collaborative productive working relationships with school staff and professionals from external agencies. Work closely with parents/carers to secure effective SEN support for their child. ▪ To advocate for the SEND Team at all relevant forums eg. Governors; Parents/Carers Forum; SENCO meetings; etc. ▪ Raise student confidence and enhance self-esteem and well being ▪ Act as a champion and advocate for children with SEN
<p>Wider support for the School</p>	<ul style="list-style-type: none"> ▪ Be instrumental in developing and supporting the work of the Support for Learning Team across the school ▪ Demonstrate experience of professional development in behaviour, mental health, developmental trauma, and evidence-based interventions for students ▪ Promote inclusion and acceptance, by being consistent in demonstrating respect and consideration for all students ▪ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person ▪ Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop ▪ Attend and participate in relevant meetings/training as required ▪ Contribute to the overall ethos, work and aims of the school ▪ To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines <p>Other responsibilities as reasonably requested by the Headteacher or his Senior Team commensurate with the grading of the post</p>

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

PERSON SPECIFICATION	Essential (E) Desirable (D)	How this will be assessed
Qualifications		
Main degree in Education/related subject	D	A/I
Qualifications in related subject eg. childcare; CAMHS; SEND; Mental Health	D	A/I
Specialist Access arrangements Assessor Qualifications (please state level of qualification in your application)	D	A/I
GCSE Maths & English A*-C (or equivalent)	E	A
Higher Level Qualifications (A'levels/Degree)	D	A/I
Knowledge and Experience		
Secondary Curriculum and relevant assessment processes at all key stages	E	A/I
Current educational legislation and good practice and its impact on curriculum provision eg. Adaptive Teaching	E	A
Experience of working directly with parents/carers to co-construct interventions and support for their child	E	A/I
Ability to conduct a variety of cognitive learning assessments including Dyslexia Portfolio; YARC; NGRT; etc.	D	A/I
Effective leadership experience	E	A/I/R
Conducting exam access testing with students and leading on the support required for internal & external examinations and assessments	D	A/I/R
Student tracking and assessment – specifically linked to SEN intervention and support	E	A/I/R
Leading INSET/training within school	D	A/I
MIS systems eg. Arbor, CPOMS, Go4Schools	D	A/I
Managing Staff	D	A/I
Advising Senior Leadership Teams	E	A/I
Skills		
Ability to manage a team	E	A/I
Enthusiasm, personal dynamism, determination and stamina	E	A
Integrity, tact, reliability, self-confidence and personal presence	E	I/R
Commitment to professional standards, quality and continuous improvement	E	A/I
Ability to manage the many conflicting demands of the post	E	A/I/R
Competent in the use of word processing and excel software	E	A/I
Competent in the use of Assisted Technology to support SEN learners make progress	D	A/I
Ability to work under pressure and meet deadlines	E	A/I
Work without close supervision	E	A/I
Adapt quickly to changes to regulations and processes	E	I
Highly organised with good planning and organisation skills	E	I
Personal attributes		
Willingness to be flexible with working hours to respond to the school's needs	E	I
Demonstrate excellent oral and written communication skills with/for a variety of audiences.	E	I
Flexibility in your approach and able to cope with frequent change	E	I
Other		
Demonstrate and adhere to 5 Dimension's Core Values	E	I
Adhere to GDPR guidelines and the Trust's internal procedures	E	I



Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety policy	E	I
Demonstrate a commitment to your own professional development	E	A/I
Commitment to keeping abreast of COSHH/Health and Safety legislation	E	I
Commitment to equality and diversity in the workplace	E	I

- A - Application
- I – Interview
- T- Task/Activity
- R – References

I confirm that I have received a copy of the above job description for this role.

Signature..... Date