

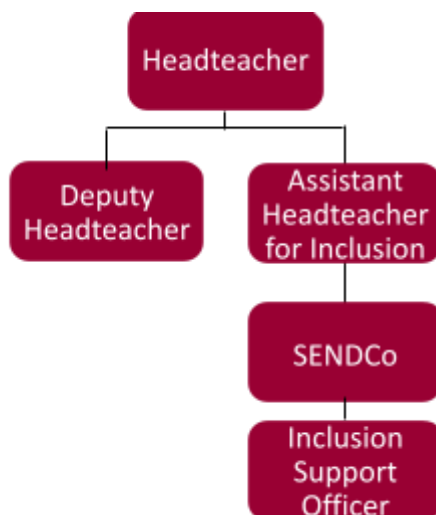
St Matthew's Primary School Job Description

TITLE: SENDCo Assistant
SCHOOL: St Matthew's Primary School
RESPONSIBLE TO: Assistant Headteacher for Inclusion/SENDCo
GRADE: L5

PURPOSE OF POST:

To support the day to day operational work of the SENCo and assist in supporting high-quality teaching, the effective use of resources, and effective systems and processes to ensure good provision for pupils with special educational needs.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. To manage the administration processes for annual reviews of EHCP pupils, school SEN support pupils and Medical Care Plans. This will involve liaising with the appropriate external agencies, parents / carers and relevant school staff and being responsible for minutes and school documentation as necessary 25%
2. Undertake a variety of assessments and observations i.e. Cognitive, SALT with individual pupils. Write up reports and share with external agencies as appropriate. 25%
3. To operate a variety of software packages including SIMS database, retrieving and analysing information and producing reports and data as required. To support the SENCo in the use of Edukey Provision map and CPOMs. 15%

- | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4. | To work with the SENCo to prepare documentation and evidence in relation to request for Higher Needs Funding and Education, Health and Care plans | 10% |
| 5. | To arrange and participate in Annual Reviews and ILP meetings, taking minutes, completing outcome documents and circulating them as appropriate | 10% |
| 6. | To develop and maintain pupil SEN records within all applicable computerised systems and pupil management systems and to process archiving in line with the school's Records Management policy. | 5% |
| 7. | To help co-ordinate and support the transition of EHCP Year 6 students to Year 7 | 5% |
| 8. | To undertake any other activities relevant to the grade and skills requirement of the post as directed by the SENCo & SLT | 3% |

DIMENSIONS

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Computer, computer systems, other office equipment.

Other: N/A

Physical Effort: Minimal, escorting children around school, delivering messages around school.

Working Environment: N/A

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended

in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

'CVs will not be accepted for any posts based in schools'.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

| Attributes | Essential | How Measured | Desirable | How Measured |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------|--------------|
| Experience | Some experience of working in a school environment | 1,2 | Experience of using basic diagnostic tests for identifying specific needs. | 1,2 |
| | Demonstrable experience of working effectively with vulnerable children / young people incl. those with SEND | 1,2 | Some experience of working effectively with a range of professionals to promote children's/young people's learning | 1,2 |
| | | | Experience of working with and supporting a range of different SEND students. | 1,2 |
| Skills/Abilities | Able to follow and work within procedures and guidelines. | 1,2 | | |
| | Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English | 1,2 | | |
| | Able to write an action plan for a pupil, maintain accurate pupil records and write other short reports as required | 1,2 | | |
| | Able to work on one's own initiative, balance competing priorities and organise a work schedule. | 1,2 | | |
| | Able to work as part of a team to reach agreed targets and | 1,2 | | |

| | | | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| | <p>outcomes for children/young people.</p> <p>Able to use word-processing, spreadsheets, databases and IT packages.</p> | 1,2,5 | | |
| Competencies | <p>Able to demonstrate appropriate motivation to work with young people.</p> <p>Ability to work collaboratively with others and to form positive and professional relationships with staff, pupils and professionals</p> <p>Emotional resilience in working with challenging behaviours.</p> | 1,2 1,2 1,2 | | |
| Equality Issues | A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities | 1,2 | | |
| Specialist Knowledge | Demonstrate a good knowledge of the 'SEND Code of Practice' | 1,2 | <p>Some knowledge of school systems i.e. SIMS database</p> <p>Knowledge of / commitment to planning and development of SEND and education activities</p> | 1,2 1,2 |
| Education and Training | Familiarity with SEND support and techniques for teaching SEND students. | 1,2 | <p>GCSE Grade C or equivalent in English and Maths</p> <p>Accreditation related to SEND</p> | 1,2,4 1,2,4 |
| Other Requirements | | 1,2 | | |

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.