

## **JOB DESCRIPTION**

**Job Title:** Assistant SENDCO  
**Grade:** H7  
**Responsible to:** KS3 and KS4/5 SENCOs

### **PURPOSE OF YOUR JOB**

- To liaise with and support families and students with special educational needs (SEN) to ensure progress and inclusion in the wider school community.
- To ensure progress and inclusion of students with SEND in the wider school community by liaising closely with school staff, parents and students. To hold meetings, make phone calls and conduct home visits, where necessary, to implement the graduated approach to supporting students with SEND. To analyse data to implement and monitor SEN interventions.

### **1. MAIN AREAS OF RESPONSIBILITY**

- To hold meetings with families and pupils with SEND to coproduce APDRs and student passports which promote progress, attendance and the wellbeing of pupils with SEND
- To maintain effective working relationships with staff members to ensure student passports and APDRs are communicated regularly and in a timely manner
- Maintaining positive working relationships with families of students with SEND to promote progress
- To work closely with the SENCOs to ensure needs of all SEND pupils are met effectively.
- To maintain accurate SEND data on BROMCOM
- To upload and distribute SEND related documents received
- To respond to or refer SEND related emails
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Analyse data and collate information to create effective APDRs and student passports which are reviewed regularly
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Undertake any other relevant duties given by the SENCOs
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

### **2. ESSENTIAL SKILLS & QUALIFICATIONS**

- Experience of working with students with SEND and the SEND Code of Practice
- Good working knowledge and understanding of IT and ability to use word processing, spreadsheet and database software
- Good knowledge of BROMCOM (desirable)
- A good level of numeracy and literacy
- Demonstrable experience of working with young people and families
- An understanding of the specialist support services available to young people from the local authority (desirable)

- Has attended a range of relevant training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues (desirable)

### **3. ESSENTIAL PERSONAL ATTRIBUTES**

- Ability to work as part of a team and on own initiative and with resilience
- Self-motivating with the ability to multi-task
- Good interpersonal skills, and the ability to enthuse and motivate others
- Flexible and adaptable
- Lead professional conversations with all stakeholders

### **4. PRACTICAL SKILLS**

- Able to build constructive relationships with parents and carers
- Able to develop and maintain close links and work effectively with staff both within and beyond the school
- Able to gather information and produce reports
- Good planning and organisational skills and a flexible approach to the management of work
- Excellent communication skills both written and oral and the ability to communicate effectively with staff and students
- Ability to prioritise own workload

### **5. WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS**

- Communicate effectively with other staff members and pupils, and with parents and carers
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals
- Understand their role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Make a positive contribution to the wider life and ethos of the school

### **6. PROFESSIONAL DEVELOPMENT**

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

*Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.*

*This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and job title.*

*All staff are required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.*

## PERSON SPECIFICATION

### **Knowledge:**

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs

### **Competencies:**

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to always maintaining confidentiality
- Commitment to safeguarding pupils' wellbeing and equality

### **Qualifications and Experience:**

- GCSEs at grades 9 to 4 (A\* to C) including English and Maths (Essential)
- Experience of working with children (desirable)
- Experience of planning interventions (Desirable)
- Relevant CPD Courses(Desirable)
- Experience working with students with Speech, Language, Communication needs and/or Autism. (Desirable)