

Post Title	Assistant to SENCO
Post Ref No.	LPA2S
Responsible To	SENCO
Grade	Grade 9

Purpose	To manage, develop and lead a team of Learning Support Assistants and ensure operational procedures are carried out effectively: - To lead a team of support staff to ensure support needs are met. - To enhance the learning of students who have a wide range of learning needs. - To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the school. - Under the advice and support of the SENCO, chair and record Annual Reviews as necessary. - To be adaptable, have empathy, and follow the school's SEND and Behaviour Policies. - To draw up Learning Action plans and passports for students with SEND - To liaise regularly with key pastoral staff - To liaise as required with all external support agencies - To ensure all relevant documentation is provided and that relevant information is circulated in school - To promote the Trust inclusion agenda - To assist the SENCO and Lead Teacher in monitoring and evaluating the impact of interventions.
Support for the Student	- To deliver Personalised Learning sessions in line with the Medium Term Plans determined by the Lead Teacher and SENCO. - Participating with the children in 1:1, in groups or in classroom situations - To assist in the personal care needs of pupils with physical difficulties - Accompany children on organised school visits as appropriate - To assist with resolving the behavioural and emotional needs of children. - In conjunction with the Lead teacher and Pastoral team leaders, to assist with the development of social skills and appropriate behaviour of pupils. - Participate in the development, delivery and monitoring of individual programmes.

Support for the Teacher	- To develop a mutually supportive relationship with teaching staff - To be involved in collaborative planning with teaching staff to ensure the effective use of support - To contribute to the advice from the SENCO to the teaching staff on the needs of particular students - To be involved in target setting meetings for students' support plans - Keep accurate records as required by the Lead teacher and SENCO - Contribute to meetings with parents and other professionals under the guidance of the Lead teacher and SENCO
Support for the Curriculum	- To attend departmental meetings where there are relevant agenda items - To attend LS team meetings as appropriate - To be involved in working groups where appropriate
Support for the School	- To manage a flexible and supportive team to further the ethos of the school - To assess and monitor the performance of the LS team - To undertake relevant training to enhance personal development and to use the knowledge to benefit the school - To manage weekly LS meetings to develop and disseminate good practice - To attend relevant INSET events
Specific Responsibilities	Supported by the SENCO, to collate and create progress reports for Annual Reviews. - Supported by the SENCO, to lead the Annual Review agenda and create an accurate record of Annual Review discussions and agreed actions and outcomes. - Assisted by the SENCO, and SLSTA for EHAs, to refer for additional specialist support or assessment. - To collate and track, necessary referral documents and outcomes of these. - To assist the Lead Teacher in developing a CPD programme for staff to better understand, plan and deliver effective interventions and support. - To Lead and motivate a team of LSTAs to develop a support Provision which is assessed as at least Good. - To assist the Lead Teacher in ensuring accountability for the assessment, monitoring and outcomes of the students identified with SEND. - To ensure that student SEND records are easily accessible, ordered and accurate. - To maintain the intervention spreadsheet to monitor, evaluate and record impact of interventions and communicate to staff, the ever changing needs of the Code of Practice cohort. - Assist in the implementation and development of special programmes, in consultation with the teaching staff, and using guidelines provided by specialist support services. - To be an associate member of the Senior Leadership Team, representing the SENCO and team views.

	Essential	Desirable
Qualifications	- HLTA accredited status or QTS - A GCSE grade C or above (or equivalent) in English and Mathematics.	- Additional specialist qualification at Level 4 or above. - Training in relevant strategies e.g. literacy, particular curriculum.
Knowledge	- Good understanding of child development and learning processes. - Full working knowledge of relevant policies/codes of practice/legislation. - Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. - Understanding of statutory frameworks related to SEND.	Curriculum development and implementation.
Relevant Experience	- Experience of working within the code of practice framework. - Worked with children of relevant age. - Experience of working in a classroom setting. - Experience of working with small groups of pupils to support their learning. Along with supporting evidence that this support has brought about improvements in achievement. - Experience of working alongside staff to plan, resource and deliver high quality strategy interventions. - Experience of whole class teaching, covering absence / PPA as required. - A thorough understanding of Maths and English frameworks.	- Experience in working in another service to young people. - Understanding of learning to learn agenda / Growth Mindset
Skills	- Use of ICT to support learning. - Ability to self-evaluate learning	Technology – video/DVD, photocopier.

	needs and actively seek learning opportunities to improve own practice and knowledge. • Excellent interpersonal skills	• Use of other equipment.
Special Requirements	• Requirement for some out of school and/or out of term working to support specific activities or events as appropriate	

ADDITIONAL INFORMATION	• It is the practice of this school periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation. • All external appointment are subject to Cumbria Education Trust's standard probation periods and assessment
SAFEGUARDING	Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post. Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff members are required to complete an enhanced DBS disclosure.